

Board Minutes
Oakdale Public School Board of Education Regular Meeting
Tuesday, October 12, 2021 6:00 PM
Fine Arts Building - Auditorium

President – Todd Corbin

Vice President – Kimber Shoop

Clerk – Erin Hulsey

Minutes Clerk - Marlene Martinez-Dunn

1. **Routine Items:**

- **Call to Order**
- **Roll Call**
- **Establishment of a Quorum**
- **Possible consideration and vote to approve Agenda**

Attendance Taken at 6:00 PM.

Mr. Todd Present
Corbin:

Erin Present
Hulsey:

Jerome
Loughridge: Present

Present: 3.

Motion to approve the agenda. This motion, made by Mr. Todd Corbin and seconded by Jerome Loughridge, passed.

Mr. Todd Yea
Corbin:

Erin Yea
Hulsey:

Jerome
Loughridge: Yea

Yea: 3, Nay: 0

2. **Pledge of Allegiance, Moment of Silence, & Inspirational Thought**

3. **Public Comment:** All meetings of the Board of Directors shall be open to the public and any regular meeting shall include an opportunity for the public to address the Board. Public Comments are limited to three (3) minutes and must be related to an agenda item or topic. Members of the public wishing to address the board must sign up before the meeting. Where several people wish to address the same subject, a spokesperson must be selected. The Board President may interrupt and terminate any comments that are not in accordance with any of these criteria or in keeping with Board Policy BED . Board members may not respond to speakers' comments. See attachment.

4. **Staff Reports, Presentations, and/or Recognitions**

- **Superintendent's Update: Dr. Joe Pierce**
 - Recognition of Peggy Cain, RN: National Certified School Nurse
 - National Principals Month
 - Boys XC State Champs
 - Girls XC State Runner-Up
- **Elementary School Principal: Jenna Foster**
- **Middle School Principal: Jill Willhoite**
- **Sanctioned Organization Reports**

5. **Consent Agenda:** The following items concern reports and items of a routine nature normally approved at Board meetings. They will be considered and voted on together as a group with one vote; provided that any Board member may ask that one or more items be considered and voted on separately. The Consent Agenda includes discussion, consideration, and possible action upon the following items:

Motion to approve the consent agenda. This motion, made by Mr. Todd Corbin and seconded by Jerome Loughridge, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Jerome Loughridge: Yea

Yea: 3, Nay: 0

1. Approve minutes of September 14, 2021, regular board meeting.
2. Accept Treasurer's Report including: Financial statements, fund balances, expenditures, revenue, warrants, bank summary, bond reports, and investments) for the month ending September 30, 2021.
3. Approve Encumbrances
4. General Fund Payments #611-#634
 1. Child Nutrition Payments are included with General Fund Payments
5. Activity Fund Payments #35-#67
6. Building Fund Payments #154-#169
7. Bond 34 Payments #10-#10
8. Bond 35: No Payments
9. Bond 36 Payments #2-#2

6. **Business (Action) Items: The following items will be considered, discussed, and possible action taken on each one separately.**

1. Discussion, consideration, and possible action correcting a student transfer of an employee's child for the 2021-22 school year as recommended in Exhibit B.

Motion to approve correcting a student transfer of an employee's child for the 2021-22 school year as recommended in Exhibit B. This motion, made by Mr. Todd Corbin and seconded by Jerome Loughridge, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Jerome Loughridge: Yea

Yea: 3, Nay: 0

2. Presentation by Lauren Branscum, G-T Coordinator. Discussion, consideration, and possible action upon the 2021-22 Oakdale Gifted-Talented District Plan.

Motion to approve the 2021-22 Oakdale Gifted-Talented District Plan, presented by Lauren Branscum G-T Coordinator. This motion, made by Mr. Todd Corbin and seconded by Jerome Loughridge, passed.

Mr.

Todd Corbin: Yea

Erin

Hulsey: Yea

Jerome

Loughridge: Yea

idge:

Yea: 3, Nay: 0

3. Consideration, discussion and possible action on the purchase of 25 Lenovo ThinkBook 15 laptops and docking stations from Quo Vadimus Technologies, LLC in the amount of \$19,950 from Bond 36.

Motion to approve the purchase of 25 Lenovo ThinkBook 15 laptops and docking stations from Quo Vadimus Technologies, LLC in the amount of \$19,950 from Bond 36. This motion, made by Mr. Todd Corbin and seconded by Jerome Loughridge, passed.

Mr.

Todd Corbin: Yea

Erin

Hulsey: Yea

Jerome

Loughridge: Yea

idge:

Yea: 3, Nay: 0

4. Discussion, consideration, and possible action on additions and/or revisions of the following policies:

- BBB - School Board Members Term of Office
- CHC - Bid & Quotations
- DHAC-R - Social Media Supplemental Guidance
- EIEDF - Individual Career Academic Plans
- FDAH – Enrollment of Military Children
- FDAHA – Education of Migratory Children
- FDC-P - Medical Exemption Review Committee
- FDC-R1 - Attendance Policy (Regulation)
- FE - Student Transfers
- FEF - Student Transfers of Children of Employees
- FEH - Transfers for Special Education Students
- FFA – Health: Students
- FFACD - Seizure Safe School
- FFACC – Diabetes Medical Management Plan
- FL – Student Records

- FL-R – Compliance with Family Education Rights and Privacy Act (FERPA) of 1974 – Regulation
- FLE – Transfer and Release of Confidential Information
- FLF – Information Coordinator
- FMA - Extra Curricular Activities
- FMA-R1 - Extra Curricular Activities
- FMAAA - Extra Curricular Activities Emergency Medical Services
- FMAAA-E - Emergency Action Plan
- FMAAA-E2 - Evaluation of Emergency Action Plan
- FNCA – Student Dress Code
- FNCC – Hazing
- FNCE – Reporting Students Under the Influence of or Possessing Alcoholic Beverages or Controlled Dangerous Substances
- FNCGA – Weapons-Free Schools
- FNG – Wireless Telecommunication Devices
- FP – Students: Fees, Fines, & Charges
- FP-R - Students: Fees, Fines, & Charges Regulation
- GJ – School Visitors
- GJBA – Student Recruitment Access to Students and Directory Information

Motion to approve the additions and/or revisions to school board policies, excluding Policy FE- Student Transfers and FEF- Student Transfers of Children of Employees. These two policies will be reviewed at a later date. This motion, made by Mr. Todd Corbin and seconded by Jerome Loughridge, passed.

Mr.
Todd Corbin: Yea

Erin
Hulsey: Yea

Jerome
Loughridge: Yea
Yea: 3, Nay: 0

7. **New Business: Any matter not known about or which could not have been reasonably foreseen prior to the time of posting.**

8. **Adjourn: Possible consideration, discussion, and vote to adjourn.**

Motion to adjourn at 7:01 P.M. This motion, made by Mr. Todd Corbin and seconded by Jerome Loughridge, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Jerome Loughridge: Yea

Yea: 3, Nay: 0



BOARD OF EDUCATION MEETING PUBLIC PARTICIPATION

The purpose of a Board meeting is for the Board to conduct the District's business and to deliberate and act upon matters before the Board unless the Board is specifically conducting a public forum. The public is encouraged to attend and to observe meetings of the Board and to participate whenever a public forum is being held for the purpose of receiving public input.

During portions of the Board's regular business meetings an opportunity shall be provided for members of the public to make comments regarding school related matters that appear as an action item on the posted agenda. To make such comments, members of the public are to complete the required form and submit it to the Clerk of the Board no less than 15 minutes before the meeting is called to order. Individuals or groups wishing to speak during the public comment period must provide the following information, in writing on the form provided, in order to speak before the board:

- Name of the individual;
- The agenda action item(s) the individual wishes to address;
- The organization the individual represents or is affiliated with, if applicable.

Persons addressing the Board during the "Public Comments" portion of a regular meeting Board meeting shall be allowed three (3) minutes to address the Board. If a group has requested to address the Board on a particular subject, the group will select one representative speaker for the group and will be allowed ten (10) minutes to speak collectively on behalf of the group's members. Groups consisting of three (3) or more persons shall designate a spokesperson who shall speak for and represent the group. Generally, a maximum of fifteen (15) minutes will be allowed for the public comment period. If an extremely large number of requests to speak are received, the Board President may extend the total time limit for comments.

The District provides various grievance and complaint procedures for addressing concerns and complaints. Therefore, to avoid circumvention of those procedures and ensure fairness to all parties, no person will be allowed to place an item on the agenda or speak on the following matters:

1. Any issue involved in pending litigation or any investigation filed with an outside agency wherein the District, any employee, or the Board is a party;
2. Any pending grievances or complaints involving employees or students;
3. An employee disciplinary action, including suspension, demotion, non-reemployment or termination;
4. Any student suspension or appeal of a student suspension.

Persons addressing the Board shall not be permitted to engage in defamatory conduct or criticize individuals and shall not engage in disruptive behavior.

Board members and the District's administrative staff shall not respond to questions or comments from the public since doing so could be in violation of the Oklahoma Open Meeting Act. The Board will not take any action on an item addressed by the public unless such item is properly on the agenda as an action item or is properly considered new business as defined by law.

CROSS REFERENCE: Policy GF

REFERENCE: 70 O.S. §5-118

Board Minutes
Oakdale Public School Board of Education Regular Meeting
Tuesday, September 14, 2021 6:00 PM
Fine Arts Building - Auditorium

President – Erin Hulseley

Vice President – Todd Corbin

Clerk – Jerome Loughridge

Minutes Clerk - Marlene Martinez-Dunn

1. Routine Items:

- **Call to Order**
- **Roll Call**
- **Establishment of a Quorum**
- **Possible consideration and vote to approve Agenda**

Attendance Taken at 6:00 PM.

Mr. Todd Corbin: Present

Erin Hulseley: Present

Jerome Loughridge: Present

Present: 3.

2. Pledge of Allegiance, Moment of Silence, & Inspirational Thought

3. Public Comment: All meetings of the Board of Directors shall be open to the public and any regular meeting shall include an opportunity for the public to address the Board. Public Comments are limited to three (3) minutes and must be related to an agenda item or topic. Members of the public wishing to address the board must sign up before the meeting. Where several people wish to address the same subject, a spokesperson must be selected. The Board President may interrupt and terminate any comments that are not in accordance with any of these criteria or in keeping with Board Policy BED . Board members may not respond to speakers' comments. See attachment.

Members of the public addressed the Board in regard to Business item 6.2, 2021 - 2022 Safe Return & Community of Service plan.

4. Staff Reports, Presentations, and/or Recognitions

- **Superintendent's Update: Dr. Joe Pierce**
- **Principals' Updates: Jenna Foster & Jill Willhoite**
- **Presentation of 2021 Test Score Analysis**
- **Sanctioned Organization Reports (OSF or PTC)**

5. Consent Agenda: The following items concern reports and items of a routine nature normally approved at Board meetings. They will be considered and voted on together as a group with one vote; provided that any Board member may ask that one or more items be considered and voted on separately. The Consent Agenda includes discussion, consideration, and possible action upon the following items:

Consent agenda was approved. This motion, made by Erin Hulseley and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Erin Hulseley: Yea

Jerome Loughridge: Yea

Yea: 3, Nay: 0

1. Approve the minutes of the August 10, 2021 regular board meeting.
2. Accept Treasurer's Report including: Financial statements, fund balances, expenditures, revenue, warrants, bank summary, bond reports, and investments) for the month ending August 31, 2021.
3. Approve Encumbrances
4. General Fund Payments #342-#390
5. Child Nutrition Payments are included with General Fund Payments
6. Building Fund Payments #106-#127
7. Activity Fund payments #2-#34
8. Bond 34 Payments #6-#9
9. Bond 35 Payments No Payments
10. Bond 36 Payments No Payments

6. Business (Action) Items:

1. Consideration, discussion, and possible action to approve Amendment No. 1 to CMS Willowbrook for construction management services for Oakdale Bond 2021 Infrastructure Projects.

Approve Amendment No. 1 in the amount of \$3,396,249.00 to CMS Willowbrook for construction management services for Oakdale Bond 2021 Infrastructure Projects. This motion, made by Mr. Todd Corbin and seconded by Erin Hulseley, passed.

Mr. Todd Corbin: Yea

Erin Hulseley: Yea

Jerome Loughridge: Yea

Yea: 3, Nay: 0

2. Consideration, discussion, and possible action to revise the district's 2021-22 Safe Return & Continuity of Services Plan requiring all students, faculty, support staff, administrators, and visitors to wear a face mask, regardless of vaccination status, while indoors on school property, including school buses, effective Thursday, September 16, 2021, as permitted by recent judicial action, in accordance with certain exemptions provided by the Center for Disease Control and Prevention, and offering a choice of three (3) reasons for an exemption to be submitted to the school in writing.

The board Tabled the action to revise the district's 2021-22 Safe Return & Continuity of Services Plan requiring all students, faculty, support staff, administrators, and visitors to wear a face mask, regardless of vaccination status, while indoors on school property, including school buses, effective Thursday, September 16, 2021, as permitted by recent judicial action, in accordance with certain exemptions provided by the Center for Disease Control and Prevention, and offering a choice of three (3) reasons for an exemption to be submitted to the school in writing. This motion, made by Mr. Todd Corbin and seconded by Erin Hulseley, passed.

Mr. Todd Corbin: Yea

Erin Hulseley: Yea

Jerome Loughridge: Yea
Yea: 3, Nay: 0

3. Discussion, consideration, and possible action upon Estimate of Needs for 2021-22.
Approve Estimate of Needs for 2021-22 school year as submitted by Putnam and Company, CPA. This motion, made by Mr. Todd Corbin and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea
Erin Hulsey: Yea
Jerome Loughridge: Yea
Yea: 3, Nay: 0

4. Consideration, discussion, and possible action upon approval of site committees for 2021-22:

- Gifted-Talented Committee
- Professional Development Committee
- Safe School/Healthy Fit Committee
- Title I Committee

Approval of site committees for 2021-22: Gifted-Talented Committee Professional Development Committee Safe School/Healthy Fit Committee Title I Committee. This motion, made by Mr. Todd Corbin and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea
Erin Hulsey: Yea
Jerome Loughridge: Yea
Yea: 3, Nay: 0

5. Consideration, discussion, and possible action on the following board policies as required by law and recommended by OSSBA legal services.

- FDAAA - Electronic Signatures
- FMC- Student Clubs and Organization Sponsors
- GBA - Open Records Act

Approval of board policies as required by law and recommended by OSSBA legal services. FDAAA - Electronic Signatures FMC- Student Clubs and Organization Sponsors GBA - Open Records Act. This motion, made by Mr. Todd Corbin and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea
Erin Hulsey: Yea
Jerome Loughridge: Yea
Yea: 3, Nay: 0

6. Discussion, consideration, and possible action to approve updates to the LEA and School Parent Family Engagement policies as recommended by the Title 1 Committee.

Approve updates to the LEA and School Parent Family Engagement policies as recommended by the Title 1 Committee. This motion, made by Mr. Todd Corbin and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea
Erin Hulsey: Yea
Jerome Loughridge: Yea
Yea: 3, Nay: 0

- 7. New Business: Any matter not known about or which could not have been reasonably foreseen prior to the time of posting.**

8. Adjourn: Possible consideration, discussion, and vote to adjourn.

Vote to adjourn @ 7:56 pm. This motion, made by Mr. Todd Corbin and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Jerome Loughridge: Yea

Yea: 3, Nay: 0

Oakdale Public School
 Bond 2021 Infrastructure
 Bid Recommendations

BID RECOMMENDATION (Base Bid, Alternates 3 and 4)

Sealed bids were opened and read aloud in accordance with the Advertisement for Bids at 2:00 PM, on August 26, 2021 for the following:

BIDDERS NAME	BASE BID	Alternate 1: Construt continuous canopy	Alternate 2: Canopy Shade Structure	Alternate 3: Walkway, Pavers & Seating	Alternate 4: Walkway steps to Football Field	TOTAL BID
BP #1 - SITE UTILITIES						
Arrow Contracting & Utilities	\$ 148,989.00					\$ 148,989.00
Patriot Construction Services, Inc.	\$ 179,900.00					\$ 179,900.00
Hammer Construction, Inc.	\$ 226,000.00					\$ 226,000.00
Grooms & Pollard Utility Services, LLC	\$ 238,912.00					\$ 238,912.00
Circle B Underground, LLC	\$ 325,000.00					\$ 325,000.00
RECOMMENDATION: Award the Base Bid to the low responsible bidder, Arrow Contracting & Utilities, for a total amount of \$148,989.00.						
BP #2 - PAVING & WALKS						
Bishop Construction, LLC	\$ 416,700.00			\$ 6,700.00	\$ 7,500.00	\$ 430,900.00
Rudy Construction Co.	\$ 541,600.00				\$ 17,250.00	\$ 558,850.00
RECOMMENDATION: Award the Base Bid plus Alternate No.'s 3 and 4 to the low responsible bidder, Bishop Construction, LLC, for a total amount of \$430,900.00.						
BP #3 - ORNAMENTAL HANDRAIL & MISC METAL						
No Bids Received						
Title 61; Section 119.1 Certain Contract to be Negotiated When No Bid is Received ; Subsection A states; If no timely bid is received after bid notices have been published on any proposed public construction contract which does not exceed Fifty Thousand Dollars (\$50,000.00): 1. The governing body of a county, city, town or school district may direct its employees or agents to negotiate the contract with a prospective contractor.						
RECOMMENDATION: No bids were received for Ornamental Handrail & Misc Metal. As per Title 61, Section 119.1, the Owner may negotiate up to \$50,000.00; therefore we recommend receiving soltcitations of competitive quotes for procurement of this bid package.						
BP #4 - SPECIALTIES (Metal Canopies)						
ACS Playground Adventures, Inc.	\$ 203,500.00	\$ 74,900.00	\$ 64,900.00			\$ 203,500.00
Play By Design, Inc.	\$ 234,845.00					\$ 234,845.00
RECOMMENDATION: Award the Base Bid to the low responsible bidder, ACS Playground Adventures, Inc., for a total amount of \$203,500.00.						
BP #4 - SPECIALTIES (Signage)						
Play By Design, Inc.	\$ 6,198.00					\$ 6,198.00
RECOMMENDATION: Award the Base Bid to the low responsible bidder, Play By Design, Inc., for a total amount of \$6,198.00.						
BP #5 - PAINTING						
Advanced Commercial Painting LLC	\$ 2,850.00					\$ 2,850.00

Oakdale Public School
Bond 2021 Infrastructure
Bid Recommendations

BIDDERS NAME	BASE BID	Alternate 1: Construt continuous canopy	Alternate 2: Canopy Shade Structure	Alternate 3: Walkway, Pavers & Seating	Alternate 4: Walkway steps to Football Field	TOTAL BID
RECOMMENDATION: Award the Base Bid to the low responsible bidder, Advanced Commercial Painting LLC, for a total amount of \$2,850.00.						
BP #6 - FIRE PROTECTION						
Frazier Fire, LLC	\$ 7,683.00					\$ 7,683.00
Kanske Fire Systems, LLC	\$ 7,850.00					\$ 7,850.00
Firetrol Fire Protection Systems	\$ 11,421.00					\$ 11,421.00
RECOMMENDATION: Award the Base Bid to the low responsible bidder, Frazier Fire, LLC, for a total amount of \$7,683.00.						
BP #7 - ELECTRICAL						
Metro Tech Electrical Contractors, Inc	\$ 54,375.00					\$ 54,375.00
Jesse Lewis, Inc.	\$ 56,999.00					\$ 56,999.00
Electrical Solutions of Oklahoma Inc	\$ 58,760.00					\$ 58,760.00
RECOMMENDATION: Award the Base Bid to the low responsible bidder, Frazier Fire, LLC, Metro Tech Electrical Contractors, Inc., for a total amount of \$54,375.00.						
BP #8 - ORNAMENTAL FENC AND GATES						
American Fence Company Inc	\$ 43,000.00					\$ 43,000.00
RECOMMENDATION: Award the Base Bid to the low responsible bidder, American Fence Company, Inc. for a total amount of \$43,000.00.						
BP #9 - PLAYGROUND						
Noah's Park & Playgrounds LLC (Voluntary Alternate Bid)	\$ 1,330,000.00					\$ 1,330,000.00
Kompan, Inc.	\$ 1,399,000.00					\$ 1,399,000.00
Play By Design Inc	\$ 1,442,442.00					\$ 1,442,442.00
RECOMMENDATION: The apparent low bidder, Noah's Park & Playground LLC submitted a voluntary alternate which was reviewed by the Architect and determined that the main features were not an equal; therefore, considered non-responsive. We recommend to award the Base Bid to the low responsible bidder, Kompan, Inc., for a total amount of \$1,399,000.00.						
BP #10- LANDSCAPE						
Grooms Irrigation Company, Inc.	\$ 219,149.00			\$ 1,200.00		\$ 220,349.00
GreenShade Trees, Inc.	\$ 259,822.96			\$ 8,729.76		\$ 268,552.72
AAA Landscape, Inc.	\$ 335,981.02			\$ 28,139.00		\$ 364,120.02
RECOMMENDATION: Award the Base Bid plus Alternate No. 3 to the low responsible bidder, Grooms Irrigation Company, Inc., for a total amount of \$220,349.00.						
BP #11 - DEMOLITION						
M&M Wrecking, Inc.	\$ 24,054.00					\$ 24,054.00
Midwest Wrecking Co., LLC	\$ 24,310.00					\$ 24,310.00

Oakdale Public School
 Bond 2021 Infrastructure
 Bid Recommendations

BIDDERS NAME	BASE BID	Alternate 1: Construt continuous canopy	Alternate 2: Canopy Shade Structure	Alternate 3: Walkway, Pavers & Seating	Alternate 4: Walkway steps to Football Field	TOTAL BID
Native Wrecking Services, LLC	\$ 37,772.00					\$ 37,772.00
Total Demolition Services	\$40,605.00					\$ 40,605.00
RECOMMENDATION: Award the Base Bid to the low responsible bidder, M&M Wrecking, Inc., for a total amount of \$24,054.00.						

BID PACKAGE	DESCRIPTION	BASE BID	VE	Canopy at West Drive	Canopy Shade Structure	Walkway, Pavers, Seating	Walkway Steps to Football Field	TOTAL (Base Bid plus Alternates)	CONTRACTOR	NOTES
1	General Requirements	\$ 129,250.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 129,250.00		
1	General Conditions	\$ 221,700.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 221,700.00		
2	Site Utilities	\$ 148,989.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 148,989.00	Arrow Contracting & Utilities	
2	Paving & Walks	\$ 416,700.00	\$ (38,575.00)	\$ -	\$ -	\$ 6,700.00	\$ 7,500.00	\$ 392,325.00	Bishop Construction	
3	Misc. Steel	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000.00	Allowance	#1
4	Specialties	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
4	Signage	\$ 6,198.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,198.00	Play By Design	
5	Metal Canopies	\$ 203,500.00	\$ (131,597.00)	\$ 74,900.00	\$ 64,900.00	\$ -	\$ -	\$ 71,903.00	ACS Playground Adventures, Inc.	
5	Painting	\$ 2,850.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,850.00	Advanced Commercial Painting	
6	Fire Protection	\$ 7,683.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,683.00	Frazier Fire, LLC	
7	Electrical	\$ 54,375.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,375.00	Metro Tech Electrical Contractors, Inc.	
8	Ornamental Fence & Gates	\$ 43,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 43,000.00	American Fence Company	
9	Playground	\$ 1,399,000.00	\$ (66,600.00)	\$ -	\$ -	\$ 1,200.00	\$ -	\$ 1,332,400.00	Grooms Frigitation Company	
10	Landscaping	\$ 219,149.00	\$ (23,450.00)	\$ -	\$ -	\$ -	\$ -	\$ 196,899.00	Kompan, Inc.	
11	Demolition	\$ 24,054.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,054.00	M&M Wrecking, Inc.	
	Allowance - Earthwork Material	\$ 85,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,000.00		#1
	Allowance - Paving Material	\$ 133,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 133,500.00		#1
	Allowance - Erosion Control	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00		#1
	Allowance - Permits/Impact Fees	\$ 4,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000.00		#1
	Allowance - Testing	\$ 7,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500.00		#1
	Allowance - Canopy Footings	\$ 12,000.00	\$ -	\$ 10,000.00	\$ 10,000.00	\$ -	\$ -	\$ 12,000.00		#1
	Allowance - Ceiling Replacement	\$ 7,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500.00		#1
	Allowance - Playground Relocation	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00		#1
	Allowance - Drainage	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00		#1
	Allowance - Geothermal at Basketball Court	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00		#1
									Bid Recommendations	#2
	Subtotal	\$ 3,205,948.00	\$ (260,222.00)	\$ 84,900.00	\$ 74,900.00	\$ 7,900.00	\$ 7,500.00	\$ 2,961,126.00		
	CM Contingency	\$ 160,297.00	\$ -	\$ 4,245.00	\$ 3,745.00	\$ 995.00	\$ 375.00	\$ 148,056.00		
	Bonds	\$ 30,969.00	\$ -	\$ 820.00	\$ 724.00	\$ 76.00	\$ 72.00	\$ 28,693.00		
	Builders Risk Insurance	\$ 13,589.00	\$ -	\$ 360.00	\$ 317.00	\$ 33.00	\$ 32.00	\$ 12,551.00		
	General Liability Insurance	\$ 27,286.00	\$ -	\$ 723.00	\$ 637.00	\$ 67.00	\$ 64.00	\$ 25,202.00		
	Subtotal	\$ 3,438,089.00	\$ (279,065.00)	\$ 91,048.00	\$ 80,323.00	\$ 8,471.00	\$ 8,043.00	\$ 3,175,538.00		
	CM Fee	\$ 171,904.00	\$ (13,953.00)	\$ 4,552.00	\$ 4,016.00	\$ 424.00	\$ 402.00	\$ 158,777.00		
	TOTAL ESTIMATED CONSTRUCTION COST	\$ 3,609,993.00	\$ (293,018.00)	\$ 95,600.00	\$ 84,339.00	\$ 8,895.00	\$ 8,445.00	\$ 3,334,315.00	<<<<<< GMP	#4
	Pre-Construction Fee	\$ 36,100.00	\$ (2,930.00)	\$ 956.00	\$ 843.00	\$ 89.00	\$ 84.00	\$ 33,343.00		

Note #1: Final costs that are under/over this allowance will increase/decrease the CM's contingency amount. Any remaining portion of the CM's contingency will be returned to the Owner by a deduct change order at the end of the project.

Note #2: The bids have been solicited on the basis of award within 30 days.

Note #3: Bid qualifications

Note #4: This GMP excludes A/E fee, civil engineering fee, CM Pre-construction fee, Owner's contingency, F&E, sales tax, items provided by Owner, any requirements by the Authority Having Jurisdiction that are not specifically depicted or indicated on the Contract Documents, temporary & permanent utility costs during construction

OAKDALE PLAYGROUND & INFRASTRUCTURE

Base Bid	3,609,993
Alternate 3 - Walkway, Pavers, Seating	8,895
Alternate 4 - Steps to Football Field	8,445
TOTAL CONSTRUCTION	3,627,333

VE SUGGESTIONS

Lower poured-in-place color to 50/50	-36,033
Remove custom logo in artificial turf	-4,054
Reduce playground mounds from 12 to 6	-28,152
Trees to be provided by OCCF	-26,406
Change to different turf (Playground Grass Extreme)	-6,756
Remove sidewalks on east side	-20,916
Reduce shade structures to (2) 20'x20' square structures	-148,182
Change basketball court to standard sidewalks w/ striping	-22,519
TOTAL VE	-293,018

TOTAL CONSTRUCTION COST w/ VE 3,334,315

SOFT COSTS

Design Fee	133,373
Civil Fee	44,000
Landscape Fee	32,615
Fire Protection Fee	3,245
Survey	5,700
Preconstruction Fee	33,343
TOTAL PROJECT COST	3,586,591



Site Committees: 2021-22

Gifted-Talented Committee

Lauren Branscum, GT Coordinator
Laura Heckenkemper, Teacher
Erin Hulsey, Parent
Gina McCarty, Counselor
Aubrey Stanley, Teacher
Dr. Joe Pierce, Administrator

Title I Committee

Steve Huff, Federal; Programs Officer
Jenna Foster, Elementary Principal
Allie Garrison, Parent
Susie Padgett, Reading Specialist

Healthy & Fit/Safe School Committee

Amy Andrews, Athletic Director
Zack Boatman, Parent
Sky Boatman, Student
Peggy Cain, RN School Nurse
Lee Charlton, Parent
Blythe Charlton, Student
Jenna Foster, Administrator
Rachelle Franz, Community Member
Caitee Harouff, Teacher
Malisa Raddatz, Cafeteria Manager
Jill Willhoite, Administrator

Professional Development Committee

Lauren Branscum, Teacher
Mandy Bray, Teacher
Lynette Brown, Teacher
Charlie Burns, Teacher
Lee Cavin, Teacher
Lee Charlton, Teacher
Nora Lee Evans, Teacher
Jenna Foster, Administrator
Wendy Killough, Teacher
Gina McCarty, Counselor
Lisa Pitts, Teacher
Shelley Ryland, SLP
Jill Willhoite, Administrator

9-14-21

BOARD OF EDUCATION REGULAR MEETING PUBLIC PARTICIPATION

REQUEST TO ADDRESS THE BOARD DURING "PUBLIC COMMENTS"

Please address the board by stating your name;

The agenda action item(s) you wish to address;

The Organization you are affiliated with, if applicable.

Please fill in the information and return to the Board Clerk, Marlene Martinez-Dunn

Name Chebea House
Please Print

1. The agenda action item(s) you wish to address.

 Item 6.2

2. The Organization the individual represents or is affiliated with, if applicable.

9-14-21

**BOARD OF EDUCATION REGULAR MEETING
PUBLIC PARTICIPATION**

REQUEST TO ADDRESS THE BOARD DURING "PUBLIC COMMENTS"

Please address the board by stating your name;

The agenda action item(s) you wish to address;

The Organization you are affiliated with, if applicable.

Please fill in the information and return to the Board Clerk, Marlene Martinez-Dunn

Name Joseph Palmeri
Please Print

1. The agenda action item(s) you wish to address.

mask mandate

2. The Organization the individual represents or is affiliated with, if applicable.

Parent + m.D

**BOARD OF EDUCATION REGULAR MEETING
PUBLIC PARTICIPATION**

REQUEST TO ADDRESS THE BOARD DURING "PUBLIC COMMENTS"

Please address the board by stating your name;

The agenda action item(s) you wish to address;

The Organization you are affiliated with, if applicable.

Please fill in the information and return to the Board Clerk, Marlene Martinez-Dunn

Name JESSICA CASH
Please Print

1. The agenda action item(s) you wish to address

U. 2 ~~Consideration, Discussion~~ Consideration, Discussion
of Possible Action on

2. The Organization the individual represents or is affiliated with, if applicable

N/A Safe Return +
Continuity of Services
Plan



Oakdale School
55-C029

FY22 Financial Report
September 30, 2021

Oakdale Public School
Cash Balances - Appropriated Funds
September 30, 2021

	Less:		Cash Balances 9/30/2021	Comparison 9/30/2020	Comparison 9/30/2019
	Balance 9/30/2021	O/S Warrants 9/30/2021			
General Fund					
2020-21 FY	690,221.74	77,147.46	613,074.28		
2019-20 FY	4,075.04	4,075.04	0.00		
Total	694,296.78	81,222.50	613,074.28	599,594.79	692,011.56
Building Fund					
2020-21 FY	(103,401.62)	2,028.34	(105,429.96)		
2019-20 FY	3,543.08	3,543.08	0.00		
Total	(99,858.54)	5,571.42	(105,429.96)	(40,286.59)	(70,877.19)
Building Bond Funds					
BBF (Fund 34)	36,169.59	7,051.00	29,118.59	-	-
BBF (Fund 35)	90,493.80	0.00	90,493.80	-	-
BBF (Fund 36)	4,305,855.00	0.00	4,305,855.00		
Total	4,432,518.39	7,051.00	4,425,467.39	348,627.14	2,327,600.14
Sinking Fund	582,928.26	0.00	582,928.26	1,105,592.97	1,224,080.60
Total Cash Balances	5,609,884.89	93,844.92	5,516,039.97	2,013,528.31	4,172,815.11

FY22 Non-Recurring (One Time) Funds		
Program	Claimed	Remaining
Project 615		\$ 500.00
Project 617	-	\$ -
Project 627	-	\$ 77,749.66
Project 628	-	\$ 28,880.54
Project 643	-	\$ 1,659.58
Project 789	29,033.00	\$ 7,943.00
Project 793	61,663.98	\$ -
Project 794	173,432.67	\$ 141,051.80
Project 795	-	\$ 138,399.86

**All Appropriated Funds
Treasurer's Activity
7/1/2021 to 9/30/2021**

<u>ASSETS</u>	Beginning Balance	Deposits	Net Transfers	Disbursements	Ending Balance
FNB of MWC					
Checking - General Fund	7,119,233.80	584,432.66	(375.21)	2,093,706.36	5,609,584.89
Receivable - due from EMP Fiscal Agent - Sinking Fund	-	-	300.00	-	300.00
Fiscal Agent - Sinking Fund	-	-	-	-	-
Total Assets	7,119,233.80	584,432.66	(75.21)	2,093,706.36	5,609,884.89
<u>LIABILITIES</u>					
General Fund					
2021-22 FY	1,006,929.04	563,796.09	(75.21)	880,428.18	690,221.74
2020-2021 FY	118,841.43	-	-	114,766.39	4,075.04
Total General Fund	1,125,770.47	563,796.09	(75.21)	995,194.57	694,296.78
Building Fund					
2021-22 FY	115,696.69	5,068.05	-	224,166.36	(103,401.62)
2020-21 FY	23,975.80	-	-	20,432.72	3,543.08
Total Building Fund	139,672.49	5,068.05	-	244,599.08	(99,858.54)
Building Bond Funds					
BBF (Fund 34)	71,819.86	117.44	-	35,767.71	36,169.59
BBF (Fund 35)	90,493.80	-	-	-	90,493.80
BBF (Fund 36)	4,500,000.00	-	-	194,145.00	4,305,855.00
Total BBF	4,662,313.66	117.44	-	35,767.71	4,432,518.39
Sinking Fund	1,191,477.18	15,451.08	-	624,000.00	582,928.26
Total Liabilities	7,119,233.80	584,432.66	(75.21)	2,093,706.36	5,609,884.89
<u>Investment Report</u>	<u>764.53</u>				

**Oakdale Public School
General Fund Expenditures
September 30, 2021**

	FY20 Expenditures		FY21 Expenditures		FY22 Expenditures	
	Payroll	Non-Payroll	Payroll	Non-Payroll	Payroll	Non-Payroll
July	67,711.84	28,743.40	63,359.78	64,614.63	58,841.77	98,858.68
August	203,987.56	28,694.57	228,498.51	88,565.10	232,033.80	75,701.98
September	383,903.33	25,483.55	400,876.84	40,258.26	410,250.76	75,701.98
October	385,767.35	31,172.79	413,857.93	46,631.57		
November	384,402.08	74,003.92	433,423.02	52,272.55		
December	434,222.85	29,883.38	408,313.10	28,914.69		
January	385,115.27	30,328.66	402,304.32	19,955.53		
February	385,488.81	30,222.76	414,846.55	48,212.45		
March	412,295.02	36,019.84	404,371.32	31,110.82		
April	406,668.45	14,157.63	420,678.77	42,008.18		
May	1,247,218.61	11,703.68	454,645.16	51,689.83		
June	48,695.50	32,678.26	918,342.86	57,230.34		
TOTALS	4,745,476.67	373,092.44	4,963,518.16	571,463.95	701,126.33	250,262.64
		5,118,569.11		5,534,982.11		951,388.97

YTD Comparison

	FY20 Expenditures		FY21 Expenditures		FY22 Expenditures	
	Payroll	Non-Payroll	Payroll	Non-Payroll	Payroll	Non-Payroll
July	67,711.84	28,743.40	63,359.78	64,614.63	58,841.77	98,858.68
August	203,987.56	28,694.57	228,498.51	88,565.10	232,033.80	75,701.98
September	383,903.33	25,483.55	400,876.84	40,258.26	410,250.76	75,701.98
October						
November						
December						
January						
February						
March						
April						
May						
June						
TOTALS	655,602.73	82,921.52	692,735.13	193,437.99	701,126.33	250,262.64
		738,524.25		886,173.12		951,388.97

**Oakdale Public School
General Fund Expenditures
September 30, 2021**

Personnel Expenses		2021-22	SEPTEMBER	2021-22	% of YTD
OBJECT	DESCRIPTION	BUDGET	2021	YEAR-TO-DATE	TO BUDGET
100-299	Personnel	4,826,858.69	410,250.76	701,126.33	14.53%
	Total Personnel	4,826,858.69	410,250.76	701,126.33	14.53%
Non-Personnel Expenses					
310	Administrative Services	40,939.00	5,000.00	15,939.00	38.9%
320	Professional Education Services	38,539.00	1,960.00	1,960.00	5.1%
321	Instructional Program Improvement	7,830.00	700.00	1,400.00	17.9%
322	Instructional svcs	120.00	120.00	120.00	100.0%
331	Accounting & Audit Services	5,821.10	72.70	172.70	3.0%
336	Medical Services	1,370.00	2,278.75	2,278.75	166.3%
337	Othe Professional Services	1,300.00	1,300.00	1,300.00	100.0%
340	Technical Services	500.00	-	-	0.0%
344	Game Security Services	22,655.00	2,850.00	3,510.00	15.5%
346	Technology Services	11,500.00	10,471.00	12,406.00	107.9%
358	Legal Services	3,826.00	-	1,125.00	29.4%
359	Employee Training	13,608.50	1,835.00	2,060.00	15.1%
430	Repairs and Maintenance	308.75	697.45	697.45	225.9%
431	Non-Tech Services	500.00	-	-	0.0%
436	Office Machine Svcs	510.00	-	-	0.0%
440	Rentals	630.00	-	-	0.0%
522	Liability Insurance	8,834.00	-	8,834.00	100.0%
524	Vehicle Insurance	7,603.00	-	7,603.00	100.0%
525	Surety Bonds	1,532.50	-	750.00	48.9%
530	Communication Services	74,728.59	9,221.24	47,169.19	63.1%
540	Advertising	1,500.00	-	-	0.0%
550	Printing and Binding	6,328.66	-	-	0.0%
580	Staff Travel	1,459.98	-	-	0.0%
611	Copy Supplies	6,380.94	289.00	2,378.94	37.3%
612	Automotive & Bus Supplies	6,905.11	95.43	6,900.26	99.9%
614	Testing Supplies	10,393.00	-	-	0.0%
615	Audiovisual Supplies	510.00	-	-	0.0%
616	First Aid	450.00	-	465.54	103.5%
617	Kitchen Supplies	14,415.00	2,075.23	2,075.23	14.4%
618	Maintenance Supplies	21,850.08	-	373.44	1.7%
619	Classroom/Office Supplies	35,120.85	3,777.54	7,239.27	20.6%
	ES Allocation	7,845.20	-	-	0.0%
	MS Allocation	5,372.60	-	-	0.0%
625	Gasoline	13,000.00	1,368.68	1,368.68	10.5%
630	Food and Milk	93,452.58	10,820.00	10,820.02	11.6%
639	Other Food Costs	5,367.30	586.43	586.43	10.9%
641	Books	1,626.40	-	-	0.0%
641	Books (Library)	8,000.00	-	-	0.0%
643	Textbooks	43,503.68	15,026.84	36,911.92	84.8%
646	Binding	1,000.00	-	-	0.0%
652	Audiovisual	7,398.94	-	3,348.84	45.3%
653	Technology Related Supplies	75,297.03	4,560.43	53,404.78	70.9%
654	Furniture and Fixtures	330.24	-	330.24	100.0%
810	Dues and Fees	18,553.82	11.45	6,050.25	32.6%
833	Interest on Non-Payable Warrants	-	-	-	0.0%
850	Game Contracts & Guarantees	1,025.00	-	-	0.0%
860	Staff Registration & Tuition	607.25	-	-	0.0%
930	Reimbursement	1,103.00	261.50	261.50	23.7%
	Total Non-Personnel	646,860.10	75,701.98	250,262.64	38.7%
	TOTALS	5,473,718.79	485,952.74	951,388.97	17.4%

**Oakdale Public School
Summary of Monthly Revenue - By Fund
2021-22 FY**

Month	Total	General Fund	Building Fund	BBF (Fund 34)	BBF (Fund 35)	BBF (Fund 36)	Sinking Fund
7-2021	85,388.24	82,285.92	738.50	117.44			2,246.38
8	347,361.30	333,806.53	3,399.14				10,155.63
9	151,683.12	147,703.64	930.41				3,049.07
10	0.00						
11	0.00						
12	0.00						
1-2022	0.00						
2	0.00						
3	0.00						
4	0.00						
5	0.00						
6	0.00						
Total	584,432.66	563,796.09	5,068.05	117.44	0.00	0.00	15,451.08

**Oakdale Public School
Warrants Issued By Month - By Fund
2021-22 FY**

Month	Total	General Fund		Building Fund		(Fund 34)	(Fund 35)	(Fund 36)	Sinking Fund
		2021-22 FY	2020-21 FY	2021-22 FY	2020-21 FY	BBF	BBF	BBF	
7-2021	929,185.01	157,700.45		147,484.56					624,000.00
8	412,395.91	313,922.45		34,609.17	25,110.54			38,753.75	
9	547,761.88	485,952.74		44,100.97		17,708.17			
10	0.00								
11	0.00								
12	0.00								
1-2022	0.00								
2	0.00								
3	0.00								
4	0.00								
5	0.00								
6	0.00								
Totals	1,889,342.80	957,575.64	0.00	226,194.70	25,110.54	17,708.17	0.00	38,753.75	624,000.00

**Oakdale Public School
Warrants Paid By Month - By Fund
2021-22 FY**

Month	Total	General Fund		Building Fund		(Fund 34)	(Fund 35)	(Fund 36)	Sinking Fund
		2021-22 FY	2020-21 FY	2021-22 FY	2020-21 FY	BBF	BBF	BBF	
7-2021	1,161,579.14	132,630.18	87,613.20	144,466.79	17,477.72	0.00	0.00	155,391.25	624,000.00
8	455,685.95	326,803.02	27,131.70	34,931.94	2,955.00	25,110.54		38,753.75	
9	476,441.27	420,994.98	21.49	44,767.63		10,657.17			
10	0.00								
11	0.00								
12	0.00								
1-2022	0.00								
2	0.00								
3	0.00								
4	0.00								
5	0.00								
6	0.00								
Total	2,093,706.36	880,428.18	114,766.39	224,166.36	20,432.72	35,767.71	0.00	194,145.00	624,000.00

**Oakdale Public School
Warrant Accounts - By Funds
2021-22 FY**

2021-22 FY	Total	General	Building	BBF (34)	BBF (35)	BBF (36)	Sinking (41)
O/S @ 7-01-21	155,391.25	0.00	0.00	0.00	0.00	155,391.25	0.00
Issued to Date	1,864,232.26	957,575.64	226,194.70	17,708.17	0.00	38,753.75	624,000.00
Less: Paid to Date	1,933,396.71	880,428.18	224,166.36	10,657.17	0.00	194,145.00	624,000.00
O/S @ 09/30/2021	86,226.80	77,147.46	2,028.34	7,051.00	0.00	0.00	0.00

2020-21 FY	Total	General	Building	BBF (34)	BBF (35)	BBF (36)	Sinking (41)
O/S @ 7-01-21	142,817.23	118,841.43	23,975.80	0.00	0.00	0.00	0.00
Issued to Date	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Less: Paid to Date	135,199.11	114,766.39	20,432.72	0.00	0.00	0.00	0.00
O/S @ 09/30/2021	7,618.12	4,075.04	3,543.08	0.00	0.00	0.00	0.00

All Years	Total	General	Building	BBF (34)	BBF (35)	BBF (36)	Sinking (41)
O/S @ 7-01-21	298,208.48	118,841.43	23,975.80	0.00	0.00	155,391.25	0.00
Issued to Date	1,864,232.26	957,575.64	226,194.70	17,708.17	0.00	38,753.75	624,000.00
Less: Paid to Date	2,068,595.82	995,194.57	244,599.08	10,657.17	0.00	194,145.00	624,000.00
O/S @ 09/30/2021	93,844.92	81,222.50	5,571.42	7,051.00	0.00	0.00	0.00

**Oakdale Public Schools
Bank Summary
General Fund
2021-22 FY**

<u>Month</u>	<u>Beginning Balance</u>	<u>Deposits</u>	<u>Transfers In</u>	<u>Transfers Out</u>	<u>Disbursements</u>	<u>Ending Balance</u>
7-2021	7,119,233.80	85,388.24		GW 80.40 SC 35.00	1,161,579.14	6,042,927.50
8	6,042,927.50	347,361.30		GW 81.52 SC 35.00	455,685.95	5,934,662.95
9	5,934,662.95	151,683.12	176.62	PR1 GW 108.29 SC 35.00 PR1 176.62	476,441.27	5,609,884.89
10			300.00	DD1 GW SC		
11				GW SC		
12				GW SC		
1-2022				GW SC		
2				GW SC		
3				GW SC		
4				GW SC		
5				GW SC		
6				GW SC		
Total	<u>7,119,233.80</u>	<u>584,432.66</u>	<u>476.62</u>		<u>2,093,706.36</u>	<u>5,609,884.89</u>

RC = Returned checks

SC = Bank service charges-ACH

GW = Gateway and Credit Card Processing

HL = Heartland Processing

BE = Bank Error

BC = Bank Correction

PR1 = PAYROLL ACH RETURNED

DD1 = DIRECT DEPOSIT CORRECTION FROM FY 21

BOND PRINCIPAL AND INTEREST SCHEDULE 9/30/2021

BUILDING BONDS of 2018 JUNE 1, 2018 - \$4,735,000.00

Date	Principal	Interest	Total	Date Paid	Notes
6/1/2019	\$ -	\$ 121,375.00	\$ 121,375.00	5/30/2019	
12/1/2019	\$ -	\$ 60,687.50	\$ 60,687.50	11/22/2019	
6/1/2020	\$ 1,135,000.00	\$ 60,687.50	\$ 1,195,687.50	5/28/2020	
12/1/2020	\$ -	\$ 46,500.00	\$ 46,500.00	11/30/2020	
6/1/2021	\$ 1,200,000.00	\$ 46,500.00	\$ 1,246,500.00	5/28/2021	
12/1/2021	\$ -	\$ 31,500.00	\$ 31,500.00		
6/1/2022	\$ 1,200,000.00	\$ 31,500.00	\$ 1,231,500.00		
12/1/2022	\$ -	\$ 15,750.00	\$ 15,750.00		
6/1/2023	\$ 1,200,000.00	\$ 15,750.00	\$ 1,215,750.00		RETIRES BOND

TRANSPORTATION BONDS JULY 2, 2019 - \$600,000

Date	Principal	Interest	Total	Date Paid	Notes
7/1/2021	\$ 600,000.00	\$ 24,000.00	\$ 624,000.00	7/1/2021	BOND RETIRED

BUILDING BONDS of 2021 JUNE 1, 2021 \$4,500,000.00

Date	Principal	Interest	Total	Date Paid	Notes
6/1/2022	\$ -	\$ 20,250.00	\$ 25,250.00		
12/1/2022		\$ 10,125.00	\$ 10,125.00		
6/1/2023	\$ 2,250,000.00	\$ 10,125.00	\$ 2,260,125.00		
12/1/2023	\$ -	\$ 3,937.50	\$ 3,937.50		
6/1/2024	\$ 2,250,000.00	\$ 3,937.50	\$ 2,253,937.50		RETIRES BOND



Important Messages

THANK YOU FOR CHOOSING PROSPERITY BANK FOR YOUR CREDIT CARD NEEDS.

Act. Fund # 1,156.83
Gen. Fund # 2,005.93

TRANSACTIONS THIS BILLING PERIOD

Transaction Date	Posting Date	Reference Number	Transaction Description	\$ Amount
TRANSACTIONS				
Account Level				
09/20	09/20	0000000000920000640218	PAYMENT - THANK YOU!	\$4,560.43-
09/20	09/20	0000000000920000640226	PAYMENT - THANK YOU!	\$379.71-
09/20	09/20	0000000000920000640234	PAYMENT - THANK YOU!	\$63.42-
Card #3741-JOSEPH PIERCE				
09/01	09/02	VT212452560000010001474	INDEED 203-564-2400 CT	\$320.00+
09/02	09/02	VT212452560000010001882	Amazon.com*253EI9N72 Amzn.com/bill WA	\$28.44+
09/03	09/03	VT212462560000010001755	OKLAHOMA ARTS INSTITUT 405-605-7500 OK	\$64.95+
09/04	09/05	VT212483296000010000507	CANVA* I03168-16364365 HTTPSCANVA.CO DE	\$119.99+
09/05	09/06	VT212492560000010000590	GIANT TV WWW.GIANT.TV NM	\$9.98+
09/06	09/07	VT212502560000010001723	AMAZON.COM*2G2UX7OW1 A AMZN.COM/BILL WA	\$81.78+
09/07	09/08	VT212512560000010001151	CANVA* I03168-16364365 HTTPSCANVA.CO DE	\$119.99-
09/07	09/08	VT212512560000010002534	AMAZON.COM*2G6D53410 A AMZN.COM/BILL WA	\$25.21+
09/08	09/09	VT212522560000010000918	AMZN Mktp US*251VK2BV2 Amzn.com/bill WA	\$96.89+
09/09	09/09	VT212522560000010001430	AMZN Mktp US*2G0EN8N81 Amzn.com/bill WA	\$129.90+
09/15	09/16	VT212592560000010000143	AMZN Mktp US*2G4OF4HN0 Amzn.com/bill WA	\$29.40+
09/16	09/17	VT212602560000010002898	USPS STAMPS ENDICIA 888-434-0055 DC	\$200.00+
09/17	09/19	VT212622560000010000195	AMZN Mktp US*2G9M48DR0 Amzn.com/bill WA	\$389.70+
09/18	09/19	VT212623296000010000784	MICROSOFT#G005476034 MSBILL.INFO WA	\$39.66+
09/22	09/22	VT212652558000010002058	AMZN Mktp US*2G82V3YK0 Amzn.com/bill WA	\$24.84+
09/22	09/22	VT212652558000010003327	AMAZON.COM*2G6FM08F2 A AMZN.COM/BILL WA	\$197.85+
09/23	09/23	VT212662558000010001765	AMZN Mktp US*2C4GR5ZE1 Amzn.com/bill WA	\$583.80+
09/25	09/26	VT212693292000010001240	DNH*GODADDY.COM https://www.g AZ	\$31.16+
09/26	09/27	VT212702558000010000598	AMZN Mktp US*2G5AU2YS2 Amzn.com/bill WA	\$79.35+
09/27	09/27	VT212702558000010001347	AMZN Mktp US*2C0R37G71 Amzn.com/bill WA	\$132.03+
09/30	09/30	VT212732558000010001536	AMZN Mktp US*2C2TO1TU2 Amzn.com/bill WA	\$52.14+
09/30	09/30	VT212732558000010001538	AMZN Mktp US*2C6TD6TC2 Amzn.com/bill WA	\$27.55+
Total For JOSEPH PIERCE				\$2,544.63+
Card #4392-MARLENE DUNN				
09/02	09/03	VT212462560000010001852	IDENTOGO - OK FINGERPR BILLERICA MA	\$57.25+
09/18	09/19	VT212623296000010000637	EDUCATION_COM PREMIUM EDUCATION.COM CA	\$119.88+
09/24	09/26	VT212692558000010001727	ALL AMERICAN PIZZA EDMOND OK	\$52.00+
09/28	09/30	VT212732558000010002618	CHICK-FIL-A #03881 EDMOND OK	\$389.00+
Total For MARLENE DUNN				\$618.13+

2021 Total Year-to-Date	
Total fees charged in 2021	\$0.00
Total interest charged in 2021	\$0.00

Payment Register

Options: Year: 2021-2022, Fund: GEN FUND-FOR OP, Date Range: 10/8/2021 - 10/12/2021, Print Payroll Payments: False,
Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
611	10/08/2021	531	ALCOHOL & DRUG TESTING, INC.				\$121.70
612	10/08/2021	3380	APPLE INC. EDUCATION				\$23,520.00
613	10/08/2021	58	AT&T MOBILITY				\$690.15
614	10/08/2021	3795	BIMBO BAKERIES USA				\$672.48
615	10/08/2021	3488	BUDDY'S PRODUCE, INC.				\$1,337.75
616	10/08/2021	4117	CTL CORPORATION				\$34,333.00
617	10/08/2021	1071	DISCOVERY EDUCATION, INC				\$3,174.60
618	10/08/2021	3132	JUNIOR LIBRARY GUILD				\$424.10
619	10/08/2021	3588	OK JUNIOR ACADEMIC BOWL AS				\$150.00
620	10/08/2021	702	ORES				\$1,000.00
621	10/08/2021	4042	HILAND DAIRY FOODS COMPANY				\$2,963.72
622	10/08/2021	1038	PRECISION BUSINESS MACHINES,				\$446.08
623	10/08/2021	3693	PROSPERITY BANK				\$2,005.93
624	10/08/2021	204	QUILL CORPORATION				\$84.46
625	10/08/2021	4341	QUO VADIMUS LLC				\$2,224.00
626	10/08/2021	942	RENAISSANCE LEARNING				\$204.00
627	10/08/2021	4351	DR. RENE D. AXTELL				\$16,428.25
628	10/08/2021	119	SAM'S CLUB MC/SYNCB				\$1,093.78
629	10/08/2021	626	SCHOOL SPECIALTY, LLC				\$10.04
630	10/08/2021	3704	STARFALL EDUCATION FOUNDAT				\$270.00
631	10/08/2021	70017	SYSCO OKLAHOMA LLC				\$11,559.46
632	10/12/2021	3484	CONTRACT PAPER GROUP, INC.				\$3,145.00
633	10/12/2021	67	OSSBA				\$100.00
634	10/12/2021	4341	QUO VADIMUS LLC				\$1,868.25
Non-Payroll Total:							\$107,826.75
Payroll Total:							\$0.00
Balance Foward:							\$1,173,627.85
Total:							\$1,281,454.60

Payment Register

Options: Year: 2021-2022, Fund: ACTIVITY FUND, Date Range: 9/1/2021 - 9/30/2021, Print Payroll Payments: False, Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
35	09/01/2021	4207	ISABELLA PICA				\$200.00
36	09/01/2021	4059	KAREN PICA				\$400.00
37	09/01/2021	3632	MALISA RADDATZ				\$400.00
38	09/01/2021	690	CAPITAL ONE				\$138.20
39	09/03/2021	3693	PROSPERITY BANK				\$379.71
40	09/03/2021	119	SAM'S CLUB MC/SYNCB				\$1,180.67
41	09/08/2021	4367	BRYAN MUSICK				\$80.00
42	09/08/2021	4207	ISABELLA PICA				\$200.00
43	09/08/2021	4059	KAREN PICA				\$400.00
44	09/08/2021	4206	NICOLAS PICA				\$80.00
45	09/08/2021	3632	MALISA RADDATZ				\$400.00
46	09/13/2021	4281	CERENA MERCY ANN CHANEY				\$300.00
47	09/13/2021	4107	LYNZIE NUTTLE				\$450.00
48	09/13/2021	648	PAUL MENGWASSER				\$45.00
49	09/13/2021	4314	RODERICK GOODMAN				\$45.00
50	09/13/2021	4137	SHANNON FORD				\$45.00
51	09/13/2021	3675	LARRY TAYLOR				\$75.00
52	09/13/2021	4368	TODD MCKINSEY				\$45.00
53	09/15/2021	260	BANK OF AMERICA LOCK BOX				\$102.00
54	09/15/2021	4083	CUSTOM INK				\$887.17
55	09/15/2021	4207	ISABELLA PICA				\$300.00
56	09/15/2021	4059	KAREN PICA				\$400.00
57	09/15/2021	4206	NICOLAS PICA				\$80.00
58	09/15/2021	3632	MALISA RADDATZ				\$400.00
59	09/16/2021	4369	EP HANDY				\$80.00
60	09/22/2021	4370	CHARISE FRAZIER				\$80.00
61	09/22/2021	4207	ISABELLA PICA				\$300.00
62	09/22/2021	4045	JEREMY BASS				\$80.00
63	09/22/2021	4059	KAREN PICA				\$500.00
64	09/22/2021	80759	MADISON L MCDONALD				\$80.00
65	09/22/2021	4206	NICOLAS PICA				\$80.00
66	09/22/2021	3632	MALISA RADDATZ				\$500.00
67	09/22/2021	3125	OKLAHOMA COACHES ASSN.				\$75.00
Non-Payroll Total:							\$8,807.75
Payroll Total:							\$0.00
Balance Foward:							\$25,330.19
Total:							\$34,137.94

Oakdale Public School

Revenue/Expenditure Summary

Options: Fund: 61, Date Range: 9/1/2021 - 9/30/2021

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
801 SPORTS	\$9,260.02	\$12,025.58	\$0.00	\$1,582.00	\$19,703.60	\$405.00	\$19,298.60
810 CHEER	\$484.47	\$0.00	\$0.00	\$0.00	\$484.47	\$0.00	\$484.47
831 CONCESSIONS	\$11,344.64	\$0.00	\$0.00	\$0.00	\$11,344.64	\$0.00	\$11,344.64
901 CLASS PROJECTS	\$273.86	\$0.00	\$0.00	\$0.00	\$273.86	\$0.00	\$273.86
930 DAYCARE	\$3,113.13	\$6,309.28	\$0.00	\$4,711.22	\$4,711.19	\$0.00	\$4,711.19
940 BOX TOPS/TARGET	\$1,154.46	\$0.00	\$0.00	\$71.10	\$1,083.36	\$0.00	\$1,083.36
950 BAND - STUDENTS	\$2,396.09	\$230.00	\$0.00	\$0.00	\$2,626.09	\$0.00	\$2,626.09
960 STEM PROGRAM	\$1,748.03	\$0.00	\$0.00	\$0.00	\$1,748.03	\$0.00	\$1,748.03
980 YEARBOOK	\$3,421.38	\$0.00	\$0.00	\$0.00	\$3,421.38	\$0.00	\$3,421.38
988 ADMINISTRATION	\$11,912.85	\$0.00	\$0.00	\$2,270.37	\$9,642.48	\$400.00	\$9,242.48
990 LIBRARY	\$14,949.57	\$191.70	\$0.00	\$0.00	\$15,141.27	\$0.00	\$15,141.27
991 BUILDERS CLUB	\$1,314.26	\$1,913.49	\$0.00	\$143.48	\$3,084.27	\$0.00	\$3,084.27
992 LEADERSHIP	\$2,833.04	\$278.00	\$0.00	\$0.00	\$3,111.04	\$0.00	\$3,111.04
995 ART CLASS	\$265.86	\$0.00	\$0.00	\$29.58	\$236.28	\$0.00	\$236.28
Total	\$64,471.66	\$20,948.05	\$0.00	\$8,807.75	\$76,611.96	\$805.00	\$75,806.96

Payment Register

Options: Year: 2021-2022, Fund: Building, Date Range: 10/8/2021 - 10/12/2021, Print Payroll Payments: False, Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
154	10/08/2021	49	ALERT 360				\$499.00
155	10/08/2021	3346	CITY GREASE				\$300.00
156	10/08/2021	70038	CITY OF OKLAHOMA CITY				\$1,255.67
157	10/08/2021	538	EAGLE MECHANICAL, INC.				\$210.00
158	10/08/2021	4196	EDGE COMMUNICATIONS				\$102.75
159	10/08/2021	3823	FER WASTE SERVICES LLC				\$352.00
160	10/08/2021	4000	GREENTURF INC				\$3,723.25
161	10/08/2021	494	THE HOME DEPOT				\$139.10
162	10/08/2021	3	OKLAHOMA GAS& ELECTRIC				\$16,688.78
163	10/08/2021	4	OKLAHOMA NATURAL GAS				\$506.02
164	10/08/2021	4299	CORNERSTONE PLUMBING				\$4,800.00
165	10/08/2021	3644	SUPERIOR LINEN				\$200.32
166	10/08/2021	3148	TREATS SOLUTIONS				\$1,807.64
167	10/08/2021	4340	ABSOLUTE RESTAURANT SERVICE				\$191.49
168	10/08/2021	4277	LIBERTON INC				\$2,649.00
169	10/12/2021	3148	TREATS SOLUTIONS				\$1,314.97
Non-Payroll Total:							\$34,739.99
Payroll Total:							\$0.00
Balance Foward:							\$233,823.70
Total:							\$268,563.69

Payment Register

Options: Year: 2021-2022, Fund: BOND FUND #34, Date Range: 10/8/2021 - 10/12/2021, Print Payroll Payments: False, Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
10	10/12/2021	4197	COAST AUDIO VIDEO				\$4,821.11
Non-Payroll Total:							\$4,821.11
Payroll Total:							\$0.00
Balance Foward:							\$42,818.71
Total:							\$47,639.82

Payment Register

Options: Year: 2021-2022, Fund: BOND FUND #36, Date Range: 8/6/2021 - 8/6/2021, Print Payroll Payments: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
1	08/06/2021	644	LWPB ARCHITECTS				\$38,753.75
Non-Payroll Total:							\$38,753.75
Payroll Total:							\$0.00
Balance Foward:							\$0.00
Total:							\$38,753.75

Gifted and Talented Education Plan

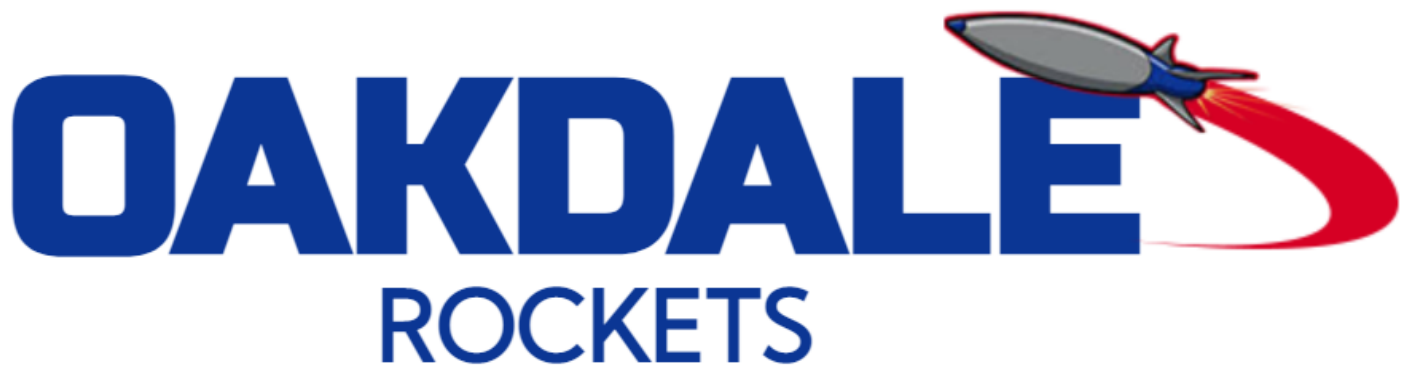




Table of Contents

Mission Statement

Rationale

Definition

Categories

Program Goals

Identification Procedures

Steps in the Identification Process

Procedural Safeguards

Parent/Guardian Notification and Information

Review of Progress

Due Process Procedures

Gifted Services

Professional Development

Parent Involvement and Education

Evaluation

Gifted and Talented Local Advisory Committee

Gifted Education Program Staff

Reporting of Gifted and Talented Education to the Oklahoma State Department of Education



Appendices

Appendix A. GT Learning Behaviors Parent/Guardian Form Grades K-3

Appendix BGT Indicators Checklist for Teachers Grades K-3

Appendix C.GT Identification Matrix Grades K-3

Appendix D.GT Parent/Guardian Nomination Form Grades 4-8

Appendix ESlocomb-Payne Perception Inventory Teacher Nomination Grades 4-8

Appendix F.GT Identification Matrix Grades 4-8

Mission Statement

Oakdale School's vision of success is to provide each student the opportunity to excel, to provide each educator the tools necessary to enable excellence, and to partner with our community to develop responsible citizens who have the ability to positively impact their world now and in the future.

Rationale

Oakdale School is committed to providing appropriate educational services in order to develop the potential gifts within each child. Our view of education in general and gifted education specifically, is one whereby students develop into active, creative learners through their participation in a challenging, differentiated, and individualized curriculum. Our ultimate goal as educators is to guide students in the development of their full potential -- academically, intellectually, socially, emotionally, and as future leaders.

We recognize that there are Oakdale Public School students whose abilities require differentiated programs for the full developments of their intellectual, specific academic, creative, leadership, and/or visual arts/performing arts abilities. It is our belief that gifted and talented students need programming options that modify content, process, and products, and learning environments to appropriately develop student strengths and meet student needs.

Definition

"Gifted and talented children" means those children identified at the preschool, elementary and secondary level (PK-grade 12) as having demonstrated potential abilities of high performance capability in academic and/or varied categories.

Categories

1. A student scoring at or above the 97th percentile on the composite of a nationally standardized test of intellectual ability.
2. A student who excels in one or more of the following areas:
 - a. Creative Thinking Ability
 - b. Leadership Ability
 - c. Visual and Performing Arts Ability
 - d. Specific Academic Ability

Program Goals

1. To provide comprehensive identification criteria for inclusion in the Oakdale Gifted and Talented Program. Written procedures for identification and screening of students for inclusion in the gifted and talented program will be established and shared with all stakeholders.

2. To implement a curriculum to meet the needs of gifted learners that is focused on conceptual thinking, higher level processes, real-world interdisciplinary inquiry and problem solving. Instruction will allow for challenge and enjoyable high-end learning experiences for all students to develop their maximum potential.
3. To provide differentiated experiences for gifted learners along a continuum of service options including, but not limited to, differentiated instruction, push-in/pull-out learning opportunities and targeted enrichment activities.
4. To provide Schoolwide Enrichment to students through learning opportunities that allow students to pursue interests, work in-depth to create products that showcase authentic learning, and utilize Type I, II, and III Enrichment.

Type I Enrichment includes the following features:

- Experiences and activities that are purposely designed to expose students to a wide variety of disciplines (fields of study), visual and performing arts, topics, issues, occupations, hobbies, persons, places, and events
- Materials and/or activities that are ordinarily not covered in the regular curriculum
- Content that is already or may be developed into an ongoing interest of the students
- May use student interest surveys, community resource surveys, and/or surveys of faculty interest to assist the Gifted Education and Talented Site Committee in selecting topics to be explored
- Encouragement of topics representing a diversity of disciplines
- General exploratory activities such as interest centers, guest speakers, demonstrations, special field trips, video, or film programs
- Community resource people who are models of creative/productive performance, or who are knowledgeable in their respective fields may provide enrichment learning opportunities
- Target audience(s) for Type I may be all the students in a school, grade, class, or level, or it may be a special group of interested students

Type II Enrichment includes the following feature:

- Process skills using materials, methods, and instructional techniques purposefully designed to promote the development of thinking and learning processes
- Higher level thinking skills such as critical thinking, creative or divergent thinking, problem solving, or questioning techniques
- Information and research skills, and advanced communication and production skills

- Encouragement for students to initiate and pursue further study in their areas of interest
- Target audience for Type II may be an entire class or a special group of interested students
- Recognition of need for Type II by the classroom teacher, by the gifted resource coordinator, or by the students who wish to pursue a Type II activity

Type III Enrichment

- Investigative activities and artistic productions in which the student becomes an actual investigator of a real problem or topic
 - Appropriate methods of inquiry
 - Opportunity for the student to begin thinking, feeling, and acting like a practicing professional
 - Project initiation by the student who has the desire and willingness to pursue an advanced level of study
 - Real purpose and product
 - Project will be presented to a real audience
 - Other instructional/enrichment options may include:
 - Learning centers
 - Mentorships
 - Seminars/Convocations/Symposia
 - Guided research through independent study
 - Creative and academic competitions
 - Interest groups
 - Summer enrichment programs
5. To communicate and collaborate with Oakdale staff, families and community members to enrich the learning experience for all students.

Identification Procedures

Identification and opportunities for placement of gifted students in gifted programming is an ongoing process extending from school entry in pre-kindergarten through grade eight. Procedures used in the identification process will be nondiscriminatory with respect to race, ethnicity, gender, economic background, national origin, sexual orientation, disability, gender identity or expression, and religion. Placement is made in programming options appropriate to the student's educational needs, interest, and abilities with parent/guardian approval. Identification procedures are uniformly implemented and communicated to the entire school staff via distribution of the current Gifted and Talented Policy. The Gifted and Talented Program district website will include but is not limited to the following information: District Gifted and Talented Education Plan, identification criteria and procedures and nomination forms.

Oakdale Public School will have a Gifted and Talented Site Committee consisting of classroom teacher(s), the Gifted Coordinator, administrator(s), parent(s), and other certified personnel. The committee will establish and review the schools' site plan, and only certified personnel will meet to review student records and nominations. After reviewing the criteria for Gifted and Talented identification and reviewing student nominations and records, the committee will make a decision regarding student placement in the Oakdale Gifted and Talented Program. Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students. Information about individual students obtained during the identification process, and records that may be useful for instruction will be shared with the appropriate members of the instructional staff, regardless of final placement. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

The Gifted and Talented Committee will review available program services and shall make appropriate service options available for individual identified students. Placement letters and documentation on how students qualified for the program are to be kept in the students' Gifted and Talented folder. A copy of the letter sent home and signed by parent(s)/guardian(s), which explains gifted educational programming offered to students, should be in the file as well. All files are to be kept by the Gifted and Talented Coordinator separate from cumulative folders.

Students placed in the Gifted and Talented Program will remain in the program for the student's entire educational experience in Oakdale Public School; therefore, once identified, an annual qualifying process is not required. Parent(s)/Guardian(s) may contact the Gifted Coordinator if they disagree with the Gifted and Talented Site Committee's decision. Further review will be done and parent(s)/guardian(s) will be informed of the results after the review and if still unsatisfied, a written appeal can be presented to the Gifted Coordinator.

Steps in the Identification Process

1. A nationally standardized school ability test shall be administered to all students in grades 2 and 5. For students in pre-kindergarten through grade 2 other evaluation mechanisms such as, but not limited to, teacher referrals will be utilized in lieu of standardized testing measures.
2. Oakdale Public School will utilize a variety of assessments appropriate to the child's skills and abilities and will make those available for any student who has been nominated for the Gifted and Talented Program.
3. Parent(s)/Guardian(s) will be contacted for written permission to assess students who have been nominated for placement in the Gifted and Talented Program when the exam is not part of the entire grade level assessment that is routinely administered.

4. A student scoring at or above the 97th percentile on the composite score of a nationally standardized test of intellectual ability shall be identified as Category 1 for the Gifted and Talented Program. These scores are valid for the student's entire educational experience in Oakdale Public School.
5. Nominations from a wide variety of sources are sought to ensure all potentially gifted and talented students have an opportunity to be considered. Parents, teachers, counselors, administrators, students (self or peers), community members, and other professionals may make nominations and/or referrals for screening at any time during a student's school experience. Nominations for Category 2 identification shall be reviewed by the certified staff members who serve on the gifted site committee. All test scores and performance criteria, including talent, will be analyzed for identification purposes.
6. Multiple criteria are used to identify students for placement based on Category 2 including testing methods and non-testing options used as appropriate for specific gifted/talented areas. Those include recommendations, work or performance samples, achievement test scores, nationally standardized tests of intellectual ability, and other options as appropriate. No single criterion or score is used to exclude a student from being identified. A total of twelve points on the district's matrices qualifies students. Students qualifying as Category 2 will be marked in the district's student information system under the gifted category multi-criteria.
7. Parent(s)/Guardian(s) may submit additional standardized test scores that have been generated privately but they must be approved by school officials and administered by a psychometrist or other approved professional licensed by the state of Oklahoma.
8. All students meeting the above criteria will be identified for Gifted Child Count and shall receive program options that best meet their needs through affective support, appropriate pacing of curriculum and instruction, and schoolwide enrichment.

Procedural Safeguards

1. Records are kept confidential and schools will adhere to the Family Educational Rights and Privacy Act (FERPA).
2. Parent(s)/Guardian(s) may request an additional review of their child for placement purposes through an established review process. Students transferring into the district are screened when records of the student have been received from the sending school. Past placement by another district does not guarantee the placement of the student in the program. The student is subject to established local procedures and criteria.
3. A student may be withdrawn from the program at the request of the parent, student, or student's teacher, and requires a review process.

- a. If a parent/guardian wishes to withdraw their student from the GT program, a letter must be submitted to the Gifted Coordinator and will be added to the student's GT folder.
 - b. If a student wishes to be withdrawn from the GT program, the student, parent/guardian, and the Gifted Coordinator must schedule a conference. Upon agreement of withdrawal, the parent/guardian must submit a letter to be added to the student's GT folder.
 - c. A teacher may request a student to be withdrawn from the program. If the principal is in agreement, the Gifted Coordinator will schedule a conference with the parent(s)/guardian(s) to obtain the necessary signatures. If the parent/guardian does not agree, the parent/guardian may follow the district due process procedures.
4. Professional development is provided by the district each year regarding the procedures for the identification of gifted and talented students.

Parent/Guardian Notification and Information

1. Parent(s)/Guardian(s) of all students identified for the State Department of Education Child Count shall be notified in writing on the students' placement in the Gifted and Talented Program. Parents will need to sign and return the permission form for their child to participate in the gifted and talented program. Permission forms are on file with the Gifted Coordinator.
2. A written summary of the gifted educational programming plan is sent annually to the parent(s)/guardian(s) of the identified gifted and talented student.

Review of the Progress

1. An informal review of progress and appropriate program options shall be ongoing by the Gifted Coordinator. Options provided will be coordinated between classroom teachers and the Gifted Coordinator. Components assessed may include, but are not limited to identification, professional development, programming options, curriculum, and evaluation process.
2. Evaluation of the appropriateness of students' placement in gifted educational programming shall be ongoing.
3. A student whose needs are not being met by current placement will be considered for other programming options which may be more appropriate in meeting their needs. Though a student's identification remains effective for the student's tenure, services for the student may change. Parent(s)/Guardian(s) or the Gifted and Talented Committee may initiate a change of services at any time. These changes may include the services a student is receiving or removal from active program participation. If the Gifted and Talented Committee determines changes in services or the removal from participating in

the program is necessary, the committee will notify the parent(s)/guardian(s) of any recommended changes. Both parties must reach an agreement prior to any changes in programming options.

4. Parents may appeal a placement decision with which they disagree. Appeals will be made to the Gifted and Talented Committee.

Due Process Procedures

- Recent standardized ability test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above.
- No test scores are released outside the school except to the parent(s)/guardian(s) or by written permission by the parent(s)/guardian(s)
- Parent(s)/Guardian(s) may appeal the decision of the Gifted and Talented Committee. The appeal must be requested in writing within 10 days of receiving the placement decision letter. The Gifted Coordinator must review the appeal and notify the parent(s)/guardian(s) within 45 school days of receipt of the written request. New information from any source may be considered.

Gifted Services

Programming Description

The Oakdale gifted programming is designed to serve areas of giftedness in General Intellectual Ability, Specific Academic Ability, Creating Thinking Ability, and Leadership Ability. “Gifted child educational programs” means those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, accelerate, enrich, supplement, and support the regular educational program in meeting the needs of the gifted child.

Differentiated Education

1. Programming Strategies
 - a. Programming strategies are coordinated to guide the development of gifted students from the time they are identified through graduation from eighth grade.
 - b. Students’ placement in programming options will be based on their abilities, needs and interests.
 - c. Gifted educational programming is ongoing and a part of the school schedule.
 - d. Differentiated education shall be in place within three weeks of the beginning of the school term.
2. Curriculum
 - a. Curriculum for the gifted student extends or replaces the regular curriculum.

- b. Curriculum is differentiated in content, process, and/or product.
- c. Content is differentiated in breadth, depth, and/or pace.
- d. Processes for gifted students stress creativity and high level thinking skills.
- e. Developmental appropriateness is a fundamental consideration.
- f. Curriculum is planned to assure continuity.

Appropriate Flexible Pacing

1. Individualization of Instruction: Instructional procedures for selection and creation of materials and processes that are based on a student's individual physical, mental, psychological, and emotional needs.
2. Proficiency Based Promotion - Students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90 percent level on designated assessments.
3. Differentiated Instructional Classes - Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
4. Independent Study - Individual contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
5. Continuous Progress - The content and pacing of curriculum and instruction are matched to a students' abilities, interests, and needs. Students move ahead on the basis of mastery.
6. Cluster Groups - Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction.
7. Cross Grade Groups - Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
8. Curriculum Compacting - A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
9. Acceleration - Administrative practices designed to allow students to progress through the curriculum and/or grade level(s) at a faster rate and more rigorous than the regular pacing.
10. Advanced Level, Enriched, and Accelerated Classes: Classes with course content normally taught at a high grade level or content in greater depth.
11. Online Courses: High school courses students take online which allows them to work at their own pace.

Enrichment Strategies

These strategies include experiences or activities that are above and beyond the “regular curriculum.” These experiences may be as general as school-wide or as specialized as for one individual.

Type I - General Exploratory Activities: Type I enrichment consists of experiences and activities that are purposefully designed to expose students to a wide variety of disciplines (fields of study), visual and performing arts, topics, issues, occupations, hobbies, persons, places, and events that are not ordinarily covered in the regular curriculum and in which student may have or may develop a sincere interest.

Type II - Enrichment Process Skills: Type II enrichment consists of materials, methods, and instructional techniques that are purposefully designed to promote the development of thinking and learning processes which prepare students to initiate and pursue further study in their areas of interest. These processes include high level thinking skills such as critical thinking, creativity or divergent thinking, problem solving, or questioning techniques. Also included are information and research skills and advanced communication and production skills.

Type III - Advanced Level Investigation and Production: Type III activities are student initiated, centered on a real purpose and product, and ultimately presented to a real audience.

Enrichment Examples:

- **Interest Groups:** Any organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.
- **Enrichment of content in the Regular Classroom:** Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of materials (i.e., curriculum compacting or learning centers)
- **Guided Inquiry:** Units of study to empower students to deepen their knowledge and drive self-directed learning through research.
- **Mentorships:** Students observe and assist adults away from school on the site of some real-world occupation.
- **Seminars/Convocations/Symposiums:** Special short-term sessions where students focus on one area of study.
- **Creative and academic competitions:** Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas. Examples include but are not limited to the following:
 - Science Fair
 - Geography Bee
 - Spelling Bee

- Academic Team
- Summer Enrichment Programs: Enrichment classes or courses offered during the summer months.
- Learning Centers: A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.
- Book Study/Book Clubs: Discussions of great literature facilitated by an adult using a prepared question guide.
- Resource Room: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.
- Enrichment Clusters: Interest-based clusters of students who share a common interest to study in the field of this particular interest working towards an end product, service, or performance for a targeted audience.

Affective Support Strategies

This component includes the identification, monitoring, and provision of support services.

1. Guidance and Counseling: Planned activities, sessions, and policies that assist gifted and talented students in planning their academic careers in school and that also address the specific social-emotional needs of the gifted such as underachievement.
2. Ongoing Assessment: Students' abilities and needs are continuously assessed through both formal and informal means designed to discover and nurture talent. The results are then used to guide individual educational planning.
3. Duke Talent Search: A program conducted by Duke University to identify academically talented students to inform them about academic options that are available.

Professional Development

Opportunities for professional development in gifted and talented education will be provided for all certified staff members. The professional development will help teachers understand the learning needs and characteristics of gifted/talented children and to develop strategies and options that assist gifted/talented students in reaching their maximum potential. Topics for professional development may include differentiated instructional strategies, modifications of curriculum and instruction, assessment of learning readiness, social/emotional needs of gifted/talented students, learning styles, twice-exceptional students, research on acceleration, underachievement, and perfectionism.

Professional development opportunities may be obtained through:

- Local, state, and national conferences with a gifted/talented education focus (i.e., EncycloMedia Conference, OAGCT Conference, or Confratute Summer Program)

- Professional development workshops or faculty meeting sessions provided by certified staff or guest speakers who are trained in gifted/talented education

Parent Involvement and Education

Parent involvement will be a key component of the gifted educational plan. Parental involvement roles include the following:

- Participant in own child's gifted education plan development
- Resource person
- Guest speaker
- Mentor
- Group Leader
- Sponsor
- Tutor
- Participant in gifted education meetings

Parent education will be provided to enhance the home/school collaboration in meeting the needs of students. Issues to be addressed may include understanding giftedness; Oakdale's program model; ways to help a gifted child with academic, emotional, and social needs; available gifted programming opportunities and services.

Evaluation

The district will evaluate the gifted and talented program on a continual basis. Evaluation results will be analyzed and communicated in a timely and meaningful way to programming decision makers and, as appropriate, to students, parents, and the public. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data. Data for evaluation will be obtained from a variety of instruments, procedure and information sources, including students, parents, teachers, and community resource persons. Components assessed may include, but are not limited to:

- identification
- professional development
- programming options
- curriculum and instruction
- community involvement
- evaluation process

The evaluation process will focus upon the appropriateness and effectiveness of educational programming provided for gifted students. Student progress is assessed, with attention to

mastery of content, high level thinking skills, and creativity. Advanced content courses will be noted on student transcripts

Gifted and Talented Local Advisory Committee

A local advisory committee for the district shall be established. The School Board, by September 15 of each year, will appoint *at least three (3) but not more than eleven (11)* members consisting of administrators, teachers, the Gifted Coordinator, and parents and community members who are demographically representative of the community.

The committee will meet no later than October 1 of each school year and establish additional meetings based on the implementation of the program. A chair and vice-chair will be elected, and written records and reports shall be made by the committee in accordance with the provisions set forth in the Oklahoma Open Meeting Act. The committee is to assist in the formulation of district goals for gifted education and development of the district plan, prepare the district report, conduct evaluations of programming, and perform other advisory duties as may be requested by the board of education.

Gifted and Talented Committee

The Gifted and Talented Committee will be chaired by an educator with training in gifted education and include administrators, teachers, and/or counselors. The committee will meet periodically for the purpose of collecting and analyzing data, maintaining appropriate records, and making professional decisions on the identification of students for placement in the gifted and talented program.

Gifted Education Program Staff

Qualifications of Staff

1. Teachers must hold a valid Oklahoma teaching certificate appropriate to the grade levels included in the program.
2. Teachers whose duties include direct involvement with gifted and talented students shall participate each year in inservice training or college training designed to educate and assist them in the area of gifted education.
3. Gifted Education Program Coordinators must hold a valid Oklahoma teacher certificate.
4. Gifted Education Program Coordinators shall participate in inservice training or college training to educate and assist them in the area of gifted education.

Responsibilities of Gifted Education Program Staff

1. The Superintendent shall call a meeting of the Local Advisory Committee no later than October 1 of each year.

2. The District Coordinator for gifted education programming will be responsible for working with the Local Advisory Committee, overseeing gifted programming, and filing such reports and information relative to gifted educational programming as required by the State Department of Education.
3. The Gifted and Talented Committee will work with the District Coordinator and gifted programming teachers to coordinate gifted education programming and develop the gifted plan. Gifted education teachers are responsible for implementing the plan. Gifted programming is ongoing and is part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.
4. Under the direction of the District Coordinator for gifted education programming, an organizational document will be written to clearly describe and delineate roles, responsibilities and coordination procedures in regard to gifted programming options.
5. Delivery is addressed by both the regular classroom teachers and gifted education teachers, who work together to implement appropriate flexible pacing, coordinate resources, plan enrichment, and facilitate academic and social support when needed.
 - a. The Gifted Coordinator is responsible for coordinating gifted student identification, monitoring student progress, and maintaining profile records.
 - b. The Gifted Coordinator provides professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training, and assistance to classroom teachers in finding and securing resource materials and/or source persons.
 - c. Classroom teachers will have and provide, upon request, documentation demonstrating that curriculum continues to be modified in pace, breadth, and depth.

Reporting of Gifted and Talented to the Oklahoma State Department of Education

1. Updates or changes to the Oakdale Gifted and Talented Education Plan will occur, as needed, and the new plan will be submitted to the Oklahoma State Department of Education (OSDE) for approval.
2. An expenditure report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by the 70 O.S. 1210.307 (D). The report will outline the expenditures made by the district during that year for gifted child education programming and will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

Appendix A

GT Learning Behaviors Parent/Guardian Form Grades K-3

Student Name: _____ Birth Date: _____ Grade: _____ Sex: _____

Parent/Guardian Name: _____

Address: _____

Parent/Guardian Phone Number: _____ Parent/Guardian Email: _____

I request that my child be considered for an educational program for gifted students. In my opinion, they have demonstrated high performance capacity by performing well above grade level or demonstrating exceptional strengths or talents, and therefore, need an educational program which differentiates, supplements, and supports the regular educational program in meeting the needs of the gifted and talented child.

Bright Child	Gifted Learner
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers the questions	6. Discusses in detail; elaborates
7. Top group	7. Beyond the group
8. Listens with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. 6-8 repetitions for mastery	10. 1-2 repetitions for mastery
11. Understands ideas	11. Constructions abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense

Listed to the left are some differences to help you distinguish between a bright child and a gifted learner (Janice Szabos, *Challenge*). The list below does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics.

If my child is eligible for the program, the program will be

described/explained to me prior to their entry into the program.

I give my permission for additional testing or other evaluation should this be necessary. I also consent to release this information for appropriate professional use.

As the parent or guardian you have the right to:

- Request, review and receive copies of all relevant records and be informed of all results of the evaluation,
- Challenge the content of these records,
- Keep your child's records confidential,
- Participate in meetings to review your child's programming options,
- Withdraw your child from the program by submitting a written request to the Gifted and Talented Committee, and
- Request a conference with the teacher who is providing Gifted/Talented programming.

Parent/Guardian Signature

Date

Student Name: _____ Grade _____

Person Completing Form: _____

The following checklist outlines characteristics of gifted, young children. Examples after each item describe the item in detail to provide a better understanding of the characteristic. A child may not exhibit all of the examples given, or they may exhibit the item characteristics in ways not listed. Indicate the degree to which you have observed each characteristic in your child.

CHARACTERISTICS		Observed Every so Often	Occasionally Observed	Observed Often	Consistently Observed
1.	Has quick accurate recall of information Examples: remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places				
2.	Shows intense curiosity and deeper knowledge than other children Examples: insatiable need to know and explore; later on they may collect things and then learns all they can about them; remembers things in great detail				
3.	Is empathetic, feels more deeply than do other children that age Examples: feels unusual hurt or pain when they displease someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language				
4.	Uses advanced vocabulary Examples: correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they				

	use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later				
5.	<p>Began to read, write or use numbers early</p> <p>Examples: early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copies letters, words, or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others</p>				
6.	<p>Understood phrases or brief sentences as an infant</p> <p>Examples: listened intently; understood and acted on short sentences such as 'Give mom a hug' or 'Bring me a book and I will read to you'</p>				
7.	<p>Began speaking first in words and sentences earlier than other children</p> <p>Examples: spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers</p>				
8.	<p>Early motor development</p> <p>Examples: very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles</p>				
9.	<p>Shows unusually intense interest and enjoyment when learning new things</p> <p>Examples: listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self</p>				

	for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books				
10.	Has an advanced sense of humor or sees incongruities as funny Examples: is humorous in speech, social interactions, art of storytelling; makes jokes, puns, plays on words				
11.	Understands things well enough to teach others Examples: likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when they don't think the adult understands very well				
12.	Is comfortable around older children and adults Examples: craves for attention from adults; likes to be with older children and adults; listen to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children				

Total Number in Observed Every so Often

Total Number in Occasionally Observed

Total Number in Observed Often

Total Number in Consistently Observed

Additional Comments:

Please list your child's advanced abilities, any academic awards, special interests, talents, competitions, and/or extra-curricular activities your child has participated in or received.

*We encourage you to attach any work samples, photos, or projects that your child has completed as evidence.

Appendix B

GT Indicators Checklist for Teachers
Grades K-3

Student Name: _____ Current Grade _____

Person Completing the Checklist:

Name : _____ Title: _____ Date: _____

For each category, read the statement and determine the frequency the student demonstrates the characteristic.

C = Consistently O = Occasionally S = Seldom N = Never

LEADERSHIP

		<u>C</u> 3	<u>O</u> 2	<u>S</u> 1	<u>N</u> 0
1.	Accepts or volunteers for responsibilities; follows through with tasks and usually does them well				
2.	Is self-confident with adults and classmates; is usually well-liked and chosen as a leader				
3.	Tends to dominate others and generally organizes and directs activities when involved in a group				
4.	Seems to enjoy being with other people; sociable, empathetic, charismatic and/or sometimes may be a loner				
5.	Is a leader, role model, trendsetting in or out of school				
6.	Has a strong sense of self, pride, and worth; has a strong self-concept				
7.	Likes to be in charge (assertive); helps the teacher with class responsibilities				
8.	Explains things to other students; helps them finish assignments (may neglect own work because helping others)				
9.	Has good reasoning ability				
10.	Has a keen awareness of the group process and may have the ability to manipulate others				
Total Points in Leadership					

CREATIVITY		C	O	S	N
		3	2	1	0
1.	Displays intellectual playfulness; imagines, elaborates, or modifies basic ideas to add interest or fun				
2.	Is a high-risk taker; adventurous and willing to deviate from standard procedures, answers, or behaviors; does not fear being different				
3.	Displays a keen sense of humor reflective of own cultural background; sees the unusual or unexpected in everyday occurrences				
4.	Displays a curiosity about many things; has many hobbies or one intense interest				
5.	Generates a large number of solutions to problems and questions				
6.	Becomes deeply involved in stories or films, identifies personally with character and plots; may create own stories and plays				
7.	Is creative in finding ways to communicate and express ideas (examples: drawing, pantomime, body language, use of concrete objects, or other alternate means may preplace limited facility with oral language)				
8.	Demonstrates exceptional ability in some are of the arts or athletics (examples: dancing, drawing/painting, singing, playing an instrument, drama, gymnastics, crafts)				
9.	Is a fluent thinker, fluent in idea development, able to generate a large number of possibilities, consequences, or related ideas				
10.	Improves with commonplace materials; creates original and unusual products; invents things				
Totals points in Creativity					

LEARNING		C	O	S	N
		3	2	1	0
1.	Has unusually advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language (may be a blend of standard English and ethnic dialect, or other language)				
2.	Possesses and shares a large storehouse of information, some beyond the interest of peer group				
3.	Displays specialized knowledge based on life experiences (examples: knowledge of shopping responsibilities, ability to make change, safety, neighborhood environment, and daily happenings)				
4.	An elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work				
5.	An original thinker, able to see relationships among seemingly unrelated objectives, ideas, or facts				
6.	Catches on quickly; retains and uses new ideas and information; may resist drill and repetition				
7.	Understands subtleties of language in primary language; uses language in a powerful way; displays a unique sense of humor or humor can be destructive in manner (class clown)				
8.	Is a keen and alert observer and/or listener (e.g. usually “sees more” or “gets more” out of a story or film than others and/or reads a lot in interest areas and/or accelerated “cognitive” development relative to sociocultural and age peers)				
9.	Likes to use big words (sometimes incorrectly) and/or may invent new words				
10.	Always has an answer, even if incorrect				
Total Points in Learning					

MOTIVATION		<u>C</u> 3	<u>O</u> 2	<u>S</u> 1	<u>N</u> 0
1.	Evidences power of concentration, becomes absorbed in topics or tasks prompts and consistently				
2.	Prefers to work independently with minimal direction from teachers; organizes self and materials				
3.	Is concerned with right and wrong, good and bad, fair and unfair				
4.	Takes advantage of opportunities to learn; enjoys challenge and tasks which are not routine; is bored by routine tasks				
5.	Is self-critical and strives for perfection; may be critical of others				
6.	Is persistent in task completion; may be unwilling to change tasks or moves from task to task without regard for completion				
7.	Likes reasonable structure and order; may be frustrated by lack of organization or progress				
8.	Is motivated by art, music, sports, participates enthusiastically, shows a high level of energy				
9.	Exhibits intrinsic motivation to learn; self-motivated				
10.	Not easily distracted when solving problems				
Total Points in Motivation					

ADAPTABILITY		C	O	S	N
		3	2	1	0
1.	Learns through experience and is flexible and resourceful in solving day-to-day problems				
2.	Deals effectively with deprivations, problems, frustrations, or obstacles caused by the complexities of living conditions; handles outside responsibilities and meets school demands				
3.	Copes well with frustration: may draw negative attention because unable to sit still or no attention because so quiet				
4.	Uses limited resources and materials to make products to share in school				
5.	Displays maturity of judgement and decision-making beyond own age level				
6.	Can transfer learning from one situation to another; applies what is learned to everyday situations				
7.	Displays high degree of social reasoning and/or behavior and shows ability to discriminate				
8.	Is knowledgeable about things of which others are unaware				
9.	Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed				
10.	Attempts difficult tasks; does not give up easily				
Total Points in Adaptability					



**Gifted and Talented Learning Behaviors
Teacher Form K-3**

Total Points in Leadership: _____
Total Points in Creativity: _____
Total Points in Learning: _____
Total Points in Motivation: _____
Total Points in Adaptability: _____
Total Points: _____

Appendix C

GT Identification Matrix Grades K-3

Gifted and Talented Identification Matrix Grades K-3



Student Name: _____ Current Grade: _____ Date _____

Directions: Place the corresponding score in each square per identification screening instrument then add up all column totals for an overall total. An overall total of 12 or more recommends placement in Gifted and Talented. Note: 97% on a National Standardized Test of Intellectual Ability is automatic placement.

	1	2	3	4	5	6	7	8	9	10	11	12
National Standardized Test of Intellectual Ability	86%	87%	88%	89%	90%	91%	92%	93%	94%	95%	96%	≥ 97%
Test Name _____ Date: _____ Score: _____												
Achievement as Demonstrated on a Nationally Standardized Test	1	2	3	4	5	6	7	8	9	10	11	12
Test Name _____	≥ 87%	≥ 90%	≥ 93%	≥ 96%								
Total Reading Date _____												
Total Math Date _____												
GT Indicators Checklist for Teachers K-3	75-124 pts	≥ 125 pts										
GT Learning Behaviors Parent/Guardian Form K-3	30-41 points	≥ 42 points										
Column Totals												
Grand Total	_____											

Appendix D

GT Parent Nomination Form Grades 4-8



**Gifted and Talented Parent Nomination Form
Grades 4-8**

Student Name: _____ Birth Date: _____ Grade: _____ Sex: _____

Parent/Guardian Name: _____

Address: _____

Parent/Guardian Phone Number: _____ Parent/Guardian Email: _____

This nomination enables a student to be screened for the Oakdale Gifted and Talented program. Nominations may be submitted by professional educators, parents/guardians, self, peers, or community members. The following is a list of characteristics, by area of giftedness, which gifted children may possess.

Students may be nominated for one of the following areas of giftedness: **High Academic Ability in a Specific Subject, Creativity, Leadership, or Visual Performing Arts**. Indicate the characteristic you have observed in the student you wish to nominate and complete only that portion of the form along with the additional comments section.

For the selected area of giftedness, read the statement and determine the frequency in which the student demonstrates the characteristic.

Strong evidence of the trait

Some evidence of the trait

Little evidence of the trait

Person Completing Form: _____

In what capacity do you know the student?

- Professional Educator
- Parent/Guardian
- Self
- Peer
- Community Member

Signature

Date

HIGH ACADEMIC ABILITY IN A SPECIFIC SUBJECT

Subject: _____

		Strong Evidence <hr/> 3	Some Evidence <hr/> 2	Little Evidence <hr/> 1
1.	Quick mastery of skills; rapidly learns new concepts			
2.	Achievement beyond grade/age level expectations			
3.	Highly motivated in this academic area			
4.	Advanced level of understanding			
5.	Long attention to tasks in this specific academic area			
6.	Chooses difficult problems over simple ones			
7.	Often finds and corrects own mistakes			
8.	Can work independently			
9.	Has an advanced vocabulary for their age			
10.	Becomes absorbed in the subject of interest			

Total Number in Strong Evidence _____ x3 = _____
 Total Number in Some Evidence _____ x2 = _____
 Total Number in Little Evidence _____ x1 = _____

Total Points in High Academic Ability in a Specific Subject: _____

CREATIVITY

		Strong Evidence <hr/> 3	Some Evidence <hr/> 2	Little Evidence <hr/> 1
1.	Displays a great deal of curiosity about many things			
2.	Generates a large number of ideas or solutions to problems and questions			
3.	Often offers unusual, unique, or clever responses			
4.	Is constantly asking questions about everything			
5.	Is uninhibited in expressions of opinion			
6.	Is a risk-taker adventurous			
7.	Is intellectually playful, imaginative			
8.	Manipulates ideas, changes them, elaborates upon them			
9.	Displays a keen sense of humor, sees the humor when others do not			
10.	Aware of own impulses, freer of expression, emotionally sensitive			
11.	Sensitive to beauty			
12.	Nonconforming, individualistic, doesn't fear to be different, accepts disorder			
13.	Is unwilling to accept authoritarian pronouncements without critical examination			

Total Number in Strong Evidence _____

x3 = _____

Total Number in Some Evidence _____

x2 = _____

Total Number in Little Evidence _____

x1 = _____

Total Points in Creativity: _____

LEADERSHIP

		Strong Evidence <hr/> 3	Some Evidence <hr/> 2	Little Evidence <hr/> 1
1.	Can be counted on to do what they have promised and usually does it well			
2.	Is self-confident with children their own age as well as adults			
3.	Seems to be well-liked by their classmates			
4.	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with			
5.	Can express self well and is usually well understood			
6.	Adapts readily to new situations; is flexible in thought and action			
7.	Seems to enjoy being around other people			
8.	Generally directs the activity in which they are involved			
9.	Participate in many activities connected with school			
10.	Classmates seem to value their ideas and opinions			

Total Number in Strong Evidence _____

x3 = _____

Total Number in Some Evidence _____

x2 = _____

Total Number in Little Evidence _____

x1 = _____

Total Points in Leadership: _____

VISUAL AND PERFORMING ARTS

		Strong Evidence <hr/> 3	Some Evidence <hr/> 2	Little Evidence <hr/> 1
1.	Likes to participate in artistic activities			
2.	Expresses ideas through an artistic avenue			
3.	Incorporates a large number of elements into artistic work			
4.	Varies the subject and content of artistic work			
5.	Arrives at unique, unconventional solutions to artistic problems			
6.	Concentrates for long periods of time on artistic projects			
7.	Willingly tries different techniques			
8.	Is critical of own work; sets high standards of quality			
9.	Elaborates on ideas of other people; uses them as a "jumping-off point"			
10.	Has achieved recognition and/or awards for demonstrated artistic ability			

Total Number in Strong Evidence _____ x3 = _____
 Total Number in Some Evidence _____ x2 = _____
 Total Number in Little Evidence _____ x1 = _____

Total Points in Visual and Performing Arts: _____



**Gifted and Talented Parent Nomination Form
Grades 4-8**

ADDITIONAL COMMENTS:

Please list your child's advanced abilities.

Acquiring a skill, understanding advanced concepts, applying knowledge, and making connections at a very young age all key indicators of giftedness. These could include reading fluently before kindergarten, using math in real-life situations before kindergarten, playing an instrument, having artistic ability, and/or athletic talents beyond other children in the same age group.

What special lessons, training, and/or learning opportunities does the student have outside of school?

What, if any, other information not addressed above would be helpful in planning a program option for the student?

*We encourage you to attach any work samples, photos, or projects that your child has completed on their own as evidence.

Appendix E

Slocomb-Payne Perception Inventory
Teacher Nomination Form Grades 4-8



**Slocumb-Payne Perception Inventory: A Scale Rating
Superior Students from Diverse Backgrounds
Teacher Nomination Grades 4-8**

Student Name: _____ Current Grade: _____

Person Completing the Checklist:

Name: _____ Title: _____ Date: _____

The “giftedness” of the highly capable student may be exhibited in seemingly opposite ways. The Slocumb-Payne Perception Inventory was developed to identify gifted students who manifest **both** positive or extremely negative behaviors.

For each attribute below, **two opposite** manifestations of that attribute are given. For example, one attribute of gifted students is persistence. That attribute can appear as “stays on track” or to some as “stubbornness.” Please circle the one that you feel is more like the child for each row.

Perceptions of Attributes		Seldom or Never	Occasionally	Frequently	Almost Always
1. Curious about information; inquisitive; doesn't accept information at first glance; questions & pushes for more information	1. Obnoxious with information; likes to “stump” people with hard questions; enjoys questions with “shock value”; questions authority; unwilling to follow rules	1	2	3	4
2. Stubborn; avoids tending to other things that need to be done just because they are not through with their priority	2. Sticks to task; gets job done; doesn't give up easily even when things are difficult	1	2	3	4
3. Finds it hard to wait for others; unwilling to do detail work; shows reluctance to do some assignments because they already “know” content or skill	3. Learns at faster rate than their peer group; absorbs more with less practice; able to accelerate their learning; displays eagerness to do work	1	2	3	4

Perceptions of Attributes		Seldom or Never	Occasionally	Frequently	Almost Always
4. Understands subtleties of language in their primary language; uses language in powerful way; displays unique sense of humor; able to use language to build personal relationships	4. "Smart mouth"; master at put-downs of others; uses humor in destructive manner; unable to relate to peers because their sense of humor isn't as sophisticated; class clown	1	2	3	4
5. Thirsts for knowledge; seeks answer to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas	5. Shows little interest in what is to be learned; wants to pursue only those things that spark their curiosity; is more curious about people than events	1	2	3	4
6. Has difficulty completing tasks; unaware of deadlines; oblivious to those around them; very focused on and committed to their priorities	6. Commits to long-range projects and tasks; focused; goal-oriented; strives to meet high standards	1	2	3	4
7. Loves ambiguity and dislikes being given specific directions and/or parameters; unable to be specific with other people who need specific direction; comes across as highly creative/inventive	7. Able and willing to ascertain and solve problems; does not need specific directions; may set own goals that surpass teacher's expectations	1	2	3	4

Perceptions of Attributes		Seldom or Never	Occasionally	Frequently	Almost Always
8. Deeply interested in many things; is good at many things; loves to learn new things	8. Unable to make decisions--or makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random	1	2	3	4
9. Develops high standards and expectations of self; self-starter who needs little supervision; has self-control	9. Perfectionist; nothing is ever good enough; can't finish something because it still isn't correct; may display low self-image about academic performance	1	2	3	4
10. Has trouble listening while others talk; interrupts others to the point of rudeness; talks at inappropriate times; may be reluctant to write; very expressive in casual register	10. Excellent facility with language; can elaborate on thought and ideas; uses formal register when communicating with others	1	2	3	4
11. Highly developed social conscience; concern for social issues and problems; awareness of global issues; has internal focus of control	11. Over-concern for social problems and issues to extent that depression results; doomsday view of life; overwhelmed with despair in world/community; sees self as victim	1	2	3	4

Perceptions of Attributes		Seldom or Never	Occasionally	Frequently	Almost Always
12. Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content	12. Out of touch with reality; day-to-day routines; bored by simpler things in life; unwilling or unable to abide by basic requirements and/or rules	1	2	3	4
13. Unwilling to learn facts to support generalizations; can be great "talker" but is unable to produce because work lacks substance	13. Sees patterns in things; can transfer learning to new situations; sees big picture; discovers new information; supports generalizations with facts/details	1	2	3	4
14. Makes connections; sees relationships between/among diverse ideas and events	14. Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird" by peers	1	2	3	4
15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" responses to questions	15. Generates large number of ideas or solutions to problems and questions; often offers unusual, unique clever responses	1	2	3	4
16. Appreciates color; likes to doodle and draw; has affinity for graffiti	16. Sensitive to beauty; tunes in to aesthetic characteristics of things	1	2	3	4
17. Uninhibited in expressions of opinion; sometimes radical and spirited in disagreement; tenacious	17. Uninhibited in expressions of opinion; sometimes appears radical and disagreeable; may show anger when disagreeing with others	1	2	3	4
18. High risk-taker in academic endeavors; is	18. Risk-taker; dares to break rules and then				



**Slocumb-Payne Perception Inventory: A Scale Rating
Superior Students from Diverse Backgrounds
Teacher Nomination Grades 4-8**

adventurous and speculative in his/her thinking	challenges authority when caught; unafraid to challenge others	1	2	3	4
19. Criticizes openly; unwilling to accept authoritarian rules and procedures; orally and openly condemns them; may irritate others	19. Criticizes constructively in social acceptable manner; unwilling to accept authoritarian pronouncements without critical examinations	1	2	3	4
	Add each column; enter totals here				
	Sum total of all four columns				

Additional Comments:

—

Appendix F

GT Identification Matrix Grades 4-8

Gifted and Talented Identification Matrix Grades 4-8



Student Name: _____ Current Grade: _____ Date: _____

Directions: Place the corresponding score in each square per identification screening instrument then add up all column totals for an overall total. An overall total of 12 or more recommends placement in Gifted and Talented. Note: 97% on a National Standardized Test of Intellectual Ability is automatic placement.

National Standardized Test of Intellectual Ability	1	2	3	4	5	6	7	8	9	10	11	12
	86%	87%	88%	89%	90%	91%	92%	93%	94%	95%	96%	≥ 97%
Test Name _____ Date: _____ Score: _____												
Oklahoma State Testing Program	Satisfactory			Advanced								
Subject: _____ Date: _____												
Subject: _____ Date: _____												
Achievement as Demonstrated on a Nationally Standardized Test	1	2	3	4								
Test Name _____	≥ 87%	≥ 90%	≥ 93%	≥ 96%								
Total Reading Date _____												
Total Math Date _____												
Nomination Form Professional Educator, Self, Peer, Parent/Guardian, or Community Member	≥ 2.5	≥ 3.5										
Column Totals												
Grand Total	_____											



Quote
Quote Number:
593

Payment Terms:
 Expiration Date:
 11/04/2021

Quote Prepared For

Dr. Joe Pierce
Oakdale School
 ,
 United States
 Phone:4057713373
 jpierce@oakdale.org

Quote Prepared By

Michael Dotter
Quo Vadimus LLC
 12101 N. MacArthur Blvd., Suite 152
 Oklahoma City, Oklahoma 73162
 United States
 Phone:405-250-1393
 Fax:
mdotter@qvadimus.com

Item#	Quantity	Item	Unit Price	Adjusted Unit Price	Extended Price
One-Time Items					
1)	25	Lenovo ThinkBook 15 Laptop LENOVO : ThinkBook 15 Gen2 ARE, R3 4300U, 8GB memory, 256GB M.2 SSD, 15.6 FHD 250 Nit, 720p HD Camera, 2X2 AX+BT, Backlit Keyboard, Smart Power Button with Integrated FPR, Windows 10 Pro, 1 Year Mail in Warranty	\$649.00	\$649.00	\$16,225.00
2)	25	Lenovo Mini Docking Station	\$149.00	\$149.00	\$3,725.00
				One-Time Total	\$19,950.00
				Subtotal	\$19,950.00
				Total Taxes	\$0.00
				Total	\$19,950.00

Authorizing Signature _____

Date _____

Interest Charges on Past Due Accounts and Collection Costs Overdue amounts shall be subject to a monthly finance charge. In addition, customer shall reimburse all costs and expenses for attorney's fees incurred in collecting any amounts past due. Additional training or Professional Services can be provided at our standard rates.

SCHOOL BOARD MEMBERS TERM OF OFFICE

It is the policy of the Oakdale Board of Education that as mandated by Oklahoma Statute, Title 26, Section 13A-103, a general election, held for the purpose of electing a member or members of the board of education, shall be held on the first Tuesday in April, unless another date is established by the state legislature.

Every candidate for a position on the board shall file a notification and declaration for that office with the Oklahoma County election board between the hours of 8 a.m. on the first Monday in December and 5 p.m. on the following Wednesday.

A primary election shall be held if more than two candidates file for a board seat on the second Tuesday in February. A candidate receiving more than fifty percent of the votes cast in the primary election will be elected to the office. If no candidate receives more than fifty percent of the votes cast in the primary election, then the two candidates with the highest number of votes shall appear on the ballot at the general election.

To be eligible to file a notification and declaration of candidacy, the prospective candidate must have been a registered voter in the election district, or ward, and a resident residing within said election district for at least six months immediately preceding the filing period. No person is eligible to be a candidate or to be elected to a board of education unless the person has been awarded a high school diploma or certificate of high school equivalency.

Board members shall be elected to serve a term of three (3) years or until such time as their successors are duly appointed or elected and have qualified as prescribed by law. Terms of office shall be staggered so that one member shall retire from the board each year.

A vacancy on the board of education will occur by law when a board member:

1. Dies;
2. Resigns;
3. Moves out of the school district;
4. Fails to timely complete required workshop hours;
5. Is convicted of any felony or any offense involving a violation of the member's official oath;
6. Pleads guilty or nolo contendere to a felony or any offense involving a violation of the member's oath;
7. Abandons the office; or,
8. Assumes the duty of a second public office when the holding of such office and being a board member violates the dual office-holding provisions of the law. This does not apply to any elected or appointed member of a local school board who is a member or an officer of a volunteer fire department; and directors or officers of a rural water district, chiefs of municipal fire departments or rural fire districts who are appointed or elected to an unsalaried office, except where the duties of the office would create a conflict of interest.
9. Ceases to be a resident of the board district or ward for which the person was elected.

The board of education shall determine if and when a vacancy occurs on the board. Such vacancy shall be filled by appointment and the appointee shall serve until the next regular election if the person is appointed to fill such vacancy in the first half of the term of office for the board position. If the person is appointed to fill such vacancy after the first half of the term of office for the board position, then the appointee shall serve for the balance of the unexpired term. If no one is appointed within sixty (60) days of the date the board declared the seat vacant, a special election shall be held, and the elected member shall fill the vacancy for the unexpired term.

SCHOOL BOARD MEMBERS, TERM OF OFFICE (Cont.)

If vacancies occur which result in the loss of a quorum of the board of education, the Governor shall appoint a member or members necessary to constitute a quorum to the board of education. Such appointment shall be for the remainder of the term of office for that seat.

Each board member is expected to attend all board meetings. If an emergency situation should arise which will prevent a board member from attending a scheduled meeting, the board member should notify the board president or the superintendent

**REFERENCE: 26 O.S. §13A-103, §13A-110
51 O.S. §6
70 O.S. §5-107A
70 O.S. §13A-105, §13A-110**

BIDS AND QUOTATIONS

No expenditure involving an amount greater than \$500.00 shall be made except in accordance with the provisions of a written contract or purchase order, and no contract involving an expenditure of more than \$100,000 for the purpose of erecting a building or making any improvements on school buildings or construction trade contracts or subcontracts exceeding \$50,000 shall be made except upon sealed proposals and to the lowest or best responsible bidder. This does not prohibit the district from erecting a building or making improvements on a force account basis.

Public construction contracts equal to \$50,000 but less than \$100,000 shall be let and awarded to the lowest responsible bidder by receipt of written bids or awarded based on competitive quotes to the lowest responsible qualified contractor. Public construction contracts for less than \$25,000 may be negotiated with a qualified contractor. Public construction contracts are any contract for the purpose of making any public improvements or constructing any public building or making repairs to or performing maintenance on any school-owned building.

If a public construction contract for minor maintenance or minor repair work to district property is less than \$25,000, a contract may be negotiated with a qualified contractor. No work shall be commenced until a written contract is executed and proof of insurance has been provided by the contractor to the school district's business office.

The school board may provide for a local bid preference of not more than five percent of the bid price if the board determines that there is an economic benefit to the local area or economy. The determination as to whether there is an economic benefit to the local area or economy will be based upon whether the local bidder employs residents of the school district as employees or independent contractors and whether such employment will benefit the school district.

The local bidder must be the second lowest qualified bid on the contract and must agree to perform the contract for the same price and terms as the bid proposed by the nonlocal bidder or contractor. Within the bid specifications the district must clearly state that the bid is subject to a local bidder preference law.

"Local bidder" means the bidding person is authorized to transact business in Oklahoma and maintains a bone fide establishment for transacting business within the state.

The term "force account" means the purchase of necessary materials, and the employment of necessary workmen, by the school district itself, rather than entering into a contract with a building or other contractor to construct the building or other improvement. No contract involving sums in excess of \$100,000 shall be split into partial contracts involving sums below \$100,000 for the purpose of avoiding the requirements of the Public Competitive Bidding Act.

For the purposes of this policy, the term "improvements on school buildings" shall not include any of the following:

1. Portable, or otherwise moveable, buildings and structures.
2. Prefabricated metal buildings and structures, along with necessary utility services for such buildings or structures.
3. Roofs placed over existing roof structures; and
4. Other structures that can be disassembled after installation and removed without permanent damage to existing property.

For the purposes of the Public Competitive Bidding Act, where total payments of principal and interest are anticipated to exceed \$100,000, the lease purchase of items pursuant to paragraphs numbered 2 and 3 above must be competitively bid.

REFERENCE: 61 O.S. §102, §103, §107, §131
62 O.S. §430.1
70 O.S. §5-123

**STAFF MEMBERS AND SOCIAL NETWORKING SITES:
SUPPLEMENTAL GUIDANCE TO BOARD POLICY DHAC**

Oakdale School understands that employees may maintain or contribute to personal blogs, message boards, conversation pages, video and other photo sharing websites and other forms of social media (such as Facebook, Twitter, YouTube, Instagram) outside of their job function and may periodically post information about their job or School activities on these outlets. However, use of social media also presents certain risks and carries with it certain responsibilities.

To assist you in making responsible decisions about your use of social media, the Board of Education has established these guidelines for appropriate use of social media. These policy guidelines apply to all employees of the School and supplements Board Policy DHAC: Staff Members and Social Networking Sites.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication.

The same principles and guidelines found in the School's employee handbook apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow associates or otherwise adversely affects other employees of the School, families, students, regulatory agencies, elected officials, School supporters, or any other stakeholder of the School or the School's legitimate business interests may result in disciplinary action up to and including termination.

Know and follow the rules

Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be respectful

Always be fair and courteous to families and students, School stakeholders, and people who work on behalf of the School. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by discussing any issues with your supervisor or human resources than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, disparaging, or that might constitute harassment or bullying.

You are legally liable for anything you write or present online. Examples of such conduct might include using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparages families, students, or colleagues or that might constitute harassment or bullying. Additionally, examples might also include posts meant to harm someone's reputation or to create a hostile work environment on the basis of race, sex, disability, religion, political affiliation, or any other status protected by law. This list is not meant to be inclusive and could include other situations that violate School policy and guidelines.

Be honest and accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about the School, families, students, stakeholders or people working on behalf of the School.

Post only appropriate and respectful content

- Maintain the confidentiality of School information, to include student information, fellow employee information, trade secrets and private or confidential information (see FERPA regulations). Trades secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related confidential communications or attorney-client privileged.
- Respect student personally identifiable information understanding that it is illegal to disclose such information without consent of a parent or guardian as this may be a violation of FERPA.
- Do not create links to/from personal blogs, personal websites, or other social media sites to the School's website, social media outlets, and/or accounts.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School. If the School is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of the School.
- It is best to include a disclaimer such as "*The postings on this site are my own and do not necessarily reflect the views of Oakdale Public Schools.*"

Using social media at work

Refrain from using social media while on work time or on equipment provided by the School, unless it is work-related as authorized by your supervisor or administrator.

- Do not use the School's email addresses to register on social networks, blogs or other online tools utilized for personal use.
- Do not use the School's logos without explicit permission in writing from the Superintendent. This is to prevent the appearance that you speak for or represent the School officially unless requested by the School.
- Do not use the School's name in your social media identity (i.e., username, "handle" or screen name), nor should you speak as a representative of the School unless requested to do so by the School.

Retaliation is prohibited

The School prohibits taking negative action against any associate for reporting a possible deviation from this policy or for cooperating in an investigation. Any associate who retaliates against another associate for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Media contacts

School employees should not speak to the media via social media on the School's behalf without contacting the Superintendent or designee. All media inquiries should be directed to this position.

INDIVIDUAL CAREER AND ACADEMIC PLAN

An "Individual Career and Academic Plan (ICAP)" means an individualized plan that is used to help establish personalized academic and career goals, explore postsecondary career opportunities, including, but not limited to, military careers, apprenticeship programs, career and technology programs leading to certification or licensure, educational opportunities, align coursework and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce. The plan shall be developed by the student and the student's parent or legal guardian, in collaboration with their school counselors, school administrators, teachers and other school personnel.

The district shall provide ICAP information to all students in grades eight. District employees, as designated by the superintendent, shall work with students and their parent or legal guardian in creating an ICAP that will meet the interests and needs of the student as determined by the student and their parent or legal guardian.

Beginning with students entering the ninth grade in the 2019-2020 school year, each student shall be required to complete the process of an ICAP in order to graduate from a school district with a standard diploma. Each year thereafter, students shall annually update their ICAP. The ICAP shall include, but not be limited to:

- a. career- and college-interest surveys,
- b. written postsecondary and workforce goals and information of progress toward these goals,
- c. intentional sequence of courses that reflect progress toward the postsecondary goal,
- d. the student's academic progress, including courses taken, assessment scores, any remediation or credit recovery and any Advanced Placement, International Baccalaureate, concurrent or dual enrollment credits earned and/or career certificate(s), certification(s), or endorsements, and
- e. experience in-service learning and/or work environment activities.

ICAPs for students with disabilities, as defined in the Individuals with Disabilities Education Act (IDEA), P.L. No. 105-17, shall consider and work in cooperation with the student's individualized education program (IEP) or Section 504 Plan as defined by the Rehabilitation Act of 1973, P.L. No. 93-112.

Legal Reference: 70 O.S. § 1210.508-4

ENROLLMENT OF MILITARY CHILDREN

It is the policy of the Oakdale Board of Education that the residence of any military child for school purposes shall be the legal residence of the parents, guardian, or person having legal custody who holds legal residence within the district as defined in 70 O.S. §1-113 (C). Provided that such parent, legal guardian, person, or institution having legal custody contributes in a major degree to the support of such child. A special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

Upon enrollment, the school district shall request official records from the sending school district. Until such time as those records are received, the school district shall enroll and appropriately place the student based upon information provided by the parent or guardian pending validation by official records. The school district shall initially honor the placement of the student in educational courses based upon the student's enrollment in the sending school district and/or educational assessments conducted at the school in the sending state if the courses are offered. The school district reserves the right to perform subsequent evaluations to ensure appropriate placement.

Students shall be allowed to continue their enrollment at grade-level in the receiving district commensurate with their grade level from the sending school, regardless of age. This could result in underage military children being enrolled in kindergarten and/or first grade.

The school district shall waive specific course requirements for graduation if similar course work has been satisfactorily completed in another school district or the district will provide reasonable justification for denial. ~~Special provisions exist in law with regard to options for graduation for military students transferring at the beginning of his/her senior year.~~

REFERENCE: 70 O.S. §510.1

REVIEW NOTE: We recommend deletion of the last sentence as it would be inapplicable to Oakdale Public School District.

EDUCATION OF MIGRATORY CHILDREN

The school district shall provide migratory students with appropriate educational services that address their unique needs in a coordinated and efficient manner. "Migratory child" shall mean a child who is, or whose parents or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding thirty-six (36) months, in order to obtain, or accompany such parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Priority for services shall be provided to those migratory children who:

1. Are failing or are at risk of failing to meet the Oklahoma Academic Standards; and
2. Whose education has been interrupted during the regular school year.

Continuation of services shall be provided by the school district to:

1. A child who ceases to be a migratory child during a school term for the remainder of the school year.
2. A child who is no longer a migratory child may continue to receive services for one (1) additional school year if comparable service are not available through other programs; and
3. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

The school district shall comply with all state and federal requirements in the implementation and expenditure of federal funds designated for the education of migratory children. Migratory children who qualify for special education services shall be provided a free, appropriate education in accordance with federal law.

LEGAL REFERENCE: ESSA, Sections 1301-1309.

**HEALTH:
STUDENTS**

The Oakdale Board of Education believes that the goals of educators should include training that helps our children to grow into productive and responsible adults.

While the general health and physical maintenance of a child is the responsibility of the parent, the board believes that teachers and administrators should encourage students to become aware of the value of a healthy mind and body.

If a teacher or an administrator becomes aware of a health problem involving a student, the parents or legal guardian of the student shall be notified and a conference with the parents be scheduled. If efforts to resolve the problem through consultation with the parents are not successful, the administrator shall consider referring the matter to the Department of Human Services.

Health education shall, whenever possible, be incorporated into the subject matter of all courses of instruction. There shall also be established definite time allocations for the teaching of health education.

Any child who is determined to be afflicted with a contagious disease, as currently defined by the Oklahoma Department of Health, ~~or with head lice~~ shall be prohibited from attending school until a health officer has determined that the child is free of ~~head lice~~ or the contagious disease or that the disease is no longer contagious.

Options:

~~The school district will prohibit a child with head lice from attending school until such time as the child no longer has been identified as having head lice.~~

Or

The school district will allow a child with head lice to attend classes in accordance with guidelines set by the American Academy of Pediatrics and the National Association of School Nurses.

REFERENCE: 70 O.S. §5-117, §10-105, §11-103, §1210.194
63 O.S. §1-507

§ 70-1210.194 (B) 2014

DIABETES MEDICAL MANAGEMENT PLAN

This plan was created by the personal health care team of _____. This document sets out the health services that may be needed by the student at school.

The student shall be permitted to attend to the management and care of the diabetes of the student as follows:

- 1. Performing blood glucose level checks;
2. Administering insulin through the insulin delivery system used by the student;
3. Treating hypoglycemia and hyperglycemia;
4. Possessing on his/her person at any time any supplies or equipment necessary to monitor and care for the diabetes of the student; and
5. Otherwise attending to the management and care of the diabetes of the student in the classroom, in any area of the school or school grounds, or at any school-related activity.

The school nurse or a volunteer diabetes care assistant will assist the student with the management of their diabetes care as provided in this plan. The specific person assigned to assist this student is: _____.

In addition to the above, the following shall be included as a part of the student's diabetes management plan:

Four horizontal lines for additional management plan details.

Agreed this ____ day of _____, 20__.

Parent or Guardian of Student

Principal (or designee)

School Nurse

Physician of Student

REFERENCE: 70 O.S. §1210.196.1, et seq.

REVIEW NOTE: We would recommend the district's existing template be replaced with the above document. This is the document recommended by the American Diabetes Association for use in schools. The district's existing template is not personalized to the individual student but instead tries to create the same plan for all students. That could create a legal issue for the school district in that diabetes plans are customized to the individual person, not institution.

STUDENT RECORDS

It is the policy of the Oakdale Board of Education that the principal of each school will be the legal custodian of all student records for that school.

Students and parents will have access to their school records. The school will notify parents and adult students annually of the following:

1. The type of records kept;
2. The procedure for inspecting and copying these records;
3. The right for interpretation;
4. The right to challenge data thought to be erroneous, the procedures for correcting or expunging erroneous data or inserting a rebuttal statement;
5. The right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented.

The educational records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician, or school psychologist for his or her own use, and which are not available to others are exempted from this definition.

The school will require a prior written consent before information other than directory information may be divulged to third parties. An exception to this rule exists for school district employees who have legitimate interests in viewing the records, as well as officials in other schools in which the student seeks to enroll. A school district in which a student is enrolled or is in the process of enrolling in may request the student's education records from any district in which the student was formerly enrolled to ascertain safety issues with incoming students and ensure full disclosure. The records, including the student's disciplinary records, will be forwarded to the requesting district within three (3) business days. Disciplinary records shall include but not be limited to all information that relates to a student assaulting, carrying weapons, possessing illegal drugs, including alcohol, and any incident that poses a potential dangerous threat to students or school personnel.

When schools transfer records to new educational institutions, the schools must notify parents of the transfer, and of their right to review and contest the material. An exemption exists for material under court order. Parents must be notified of such order prior to release.

The district will release individual student records from the current or previous school year to a school district where the student was previously enrolled if the release of such records is for the purposes of evaluating educational programs and school effectiveness.

The district may disclose personally identifiable information to third parties, without prior written consent, in order to conduct studies, audits, and evaluations of the educational programs of the school district. In such case, the district will take reasonable steps to ensure that all authorized representatives of the third party are FERPA compliant with the information provided for the purposes of the study, audit, or evaluation of the educational program.

STUDENT RECORDS (Cont.)

The district may disclose, without the consent or knowledge of the eligible student or parent, personally identifiable information in the educational records of a student to the Attorney General of the United States or his or her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes. The district is not required to record such disclosure of information and is protected from liability for disclosing such information in good faith.

The superintendent is directed to establish procedures to ensure compliance with the Family Educational and Privacy Act and other applicable acts and regulations.

REFERENCE: 34 CFR 99.1
18 USC §§2331 and 2332(g)(5)(B)
20 USC 1232
P. L. 107-110, No Child Left Behind Act of 2001
51 O.S. §24A.16
70 O.S. §6-115
70 O.S. §24.101.4
70 O.S. §24-114

**COMPLIANCE WITH FAMILY EDUCATION
RIGHTS AND PRIVACY ACT OF 1974
(REGULATION)**

In accordance with the policy of the board of education, the following regulation shall govern the release of student records to students and members of the student's family, legal custodian, or legal guardian.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student

Any person who attends or has attended a program of instruction sponsored by the board of education of this school district.

Eligible Student

A student or former student who has reached age 18 or is attending a post-secondary school, and who is no longer a dependent of the parent for federal tax purposes.

Parent

Either natural parent of a student unless his or her rights under the Family Education Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records

Any item of information or record (in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:
 - A. It was made as a personal memory aid;
 - B. It is in the sole possession of the individual who made it; or
 - C. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or
3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)****Personal Identifier**

Any data or information that makes the subject of a record known. This includes the student's name, the student's parents or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics, or any other information that would make the student's identity known.

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the school district will publish a notice to parents and eligible students of their rights under the FERPA and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;
2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;
3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);
4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and
5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record;

COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

LOCATIONS OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	OFFICE	PRINCIPAL
Cumulative School Records (Former Students)	OFFICE	PRINCIPAL
Health Records	OFFICE	NURSE
School Transportation Records	OFFICE	TRANS. DIRECTOR?
Speech Therapy Records	OFFICE	SPED DIRECTOR
Psychological Records	OFFICE	SPED DIRECTOR

PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part, or in whole, by the record custodian. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records to third parties (not parents or students) in the following situations:

1. The student has an unpaid financial obligation to the school.
2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

The FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;
2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or
3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.)

COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION

The school district proposes to designate the following personally identifiable information contained in a student's education record as "directory information":

1. The student's name;
2. The student's class designation (i.e., first grade, tenth grade, etc.);
5. The student's extracurricular participation;
6. The student's achievement awards or honors;
7. The student's weight and height if a member of an athletic team;
8. The student's photograph.

←
Need to decide.

(NOTE: A district may designate all, some, or none of this information as directory information.)

Within the first three weeks of each school year, the school district will publish the above list, or a revised list, of items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parent or eligible student has been notified, he or she will have two weeks to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about the student.

At the end of the two-week period, each student's record will be appropriately marked by the record custodian to indicate the items the district will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

OPTIONAL:

The school district has created a limited directory information policy and will not fulfill directory information requests for commercial purposes or for marketing purposes.

or

The school district has created a limited directory information policy and will limit access to only those parties and purposes specified as follows: (insert listing).

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;
2. A person certified by the state and appointed by the school board to an administrative or supervisory position;
3. A person certified by the state and under contract to the school board as an instructor;
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or
5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The school district will only release information from, or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;
3. The parties who provide or may provide financial aid to a student to:
 - A. Establish the student's eligibility for the aid,
 - B. Determine the amount of financial aid,
 - C. Establish the conditions for the receipt of the financial aid, or
 - D. Enforce the agreement between the provider and the receiver of financial aid;
4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;
5. To accrediting organizations to carry out their accrediting functions;
6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the student's parent or the eligible student before making a disclosure under this provision);
7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or
8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. The information is necessary and needed to meet the emergency;
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or
4. Time is an important and limiting factor in dealing with the emergency.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

The school district officials may release information from a student's education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or the class or organizations to whom the disclosure is to be made;
4. The parent's or eligible student's signature; and
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be redisclosed without the parent's or eligible student's prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE
FROM EDUCATION RECORDS

The school district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request;
2. The interest the person or agency had in the information;
3. The date the person or agency made the request; and
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;
2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;
3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;
4. Requests for, or disclosure of, directory information designated for that student; or for
5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under the FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

When a parent of a student or an eligible student finds an item in the student's education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

If the record custodian cannot change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;
2. Ask the requester to initiate a written request for the change; and
3. Follow the procedure for a second level decision.

Second Level Decision

The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:

1. Is inaccurate and why;
2. Is misleading and why; and/or
3. Violates student rights and why.

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will effect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision

The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level.

If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;
2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;
3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and
4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth Level Decision

After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level).

Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The school superintendent will prepare the district's decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:
- A. The school district's decision that the record is correct and will not be changed;
 - B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and
 - C. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision and/or the reasons he or she believes the record is incorrect.

**MEDICAL EXEMPTION REVIEW COMMITTEE
PROCESS FOR ELIGIBLE EXEMPTIONS
AND DOCUMENTATION FOR DECISION**

Members of the committee shall adhere to the Family Educational Rights and Privacy Act (FERPA) with regard to the review of confidential student records. The committee will review student absences and make a determination as to which absences may qualify as an absence for a severe medical condition and as a result be exempt from inclusion in the calculation of the chronic absenteeism indicator of the applicable student’s school sites. In deciding, the committee will utilize the following definition of severe medical condition:

“A severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma.”

If it is determined that a student’s absence meets the definition, that absence will be documented via a notation by the building principal in the student’s attendance log as being for a severe medical condition.

The district will report all absences determined to be medically exempt to the Oklahoma State Department of Education Office of Accountability.

DOCUMENTATION

On the ___ day of _____, 20___, the Medical Exemption Review Committee met at ___ o’clock to review absences to determine which absences, if any, met the “severe medical condition” exemption for purposes of the school district’s chronic absenteeism indicator. The following situations were found to meet the definition:

Student _____.

Severe Medical Condition _____.

Date of Absences _____.

The committee agreed on this decision with a vote of _____.

Committee Chairperson

ATTENDANCE POLICY (REGULATION)

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. However, it is important for those students who are ill to stay home when sick. Students who have a fever or a measured temperature greater than or equal to 100 degrees Fahrenheit should not be at school or school activities. The board recognizes, however, that the cocurricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities.

ABSENCES

Excused absence will be granted for the following reasons

1. Personal or family illnesses
2. Medical appointments
3. Legal matters, including service on a grand, multicounty grand, or petit jury*
4. Extenuating circumstances deemed necessary by the principal
5. Observance of holidays required by student's religious affiliation.

It is the responsibility of the parent to notify the school if a child is to be absent. The school will contact those students' parents who do not call. If no contact is made, the parent must send a note or call the day the child returns before the student can be excused. The student may promptly make up all work missed without penalty. It is the responsibility of the student, on the day of return, to make arrangements to see that the work is made up.

The district will not require medical documentation to support personal or family illness that results in an excused absence. However, students will be required to make up any work that has been missed. Student absences due to a severe, chronic, or life-threatening physical or mental illness, injury, or trauma will be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable school site so long as the determination of eligibility is made by the district's medical exemption review committee. The district's medical exemption review committee will be designated by the superintendent on a yearly basis and shall report student absences that are medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability.

Chronic Absenteeism

Chronic absentee means a student who is absent 10 percent or more of the school days in the school year exclusive of a significant medical condition, when the total number of days the student is absent is divided by the total number of days the student is enrolled, and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

A significant medical condition means a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma. Any COVID-19 related absences due to a child's medical needs will be considered a significant medical condition.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a distance learning program or virtual online program approved by the school district and are meeting the following attendance requirements:

- a. The student has completed instructional activities for no less than ninety (90%) of the time that services were provided in a virtual or distance learning format. Instructional activities may include online logins to curriculum or programs, offline activities, completed assignments, testing, face-to-face communications or meetings with school personnel via teleconference, videoconference, email, text, or phone,
 - b. The student is on pace for on-time completion of the course as required by the school district,
 - c. The student has completed instructional activities within the time that services were provided in a virtual or distance learning format during the academic year; or
2. They have a medical condition that incapacitates the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.

School Activity

1. The student will be allowed to be absent from the classroom for a maximum of ten days per semester to participate in activities sponsored by the school.
2. The student will be allowed to make up any work missed while participating.

Absence by Arrangement

These are absences in which the parents deem it necessary that a child miss school for reasons other than those that fall within an excused absence. Parents are expected to report any absence to the office. Upon returning, it is up to the student or parent to make arrangements and complete assigned school work in a timely manner. Pre-arrangements may also be made by contacting the teacher before an extended absence commences.

Tardies

A student is tardy who is not in the student's seat when the bell to begin the period sounds. A student who is repeatedly tardy may be reported to the administration and disciplinary consequences may be imposed.

Truancy

A student is considered truant when absent from the classroom without knowledge of either the school or the parent or if the parent does not compel the student to attend school. A student who is truant may be reported to the administration and disciplinary consequences may be imposed.

* **LEGAL REFERENCE:** **38 O.S. §37**
 70 O.S. § 10-105
 70 O.S. § 3-145.8

STUDENT TRANSFERS

The school district will not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude, or athletic ability.

The school district will begin accepting applications for the next school year starting the first Monday in June. Receipt of applications will be documented by the district so that the district may review those applications in the order submitted for purposes of capacity limitations. The administration will not approve or deny transfers received for the next school year until after the July 1 capacity data is determined for each grade level and site within the school district.

A transfer may be requested at any time in the school year. State law does limit the ability of a student to transfer to no more than two (2) times per school year to one or more school districts in which the student does not reside. Exceptions to this limit will exist for students in foster care. Students are legally entitled to reenroll at any time in his or her school district of residence. Any brother or sister of a student who transfers may attend the school district to which their sibling transferred if the school district has capacity in the grade level and the sibling does not meet a basis for denial as listed below. A separate application must be filed for each student so that the district can timely consider requests in the order applications are received.

It is the policy of the board of education that any legally transferring student shall be accepted by the district under the following circumstances:

1. The district has the capacity to accept the student at the grade level at the school site;
2. The transferring student has not been disciplined for:
 - a. violation of a school regulation,
 - b. possession of an intoxicating beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or
 - c. possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public school property, or at a school event, as defined in the Uniform Controlled Dangerous Substances Act.
3. The transferring student does not have a history of absences. "History of absences" means ten or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness.

Transfers that have previously been approved by the school district will remain in effect for future school years unless the district provides notification to the parent or legal guardian that the transfer is not going to be continued for an upcoming school year due to capacity, disciplinary action, or attendance issues. The district will not require parents resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student.

A teacher's student shall be allowed to transfer to a district in which the parent or legal guardian of the student is employed as a teacher as per 70 O.S. § 8-113. If a student was admitted and in attendance due to a transfer provided because the parent or legal guardian was a district employed teacher and if, for whatever reason, the teacher does not continue to be employed by the school, the parent or legal guardian will need to reapply for a transfer in accordance with the requirements set forth in this policy. (See Policy FEF)

By the first day of January, April, July and October, the board of education shall establish the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The number of transfer students for each grade level at each site that the district has the capacity to accept will be posted in a prominent place on the school district's website.

TRANSFER POLICY(Cont.)

The district shall report to the State Department of Education the number of transfer students for each grade level for each school site which the district has the capacity to accept.

Beginning in January 2022, grade level capacity shall be:

- ___ in Grade PK (per session)
- ___ in Grade K
- ___ in Grade 1
- ___ in Grade 2
- ___ in Grade 3
- ___ in Grade 4
- ___ in Grade 5
- ___ in Grade 6
- ___ in Grade 7
- ___ in Grade 8

Moving forward, by the first day of January, April, July and October, the board of education shall establish the number of transfer students the district has the capacity to accept in each grade level for each school site within the district.

The school district shall enroll transfer students in the order in which they submit their applications. If the number of student transfer applications exceeds the capacity of the district, the district shall select transfer students in the order in which the district received the application. Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active-duty status and students who are the dependent children of the military reserve on active duty orders shall be eligible for admission to the school district regardless of capacity of the district. Students shall be eligible for military transfer if:

1. At least one parent of the student has a Department of Defense issued identification card; and
2. At least one parent can provide evidence that he or she will be on active-duty status or active-duty orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation or a national disaster requiring the use of orders for more than thirty (30) consecutive days.

If accepted, a student transfer is granted for the existing school year and may continue to attend in future years. At the end of the school year, the district may deny continued transfer of the student due to capacity, for disciplinary reasons, or for a history of absences.

If a transfer request is denied by the administration, the parent or legal guardian of the student may appeal the denial within ten (10) days of notification of denial to the board of education. The board of education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. If notice is after the deadline for posting, the board shall consider the appeal at a special meeting of the board of education.

During an appeal, the board will review the action of the administration to make sure that the district policy was followed regarding the denial of the transfer. The board of education will meet in an executive session to review the educational records of the student. If the policy was not followed, the board of education shall vote to overturn the denial and the transfer will be granted. This will be a paper appeal and will include the written documentation utilized by the school district as well as a written response from the parent or legal guardian which explains why the policy was not followed.

TRANSFER POLICY(Cont.)

If the board of education votes to uphold the denial of the transfer, the parent or legal guardian may appeal the denial within ten (10) days of the notification of the appeal denial to the State Board of Education. The parent or legal guardian shall submit to the State Board of Education and to the superintendent of the district, a notice of appeal on the form prescribed by the State Board of Education.

A student who enrolls in a school district in which the student is not a resident shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association for a period of one (1) year from the first day of attendance at the receiving school unless the transfer is from a school district which does not offer the grade the student is entitled to pursue as per 70 O.S. § 8-103.2.

REFERENCE: 70 O.S. §1-114
 70 O.S. §1-113
 70 O.S. §5-117.1
 70 O.S. §8-101, et seq.
 70 O.S. §24-101, et seq.; §24-102
 Family Education Rights and Privacy Act
 Atty. Gen. Op. No. 87-134, April 1, 1988

LEGAL NOTE: Senate Bill 783 repealed 70 O.S. § 8-104 effective March 31, 2021. Oklahoma law no longer allows emergency transfer of students. Oklahoma law regarding transfers will change again on January 1, 2022. A new sample policy has been created which addresses those changes that are effective with regard to student transfers on January 1, 2022.

THIS POLICY REQUIRED BY LAW.

STUDENT TRANSFERS FOR CHILDREN OF EMPLOYEES

A student shall be allowed to transfer to a school district in which the parent or legal guardian of the student is employed. Student transfers are subject to continued employment with the school district. If, for whatever reason, the employee does not continue to be employed by the school, the student shall be allowed to complete the existing school year, but is not entitled to attend future school years in the school district. The parent or legal guardian would need to apply for an open transfer following the process set forth in Policy FE to have the application considered in accordance with district policy FE.

A student who enrolls pursuant to this policy shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association for a period of one (1) year from the first day of attendance unless the transfer is from a school district which does not offer the grade the student is entitled to pursue. Eligibility requirements are modeled after the Oklahoma Secondary School Activities Association guidelines.

REFERENCE: **70 O.S. §8-113**
 70 O.S. §8-103.2

TRANSFERS FOR SPECIAL EDUCATION STUDENTS

If a transfer application is received for a child with disabilities to a school district other than the district of residence of the child pursuant to the Education Open Transfer Act the following provisions shall apply:

1. The school district shall establish availability of the appropriate program, staff, and services prior to approval of the transfer;
2. Prior to the approval of the transfer of a child on an individualized education program (IEP), a joint IEP conference shall be required between the district of residence and the receiving district; and
3. Upon approval of the transfer, the receiving district shall claim the child in the average daily membership for state and for federal funding purposes and shall assume all responsibility for education of the child. For state funding purposes, the State Department of Education shall include the appropriate grade level weight and all category weights to which the pupil is assigned pursuant to the provisions of Section 18-201.1 of this title when calculating State Aid pursuant to the provisions of Section 18-200.1 of this title, regardless of whether the receiving district provides education to the student using traditional in-class means or via online instruction. When applicable, the receiving district may apply to the Oklahoma Special Education Assistance Fund for assistance in meeting any extraordinary costs incurred.

REFERENCE: 70 O.S. §13-103

SEIZURE-SAFE SCHOOLS

The district will ensure that any student who is diagnosed with a seizure disorder, will be provided with a seizure action plan that is a written, individualized health plan designed to acknowledge and prepare for the student's health care needs.

When the district has a student enrolled who has a seizure disorder and has a seizure rescue medication or other medication prescribed to treat seizure disorder symptoms which is approved by the Food and Drug Administration the requirements of the Seizure-Safe Schools Act will become applicable to the district. At that time, the district will have at least one employee at each school the child attends who has met the training requirements necessary to:

1. Administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration; and
2. Recognize the signs and symptoms of seizures and the appropriate steps to be taken to respond to these symptoms.

Before a seizure rescue medication can be administered to a student to treat seizure disorder symptoms, the student's parent or legal guardian shall:

1. Provide the school with written authorization to administer the medication at school;
2. Provide a written statement from the student's health care provider that will contain the following information:
 - a. The student's name;
 - b. The name and purpose of the medication;
 - c. The prescribed dose;
 - d. The route of administration;
 - e. The frequency that the medication may be administered; and
 - f. The circumstances under which the medication may be administered.
3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact; and
4. Collaborate with school personnel to create a seizure action plan.

Written authorization shall be maintained in the office of the school nurse or school administration and shall be distributed to any school personnel or volunteers responsible for the supervision or care of this student. The written authorization is effective for the school year in which it is granted and may be renewed each following school year.

A school employee may not be subject to any disciplinary proceeding resulting from an action taken in compliance with the Seizure-Safe Schools Act. Any employee acting in accordance with the provisions of this act shall be immune from civil liability unless the actions of the employee rise to a level of reckless or intentional misconduct.

A school nurse shall not be responsible for and shall not be subject to disciplinary action for actions performed by a volunteer.

REFERENCE: 70 O.S. §1210.183

TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION

It is the policy of the Oakdale Board of Education to adhere strictly to Oklahoma and Federal law concerning the transfer and release of confidential information including student records.

For the purposes of this policy, "confidential information" means any information regarding a child receiving services supported in whole or in part by state or federal funds, a family member of such child, or other persons residing in the home of such child, and which is required by state or federal law or regulation to be maintained in a confidential manner.

The school district will transfer and release confidential information in accordance with this policy to:

- (1) The Department of Human Services,
- (2) The Department of Mental Health and Substance Abuse Services,
- (3) The State Department of Health,
- (4) The State Department of Education,
- (5) The State Department of Career and Technology Education,
- (6) The Oklahoma Commission on Children and Youth,
- (7) The J.D. McCarty Center for Handicapped Children,
- (8) The Department of Corrections,
- (9) Private agencies receiving public funds pursuant to a grant or contract with one of the agencies listed in (1) through (8) and providing institutional, community residential or community-based services as defined by Title 10, Section 7001-1.3 of the Oklahoma Statutes, to children and family,
- (10) Persons and agencies subject to the rules promulgated by the agencies listed in (1) through (8),
- (11) Statutorily-constituted juvenile bureaus, and
- (12) Other school districts upon their request and in compliance with state law.

Unless otherwise permitted by state or federal law or regulation, confidential information will only be released to the above-described entities pursuant to (1) a court order or (2) an informed consent that has been executed by (a) the parent or guardian of the child or other person authorized by state or federal law to execute such consent, if the subject of the confidential information is a child or (b) the individual who was the subject of the confidential information or other person authorized by law to execute such consent on his or her behalf, if the subject of the confidential information is an adult. A copy of the school district's informed consent form may be found at FLE-E.

TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION (Cont.)

The school district will follow the rules promulgated by the State Department of Education for authorizing access to and the transfer or release of confidential information for the purpose of gathering statistical information or conducting studies or research otherwise authorized by law.

The school district shall charge \$.10 per page for all copies made pursuant to this policy plus the actual cost of mailing the copies.

REFERENCE: 10 O.S. §620.1, et seq.
10 O.S. §7001-1.3
70 O.S. §24-101.4

THIS POLICY REQUIRED BY LAW.

INFORMATION COORDINATOR

The school district has designated a representative to coordinate requests for information from the Oklahoma State Bureau of Investigations when the release of such information has been authorized by a parent, legal guardian of the student, or by court order. Information regarding past and present students in the district may be released to law enforcement officers subject to court order or by parental consent.

Such information includes but is not limited to:

1. Student's name, address, telephone listing, and date and place of birth;
2. Parent or lawful custodian's name, address, and telephone listing;
3. Major field of study and grade level classification (example: elementary, 7th grade, sophomore);
4. Student's participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance, dates of enrollment, withdrawal, re-entry;
7. Diplomas, certificates, awards, and honors received;
8. Most recent previous educational agency or institution attended by the student;

**REFERENCE: 70 O.S. §10-103.2
34 CFR 99.1
20 USC 1232**

THIS POLICY REQUIRED BY LAW.

**STUDENT CONDUCT
DRESS CODE**

The *Oak Lake* Board of Education believes that the majority of the students in the public schools recognize their own individuality and have no need to express themselves in extreme dress or grooming styles. Generally, dress and grooming standards as determined by the students and their parents will not be questioned. The only requirements the board of education insists upon are that students' dress and grooming shall not lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, or detract from school activities, or create a health or other hazard to the student's safety or to the safety of others. Additionally, any clothing that interferes with the education function entrusted to the board of education is prohibited.

REFERENCE: 70 O.S. §6-114 (C)

Annually reviewed & published in St. Handbook

*Other?
(Handbooks)*

HAZING

It is the policy of this school district that no student or employee of the district shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned or authorized by the board of education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity that recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the board of education.

“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled dangerous substance; or other forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the board of education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive school district authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action that may include suspension for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in this school district.

REFERENCE: 21 O.S. §1190

THIS POLICY REQUIRED BY LAW.

REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING ALCOHOLIC BEVERAGES OR CONTROLLED DANGEROUS SUBSTANCES

It is the policy of the Oakdale Board of Education that any administrator, teacher, or counselor who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, alcoholic beverages - including the legally nonintoxicating beverage commonly referred to as 3.2 beer (low-point beer) - or a controlled dangerous substance as defined by law shall immediately notify the principal of such suspicions. The principal shall immediately notify the superintendent of schools, law enforcement, and a parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Every administrator, teacher, or counselor employed by the board of education who has reason to believe that a student is under the influence of, or has possession of, alcoholic beverages (including 3.2 beer) or a controlled dangerous substance and who reports such information to appropriate school officials shall not be subject to civil liability unless such referral was made in bad faith or with malicious purpose.

This policy shall be distributed to each classroom teacher. Receipt shall be acknowledged in a form to be determined by the superintendent.

- REFERENCE:** 70 O.S. §24-138
63 O.S. §2-101, et seq.
70 O.S. §24-102
37 O.S. §163.2

NOTE: A copy of this policy must be filed with the State Superintendent of Public Instruction in accordance with 70 O.S. §24-138. While the cited statute requires only that school districts develop a written policy requiring only teachers to report students under the influence of certain substances, the State Department of Education has interpreted the civil liability exemption statute (70 O.S. §24-132) as requiring school administrators, teachers, or counselors to make such reports. Therefore, a school district's policy may be written to require reporting by administrators, teachers, and counselors.

(nurse by def.?)

THIS POLICY REQUIRED BY LAW.

WEAPONS-FREE SCHOOLS

It is the policy of this school district to comply fully with the Gun-Free Schools Act.

1. Any student in this school district who uses or possesses a firearm at school, at any school-sponsored event, or in or upon any school property including school transportation or school-sponsored transportation may be removed from school for one full calendar year or longer.

The superintendent or designee may modify the provisions of this policy on a case-by-case basis. However, any substantial modification must be reported to the board of education at its next meeting.

Firearms are defined in Title 18 of the United States Code, Section 921, as (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device including any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or any device similar to the above.

Such firearm or weapon will be confiscated and released only to a law enforcement authority.

2. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person to have in such person's possession on any public or private school property or while in any school bus or vehicle used by any school for transportation of students or teachers any firearm or weapon as defined in Title 21, Section 1272, below:

"...any pistol, revolver, shotgun or rifle whether loaded or unloaded, or any dagger, bowie knife, dirk knife, switchblade knife, sword cane, knife having a blade which opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, blackjack, loaded cane, billy, hand chain, metal knuckles, or any other offensive weapon, whether such weapon is concealed or unconcealed."

The school district also prohibits the possession of any knife that is brought to school that could be utilized in a manner to harm another. Whether or not a student will be disciplined for the possession of a knife will be determined on a case by case basis. Students with disabilities are subject to this policy and will be disciplined in accordance with district policy and the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act.

An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms or archery equipment. In addition, exceptions will be made for a gun, knife, bayonet or other weapon in the possession of a member of a veterans group, the national guard, active military, the Reserve Officers' Training Corp (ROTC) or Junior ROTC, in order to participate in a ceremony, assembly or educational program approved by the principal or chief administrator of a school district where the ceremony, assembly or educational program is being held; provided, however, that the gun or other weapon that uses projectiles is not loaded and is inoperable at all times while on school property.

A handgun may be carried in a motor vehicle pursuant to a valid handgun license authorized by the Oklahoma Self-Defense Act onto property set aside by a public or private elementary or secondary school for the use or parking of any vehicle; provided, however, said handgun shall be stored and hidden from view in a locked motor vehicle when the motor vehicle is left unattended on school property

WEAPONS-FREE SCHOOLS (Cont.)

Any student who violates this policy will be subject to discipline which may include suspension for the remainder of the semester and the entire succeeding semester or up to one full calendar year or longer (for firearms) or for any term less than one calendar year (for weapons other than firearms) as determined by the superintendent or the superintendent's designee. Disciplinary action will be determined on a case-by-case basis.

Students found to be in violation of this policy shall be referred to the appropriate criminal or juvenile justice system. Any firearms found on the premises shall be reported to law enforcement and will immediately be turned over to local law enforcement as per state law requirements.

REFERENCE: 18 U.S.C. § 921
21 O.S. § 1271.1, § 1280.1, and § 1289.24
70 O.S. § 24-132.1

NOTE : The district is required to include, in each application to the State Department of Education for assistance under the Elementary and Secondary Education Act of 1965, a description of the circumstances surrounding any expulsions imposed under this policy, including the name of the school; the number of students expelled from the school, and the type of weapons concerned.

THIS POLICY REQUIRED BY LAW.

WIRELESS TELECOMMUNICATION DEVICES

Required by law

It is the policy of the Board of Education that a student may possess a wireless telecommunications device while on school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school upon prior written consent of both the student's parent or guardian, and the superintendent or the superintendent's designee.

Upon reasonable suspicion, the superintendent, principal, teacher, or security personnel shall have the authority to detain and search, or authorize the search of, any student or property in the possession of the student for unauthorized wireless telecommunication devices.

Students found to be using any wireless telecommunications device for any illegal purpose, violation of privacy, or to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any wireless telecommunication device following the incident unless a bona fide health emergency exists.

Students found to be in possession of or using a wireless telecommunications device in violation of the rules shall be subject to disciplinary action under the student discipline policy, including, but not limited to confiscation of the device pending parent/guardian conference, detention, or suspension. Punishment for violation will be determined by the administration on a case-by-case basis. Where appropriate, police authorities may be contacted.

REFERENCE: 70 O.S. §24-101.1, et seq.
70 O.S. §24-102

A #1 Required.

THIS POLICY REQUIRED BY LAW.

Add: ~~Devices~~ Devices shall be kept secured in lockers during the school day.

STUDENTS:
FEES, FINES, AND CHARGES

It is the goal of the Oakdale Board of Education to provide a free, appropriate, public education to all the children of this district. However, there are certain areas in which the payment of fees, fines, or charges may be required. The superintendent is directed to establish a regulation designating such areas and setting forth methods of payment.

STUDENTS:
FEES, FINES, AND CHARGES
(REGULATION)

In accordance with the policy of the board of education, the following areas will require payment of a fee, fine, or charge by the student:

1. Membership dues in student organizations or clubs and admission fees or charges for attending extracurricular activities when membership or attendance is voluntary.
2. Security deposits for the return of material, supplies, or equipment.
3. Items of personal use such as student publications, class rings, annuals, and graduation announcements.
4. Any authorized student health or accident benefit plan.
5. A reasonable fee, not to exceed the actual annual maintenance cost for the use of musical instruments and uniforms owned or rented by the district.
6. Items of personal apparel that become the property of the student and which are used in extracurricular activities.
7. Parking fees and fees for identification cards if applicable.
8. Fines assessed for lost, damaged, or overdue library books.
9. Other fees, fines, or charges specifically permitted or required by law.

Payments to schools for lost or damaged instructional materials will be deposited in the school activity fund as a line item account and will be used to purchase replacement materials as necessary.

All lost or damaged materials must be paid for before the end of the school year in which the loss or damage occurs or before a student officially withdraws from the school district.

Students in the 8th grade who have not fulfilled these obligations also will be denied the privilege of participating in the graduation ceremonies of the class.

SCHOOL VISITORS

It is the policy of the Oakdale Board of Education that all visitors to any school facility obtain a visitor's pass at the building principal's office. Parents are requested not to send or allow siblings to visit students in the classroom.

Staff members are not normally expected to have personal visitors during the school day.

Agents or other persons shall not visit teachers during school hours for the purpose of selling books or other articles without written consent from the superintendent.

The superintendent or principal of any school shall have the authority to order any person¹ out of the school building and off the school property when it appears that the presence of such person is a threat to the peaceful conduct of school business, school activities, and/or school classes. This authority shall extend to the removal of any individual attending an official school activity or field trip where students are present, including an activity or field trip not on school property, when the superintendent or principal determines that a threat to the peaceful conduct of students exists. Any person who refuses to leave the school building or grounds after being ordered to do so by the superintendent or principal, shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than \$500.00 or by imprisonment in the county jail for not more than 90 days, or by both such fine and imprisonment.

Any person who is requested to leave the premises shall be unable to return to the premises without the written permission of the administration for a period of six months. Any person who has been removed from this institution or from a school activity or event whether held on or off the premises shall be given written notice of the procedures for requesting a hearing and filing a grievance or appeal with the board of education by their receipt of a copy of this policy.

Filing a Grievance or Appeal

Within five (5) working days of being directed to leave premises, the individual ("complainant") may request a hearing before the board of education regarding their removal from school premises. The request shall be submitted in writing to the superintendent. Such request shall be mailed certified mail, return receipt requested. If the complainant fails to request a hearing within five (5) working days of being directed to leave the premises, the right to a hearing shall be deemed to be waived.

Upon receipt of the complainant's request for a hearing, the administration shall prepare a written summary of the reason(s) why the individual was directed to leave school premises. The written summary may include the date, time, place, witness statements, and reasoning behind the administrator's decision to direct the individual to leave school premises. The written summary prepared by the administration shall be mailed to the complainant no later than ten (10) days prior to the date set for hearing before the board of education.

Hearing

The hearing shall be conducted by the board of education as follows:

1. The administration shall present each of the board members with a copy of the written summary provided to the complainant;

¹ Does not include students, officers, or employees of the district.

SCHOOL VISITORS (Cont.)

2. The complainant shall present each of the board members with a copy of a written response to the administration's paperwork;
3. Members of the board of education shall be afforded the opportunity to ask questions related to the summary and response;
4. The board of education shall vote to accept, amend, or reject the recommendation of the administration with regard to the directive to complainant².

The decision of the board of education shall be final and unappealable.

REFERENCE: 70 O.S. §24-131
21 O.S. §§ 1375, 1376

THIS POLICY REQUIRED BY LAW.

² Agenda language will need to reflect the individual's name.

STUDENT RECRUITMENT ACCESS TO STUDENTS AND DIRECTORY INFORMATION

The Oakdale Public School District restricts recruiting access to students and directory information. Directory information or class lists of student names, addresses, and/or telephone numbers shall not be distributed without the consent of the parent or legal guardian of the student or by the student age 18 or over. Military services representatives shall have access to student directory information unless such access is specifically denied in writing by the parent, legal guardian, or student age 18 or over.

Military services representatives shall have the same access to secondary school students as is generally provided to postsecondary institutions or prospective employers. However, such access may be specifically denied in writing by the parent, legal guardian, or student age 18 or over.

This district will notify parents of the types of student directory information released. The notice will include:

1. An explanation of the parent's right to request that information not be disclosed without prior written consent;
2. Notice that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent; and
3. Notification on how the parent may opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

The notice will be provided to parents on an annual basis.

REFERENCE: 10 U.S.C. §503 as amended by The National Defense Authorization Act for Fiscal Year 2002
(P.L. 107-107)
20 U.S.C. §7908

NOTE: Cited provisions of federal law apply to all LEAs receiving ESEA funds. A district's failure to comply with ESEA regulations may result in loss of funds.

A POLICY ON THIS TOPIC IS REQUIRED BY FEDERAL LAW

EXTRACURRICULAR ACTIVITIES

The Oakdale Board of Education believes that extracurricular activities are those activities that primarily involve student activities outside the classroom and beyond regular school hours. This includes, but is not limited to, athletics, academic teams, sports activities, non-academic field trips, school related trips that do not coordinate with core subject curriculum, and any other special trip/activity the administration deems extra-curricular.

Only those students who are fully eligible scholastically will be permitted to represent the school in any capacity.

- A. Administration, athletic director, or a designated authority will run an eligibility report each Wednesday at 12:00 p.m. A teacher will be provided notice if a student in their classroom is on the ineligible list for a review of grade discrepancies or needed changes/updates. This report will be emailed to the M.S. teachers for review of grade discrepancies or needed changes/updates. Teachers will notify the designated authority of any needed change by 4:00 pm that Wednesday so changes can be made.
- B. Students will be placed on the ineligible list if the student has less than a “C” average in any subject or class.
- C. The administration, athletic director, designated authority, or teacher shall contact the parents of the ineligible student to inform them of the student’s ineligibility. The lack of parental notification from the school does not negate the ineligibility.
- D. The grade that determines each eligibility report will be a reflection of the student’s current grade in the current 9 weeks course. The first grade check of each quarter will be during the third week of that quarter. Reports will be run each week until the 9 weeks is over.
- E. The first time a student is placed on the ineligible list they will serve a probationary period of one week. During this probationary period, the student will be able to participate in extra-curricular programs
- F. Participation in extra-curricular activities requires at least a half day of attendance on the day of the activity. In addition, the absence from school must be deemed excused. According to the Student Handbook, the following are considered valid excused absences: School activities, illness, doctor’s visits, absence due to religious ceremonies, court appearances, and funerals. Parents are to inform the building principal and state the reason and dates the student will be absent. The building principal will make all final decisions regarding the classification of absences.

Any student absent (half or full day) due to illness will not be able to participate that same day in extracurricular activities even though illness is deemed an excused absence

- G. Students placed in in-school suspension or who have been suspended out of school may not participate in any extracurricular activity until the duration of the detention or suspension is final.

EXTRACURRICULAR ACTIVITIES (REGULATION)

In accordance with the policy of the board of education, these regulations shall govern extracurricular activities in the public schools. An extracurricular activity is defined as any activity sponsored by the school and at the convenience of the school that causes students to be absent from curricular class periods.

The following are considered extracurricular activities:

1. Student government and its related activities and organization.
2. Performing groups, festivals or contests, academic meets, speech contests, debates, technology related competitions, drama, or art contests.
3. Organized activities that are part of interscholastic athletics.
4. All types of interscholastic competitions.
5. Special interest clubs.

In an effort to provide a reasonably safe and educationally sound extracurricular activities program, the following guidelines shall be observed:

1. Only drivers currently licensed to operate a school bus shall operate a school bus on any school sponsored activity.
2. There must be an adult sponsor, in addition to the bus driver, for each extracurricular activity that requires school furnished transportation.
3. All activities must be scheduled through the principal's office and placed on the school calendar. The calendar will reflect the time, place, and time of departure.
4. Students may not ride in private vehicles to or from any extracurricular activity without prior written consent of the requesting student's parent or guardian and consent of the activity's sponsor.
5. All extracurricular activities shall operate within the rules and guidelines of the Oklahoma State Department of Education and the Oklahoma Rural Elementary Schools, Inc. and/or the Oklahoma Secondary School Activities Association.

While all students are encouraged to participate in extracurricular activities, the following requirements must be met:

1. The student must maintain a C average in all subjects in which enrolled.
2. The student must meet the school's attendance policy.
3. The student must be in good standing within the rules of the activity.

CROSS-REFERENCE: Policy DEEC, Student Activities, Expense Reimbursement

EXTRACURRICULAR ACTIVITIES EMERGENCY MEDICAL SERVICES

The Oakdale Board of Education and EMSA have developed and prepared a plan for the provision of emergency medical services at athletic events or activities held at school district facilities. The plan shall be reviewed and updated annually as appropriate. The plan shall be on file in the central office of the school district and with the emergency medical provider.

1. Maps and directions with appropriate contact information for emergency management services.
2. An assigned medical administrator who is a current school employee such as a coach, administrator or athletic director.
3. Defined responsibilities and designated personnel on-site which includes medical and school officials; and
4. A listing of medical equipment available and the location of the nearest automated external defibrillator if one is available.

The Emergency Action Plan will be posted in each facility and distributed to all school officials involved in athletic practices, events or activities held at school district facilities. Prior to each athletic event or activity where there are athletes participating from visiting schools, the Emergency Action Plan is required to be digitally transmitted to the visiting school administrator or coach or it may be posted on the school district's website.

The plan is to be reviewed, updated, and rehearsed annually with school officials and local emergency medical service providers and should be on file with the school district and with emergency management officials. The Emergency Management Plan will need to be updated to reflect any potential significant changes that would affect implementation of the plan.

LEGAL REFERENCE: 70 O.S. § 27-104

EMERGENCY ACTION PLAN

**THIS PLAN IS POSTED ON THE SCHOOL WEBSITE AND AT EACH FACILITY.
THIS TEMPLATE SHOULD BE CUSTOMIZED INTO A
SEPARATE PLAN FOR EACH FACILITY/ACTIVITY.**

Activity: _____ School Year: _____

1. _____ shall be designated as the medical administrator. This individual is a current school employee and shall have a charged cell phone present and available for use at all times. The cell phone number of the medical administrator is _____.
 - a. The medical administrator shall be assisted by _____ (name and cell phone number) and _____ (name and cell phone number).
 - b. A map of the facility and directions to the facility are attached to this document.
 - c. The medical administrator shall maintain a binder which contains emergency contact information for all students who are participating in the practice, event or activity. This binder should be readily available at the facility.

2. First Aid shall be provided immediately by those school personnel in the vicinity of the injury. The medical administrator shall be notified as soon as possible as to the location of the injured party. First Aid shall be continuously provided until Emergency Medical Services Personnel arrive and assist the injured party.
 - a. Medical equipment is readily available in the _____ room of facility. The medical equipment available includes, but is not limited to: (insert listing of basic medical equipment that is located on site at the facility).
 - b. The nearest automated external defibrillator is located at _____, (if one is not available replace this with "An automated external defibrillator is not available on site").

3. Emergency Medical Services shall be contacted by calling _____.
 - a. Will inform dispatcher of:
 - i. The nature of the injury and the age of the injured party.
 - ii. The location of the injured party and directions to the site.
 - iii. Shall not hang up until advised to do so by the dispatcher.

4. Emergency Medical Services Ambulance Entrance:
(include location where ambulance should park/drive for this particular activity. Include locations for field if this is a sport, stands if this is a fan, and parking lot if an issue occurs in an area near a parking lot. So multiple directions can be included/inserted in this portion).

5. The medical administrator, or their designee, shall meet the EMS and will be responsible for contacting school employees to ensure that access will be available for the ambulance. The medical administrator or their designee shall lead the ambulance to the injured party's location.
6. The medical administrator shall be responsible for designating an individual to ride with a minor student should the parent or legal guardian not be present at the time the injury occurs. This individual shall cooperate with all requirements and directives given by Emergency Management Services personnel and shall not interfere with treatment provided to the injured party.
7. The medical administrator shall be responsible for notifying the injured party's emergency contact.
8. After the injured party's emergency contact has been notified, the medical administrator shall notify the school district administration and/or superintendent of the incident.
9. The medical administrator shall prepare a written summary of the events and circumstances. A review of the incident shall occur which identifies areas wherein improvement or modification to this Emergency Medical Plan may need to occur.

Important Contact Numbers: Insert a listing of the contact information for those who will be assisting with the event or activity. This will need to be different for each facility and should reflect the coaches or sponsors of the activities/events involved.

NOTE: This template can be utilized to create multiple emergency plans that customized for each sport, activity group or event.

EVALUATION OF EMERGENCY ACTION PLAN

On the ____ day of _____, 20__ an incident occurred as follows:

As the medical administrator for this event, I have visited with each school employee as well as emergency medical services to determine what could have been done differently. We believe that the district's emergency action plan should be modified or amended to include:

Dated this ____ day of _____, 20____.

Medical Administrator