



**WELLSTON BOARD OF EDUCATION
BOARD AGENDA**

Regular Meeting, Thursday, September 12, 2024, at 6:30 PM
Administration Building
708 Birch Avenue
Wellston, Oklahoma 74881

(Note: The Board may discuss, vote to approve, vote to disapprove, vote to table or decide not to discuss any item on the agenda.)

1. ROUTINE ITEMS

- 1.1. Call to Order
- 1.2. Roll Call
- 1.3. Establishment of a Quorum
- 1.4. Possible consideration and vote to approve Agenda
- 1.5. Presentation of District Students of the Month

- 2. PUBLIC COMMENT** All meetings of the Board of Education 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. Any individual wishing to address the board of education must communicate to the superintendent by letter per policy BED-R and BED-E. 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-R. Board members may not respond to speakers' comments. See attachment.

3. REPORTS FROM SCHOOL PERSONNEL AND OTHERS

- 3.1. Superintendent's Report
- 3.2. High School/Middle School Principal's Report
- 3.3. Elementary Principal's Report

- 4. CONSENT AGENDA:** All of the following items, which concern reports and items of routine nature normally approved at board meetings, will be approved by one vote unless any board member desires to have a separate vote on any or all of these items. The consent agenda consists of the discussion, consideration and vote of items 4.1. - 4.8.

- 4.1. Approve minutes of the August 8, 2024 regular board meeting
- 4.2. Accept Treasurer's Report including: Financial statements, fund balances, expenditures, revenue, warrants, bank summary, bond reports, and investments for the month ending
- 4.3. General Fund Payments (Including Child Nutrition and Blanket Purchase Orders)

- 4.4. Building Fund Payments
- 4.5. Bond Fund Payments
- 4.6. Sinking Fund Payments
- 4.7. District Surplus Items
- 4.8. Acknowledge the review of the most recent Drop Out Report and College Remediation Report.
- 5. **BUSINESS (ACTION) ITEMS**
 - 5.1. Discussion and possible action on the Estimate of Needs for the 2024-2025 school year.
 - 5.2. Discussion and possible action on approving extracurricular budgets for the 2024-2025 school year.
 - 5.2.1. Girls Basketball
 - 5.2.2. Boys Basketball
 - 5.3. Discussion and possible action on approving activity account fundraiser requests for the 2024-2025 school year.
 - 5.4. Discussion and possible action on the gifted and talented advisory committee and plan for the 2024-2025 school year.
 - 5.5. Discussion and possible action on removing Mike Franz and adding Dwayne Danker to all Wellston Public Schools bank account signature cards and safety deposit box.
 - 5.6. Discussion and possible action on approving policies per OSSBA recommendation.
 - 5.6.1. CKAH: Use of Automatic External Defibrillator
 - 5.6.2. CKAH-P: Sudden Cardiac Emergency Response Plan
 - 5.6.3. FGBD: Student Athletes and Activities Name, Image, and Likeness
 - 5.6.4. EMI: Voluntary Private Prayer and Minute of Silence
 - 5.6.5. DBCA: Standards of Performance and Conduct for Teachers
 - 5.6.6. DOBD: Suspension of Certified Personnel
 - 5.6.7. DOAC: Support Personnel Suspension Demotion Nonrenewal of Termination
 - 5.6.8. DO: Termination of Employment Teachers
 - 5.6.9. EGG: Prohibition of Race and Sex Discrimination
 - 5.6.10. FFACA: Medication: Administering to Students
 - 5.6.11. FFACC: Diabetes Medical Management Plan
 - 5.6.12. EKBA: Strong Readers Act
 - 5.6.13. EIA-R4: Student Retention Regulation
 - 5.6.14. EIA-R5: Mid-Year Promotion Fourth Grade
 - 5.7. Discussion on School Resource Officer contract.
 - 5.8. Discussion and possible action on athletic event admission pricing and/or passes.
 - 5.9. Discussion on the district's next steps in regard to a bond issue.
 - 5.10. Discussion and possible action on approving a contract with the Oklahoma Department of Career Tech and Technology Education for the 2024-2025 school year.
 - 5.11. Discussion and possible action on making changes to the school-approved communication platform list.
- 6. **NEW BUSINESS**
- 7. **PERSONNEL** Discuss and vote to go into executive session to:
 - (a) Discuss employment and appointment of personnel pursuant to 25 O.S. §307 (B) (1)

- 7.1. Acknowledge the board's return to open session.
- 7.2. Executive Session Minutes Compliance Announcement.
- 7.3. Discussion and possible action on substitute teacher daily pay rates.
- 7.4. Discussion and possible action on hiring a custodian for the 2024-2025 school year.
- 7.5. Discussion and possible action on hiring Bridgette Townsend as an elementary adjunct teacher for the 2024-2025 school year.
- 7.6. Discussion and possible action on hiring Andrew Terrell as a secondary adjunct art teacher for the 2024-2025 school year.
- 7.7. Discussion and possible action on hiring Sarah Brook Crick as a secondary adjunct science teacher for the 2024-2025 school year.
- 7.8. Discussion and possible action on approving Elizabeth Finney secondary adjunct science teacher for the 2024-2025 school year.
- 7.9. Discussion and possible action on approving Stacy Grimmett a secondary adjunct geography teacher for the 2024-2025 school year.
8. **Information to and from the Board**
9. **Adjournment**

POSTED: WELLSTON SCHOOL ADMINISTRATION BUILDING; front door window

DATE: Wednesday, September 11, 2024 at 4:00 p.m.

POSTED BY: 

Elementary Board Meeting Report
September 11, 2024

Elementary Student Count: 223

Successes: Grandparents Day and Bookfair

Up Next:

Parent Night September 24, 2024 5:30-7:00

Student Counsel Elections at the end of the month.

Celebrations:

1. Thank you, Hearlyfilms and Jessica Todd for paying off all popcorn/caprisun Fridays for kids.
2. Drills are complete for the 1st semester and all went well.



Wellston Board of Education Regular Meeting

Thursday, August 8, 2024 6:30 PM Central

Administration Building, 708 Birch Avenue, Wellston, Oklahoma 74881

Tyler Barnes: Present
Mallory Ebers: Present
Crystal Hull: Present
Bradley Pittman: Present
Brock Terrell: Present
Present: 5.

1. ROUTINE ITEMS

1.1. Call to Order

Called to order at 6:30p.m.

1.2. Roll Call

All members present. Others present included Dwayne Danker- superintendent, Greg Grimmett- MS/HS principal, Susan Wray- ES principal, Dawn Yates-treasurer, and Beth Withrow- minutes' clerk.

Guests present included: Jessica Todd, Gina McVey, Courtney Johnson, Betty Waterson, Eric Boyd, Driskill Sawyer, and Marvin Bennett.

1.3. Establishment of a Quorum

Quorum established

1.4. Possible consideration and vote to approve Agenda

Motion to approve agenda. This motion, made by Mallory Ebers and seconded by Brock Terrell, Carried.

Tyler Barnes: Yea
Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Yea
Yea: 5, Nay: 0

2. PUBLIC COMMENT All meetings of the Board of Education 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. Any individual wishing to address the board of education must communicate to the superintendent by letter per policy BED-R and BED-E. 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-R.

Board members may not respond to speakers' comments. See attachment.
None.

3. REPORTS FROM SCHOOL PERSONNEL AND OTHERS

3.1. Superintendent's Report

In-service schedules are prepped and have been sent out to staff. Lincoln County Health Grant - introduced Jessica Todd, school nurse, and Gina McVey, family support coordinator for the upcoming school year.

Jessica Todd and Gina McVey presented information about their plans for the upcoming school year and some of the ideas they are working on implementing.

3.2. High School/Middle School Principal's Report

The enrollment/schedule pick-up was Monday. We have 195 students who have completed all the paperwork and their schedules are confirmed.

3.3. Elementary Principal's Report

Enrollment update. Back to school is August 13th. Update on all grants supporting the elementary..

4. **CONSENT AGENDA:** All of the following items, which concern reports and items of routine nature normally approved at board meetings, will be approved by one vote unless any board member desires to have a separate vote on any or all of these items. The consent agenda consists of the discussion, consideration and vote of items 4.1. - 4.7.

Motion to approve Consent Agenda in mass, items 4.3. - 4.8. This motion, made by Bradley Pittman and seconded by Mallory Ebers, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 5, Nay: 0

4.1. Approve minutes of the June 27, 2024 special board meeting

Motion to approve the minutes of the June 27, 2024 special board meeting. This motion, made by Tyler Barnes and seconded by Brock Terrell, Carried.

Tyler Barnes: Yea

Mallory Ebers: Abstain (With Conflict)

Crystal Hull: Abstain (With Conflict)

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 3, Nay: 0, Abstain (With Conflict): 2

4.2. Approve minutes of the July 11, 2024, regular board meeting.

Motion to approve the minutes of the July 11, 2024 regular board meeting. This motion, made by Mallory Ebers and seconded by Crystal Hull, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Abstain (With Conflict)
Yea: 4, Nay: 0, Abstain (With Conflict): 1

4.3. Accept Treasurer's Report including: Financial statements, fund balances, expenditures, revenue, warrants, bank summary, bond reports, and investments for the month ending

4.4. General Fund Payments (Including Child Nutrition and Blanket Purchase Orders)

4.5. Building Fund Payments

4.6. Bond Fund Payments

4.7. Sinking Fund Payments

4.8. Approve appointing the following positions. Treasurer-Dawn Yates; Activity Fund Custodians- Estelette Payne, Shirley Estes, and Ruth Greenfield; Board Minutes Clerk-Beth Withrow; Encumbrance Clerk-Beth Withrow; Title IX Coordinator- Dwayne Danker; and Federal Programs Director-Dwayne Danker.

5. BUSINESS (ACTION) ITEMS

5.1. Discussion on Policy DHAC- Staff Members and Electronic or Digital Communications Discussion between the administration and the board of education on Policy DHAC.

5.2. Discussion and possible action on policy EIED - Graduation Requirements. Motion to approve updates to policy EIED - Graduation Requirements per superintendent recommendation. This motion, made by Mallory Ebers and seconded by Brock Terrell, Carried.

Tyler Barnes: Yea
Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Yea
Yea: 5, Nay: 0

5.3. Discussion and possible action on adding activity fund sub accounts for Track, Device Insurance, and Indian Education. Motion to approve adding activity fund sub accounts for Track, Device Insurance, and Indian Education. This motion, made by Bradley Pittman and seconded by Tyler Barnes, Carried.

Tyler Barnes: Yea
Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Yea
Yea: 5, Nay: 0

5.4. Discussion and possible action on approving activity fund fundraisers for the 2024-2025 school year.

Motion to approve activity fund fundraisers for the 2024-2025 school year. This motion, made by Bradley Pittman and seconded by Mallory Ebers, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 5, Nay: 0

5.5. Discussion and possible action on approving printed signatures from stamps on accounting documents.

Motion to approve printed signatures from stamps on purchase orders, checks, and other accounting documents. This motion, made by Mallory Ebers and seconded by Crystal Hull, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 5, Nay: 0

5.6. Discussion and possible action on CDL requirements for coaches.

Motion to approve CDL requirements for head coaches/activity sponsors with adjustments as discussed. This motion, made by Mallory Ebers and seconded by Brock Terrell, Carried.

Tyler Barnes: Nay

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 4, Nay: 1

5.7. Discussion and possible action on budget items for the school resource officer grant.

Motion to approve allocating \$500 of the SRO grant to the DARE program. This motion, made by Brock Terrell and seconded by Tyler Barnes, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 5, Nay: 0

5.8. Discussion and possible action handbooks and manuals.

Motion to approve all administration recommended changes to items 5.8.1. - 5.8.3. in mass. This motion, made by Bradley Pittman and seconded by Mallory Ebers, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 5, Nay: 0

5.8.1. Student Handbook

5.8.2. Faculty & Staff Handbook

5.8.3. Safety Manual

5.9. Discussion and possible action on setting professional development timeline requirements.

Motion to approve completion of listed professional development once every three years. This motion, made by Brock Terrell and seconded by Mallory Ebers, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 5, Nay: 0

6. NEW BUSINESS

7. **PERSONNEL** Discuss and vote to go into executive session to:

(a) Discuss employment and appointment of personnel pursuant to 25 O.S. §307 (B) (1)

Motion to go into executive session at 7:42 p.m. This motion, made by Bradley Pittman and seconded by Tyler Barnes, Carried.

Tyler Barnes: Yea

Mallory Ebers: Yea

Crystal Hull: Yea

Bradley Pittman: Yea

Brock Terrell: Yea

Yea: 5, Nay: 0

7.1. Acknowledge the board's return to open session.

Brad Pittman acknowledged the board's return to open session at 8:22 p.m.

7.2. Executive Session Minutes Compliance Announcement.

Executive Session Minutes Compliance Statement provided by Brad Pittman.

7.3. Discussion and possible action on hiring a career tech business teacher for the 2024-2025 school year.

Motion to hire Johnathan Gervasi as a career tech business teacher for the 2024-2025 school year. This motion, made by Bradley Pittman and seconded by Brock Terrell, Carried.

Tyler Barnes: Yea
Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Yea
Yea: 5, Nay: 0

7.4. Discussion and possible action on hiring a secondary science teacher for the 2024-2025 school year.

Motion to hire Sarah Brooke Crick as a secondary science teacher for the 2024-2025 school year. This motion, made by Bradley Pittman and seconded by Tyler Barnes, Carried.

Tyler Barnes: Yea
Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Yea
Yea: 5, Nay: 0

7.5. Discussion and possible action on re-hiring a school counselor for the 2024-2025 school year.

Motion to re-hire Anna Marie Perdue as a school counselor for the 2024-2025 school year. This motion, made by Bradley Pittman and seconded by Mallory Ebers, Carried.

Tyler Barnes: Yea
Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Yea
Yea: 5, Nay: 0

8. Information to and from the Board

The next regularly scheduled board meeting is Thursday September 12, 2024 at 6:30 p.m.

9. Adjournment

Motion to adjourn at 8:25 p.m. This motion, made by Crystal Hull and seconded by Bradley Pittman, Carried.

Tyler Barnes: Yea
Mallory Ebers: Yea
Crystal Hull: Yea
Bradley Pittman: Yea
Brock Terrell: Yea
Yea: 5, Nay: 0

Wellston Public Schools

Receipt Register

Options: Fund: Governmental Funds, Show Detail: Yes, Date Range: 8/1/2024 - 8/31/2024, Account: All, Status: All

Receipt No	Date		Received From					Amount	Status
	Year	Fund	Acct Type	Acct No	Project	Program	Unit	Amount	
11	8/7/2024		AT&T					\$9.88	Posted
	2025	11	AR	1590	000	000	050	\$9.88	
						2025	11 Total	\$9.88	
12	8/7/2024		Citibank					\$973.96	Posted
	2025	11	AR	1590	000	000	050	\$973.96	
						2025	11 Total	\$973.96	
13	8/12/2024		OK Tax Commission					\$31,129.87	Posted
	2025	11	AR	3110	000	000	050	\$2,273.60	
	2025	11	AR	3120	000	000	050	\$18,923.70	
	2025	11	AR	3130	000	000	050	\$9,932.57	
						2025	11 Total	\$31,129.87	
14	8/12/2024		Lincoln County Clerk					\$11,291.89	Posted
	2025	11	AR	2100	000	000	050	\$602.46	
	2025	11	AR	1120	000	000	050	\$4,386.81	
	2025	11	AR	3610	000	000	050	\$1,936.57	
	2025	11	AR	3150	000	000	050	\$61.35	
	2025	11	AR	2200	000	000	050	\$1,639.58	
	2025	11	AR	1350	000	000	050	\$343.76	
						2025	11 Total	\$8,970.53	
	2025	21	AR	1120	000	000	050	\$627.04	
	2025	21	AR	3610	000	000	050	\$276.81	
						2025	21 Total	\$903.85	
	2025	41	AR	3610	000	000	050	\$422.18	
	2025	41	AR	1120	000	000	050	\$995.33	
						2025	41 Total	\$1,417.51	
15	8/15/2024		Oklahoma State Department of Education					\$527.01	Posted
	2025	11	AR	3250	331	000	050	\$527.01	
						2025	11 Total	\$527.01	
16	8/15/2024		Oklahoma State Department of Education					\$1,180.02	Posted
	2025	11	AR	3250	332	000	050	\$1,180.02	
						2025	11 Total	\$1,180.02	
17	8/15/2024		Oklahoma State Department of Education					\$14,092.60	Posted
	2025	11	AR	3250	335	000	050	\$14,092.60	
						2025	11 Total	\$14,092.60	
18	8/15/2024		Oklahoma State Department of Education					\$22,753.68	Posted
	2025	11	AR	3250	334	000	050	\$22,753.68	
						2025	11 Total	\$22,753.68	
19	8/15/2024		Oklahoma State Department of Education					\$30,625.60	Posted
	2025	11	AR	3420	333	000	050	\$30,625.60	
						2025	11 Total	\$30,625.60	
20	8/15/2024		Oklahoma State Department of Education					\$193,684.64	Posted
	2025	11	AR	3210	000	000	050	\$193,684.64	
						2025	11 Total	\$193,684.64	
21	8/20/2024		Arvest CC Cash Back					\$77.72	Posted
	2025	11	AR	1590	000	000	050	\$77.72	
						2025	11 Total	\$77.72	
22	8/20/2024		Oklahoma State Department of Education					\$91,829.62	Posted

Wellston Public Schools

Receipt Register

Options: Fund: Governmental Funds, Show Detail: Yes, Date Range: 8/1/2024 - 8/31/2024, Account: All, Status: All

Receipt No	Date		Received From				Amount	Status	
	Year	Fund	Acct Type	Acct No	Project	Program	Unit		Amount
	2025	11	AR	3436	376	000	050	\$91,829.62	
							2025 11 Total	\$91,829.62	
23		8/21/2024			Oklahoma State Department of Education			\$45,183.63	Posted
	2025	11	AR	3436	376	000	050	\$45,183.63	
							2025 11 Total	\$45,183.63	
24		8/22/2024			OK Land Commission			\$5,441.29	Posted
	2025	11	AR	3140	000	000	050	\$5,441.29	
							2025 11 Total	\$5,441.29	
25		8/31/2024			First Bank and Trust MM Interest Earned			\$18.92	Posted
	2025	11	AR	1310	000	000	050	\$18.92	
							2025 11 Total	\$18.92	
26		8/31/2024			First Bank and Trust Interest Earned			\$328.81	Posted
	2025	11	AR	1310	000	000	050	\$328.81	
							2025 11 Total	\$328.81	

Year and Fund Totals:

2025	11	\$446,827.78
2025	21	\$903.85
2025	41	\$1,417.51

Total Receipts Posted = \$449,149.14

Total Receipts Not Posted = \$0.00

Outstanding Payments

Options: As Of Date: 8/31/2024

Year	Fund	No	Date	Reg Date	Vendor No	Vendor	Amount
2024	11	2483	5/21/2024	5/31/2024	13768	OK ASSOC FAMILY & CONSUMER S	\$50.00
2024	11	2736	5/23/2024	5/31/2024	12417	PRINCIPAL FINANCIAL GROUP	\$123.00
2024	11	2853	6/30/2024	6/30/2024	13600	MR. ROOTER	\$350.00
Total: 2024 11							\$523.00
2025	11	1041	8/1/2024	8/31/2024	12417	PRINCIPAL FINANCIAL GROUP	\$26.92
2025	11	1055	8/9/2024	8/31/2024	12417	PRINCIPAL FINANCIAL GROUP	\$240.60
2025	11	1058	8/9/2024	8/31/2024	12534	R.K. BLACK, INC.	\$30.40
2025	11	1103	8/19/2024	8/31/2024	13268	NAMETAGCOUNTRY	\$59.70
2025	11	1104	8/19/2024	8/31/2024	13129	IXL LEARNING	\$2700.00
2025	11	1105	8/19/2024	8/31/2024	12376	CAPITAL ONE	\$994.79
2025	11	1112	8/30/2024	8/31/2024	80184	RENEE S BUCKLEY	\$1407.95
2025	11	1113	8/30/2024	8/31/2024	13763	COLIN MARK CAROTHERS	\$83.11
2025	11	1124	8/30/2024	8/31/2024	80070	DWAYNE DANKER	\$7290.37
2025	11	1125	8/30/2024	8/31/2024	13411	TERRY DAVIS	\$1553.54
2025	11	1126	8/30/2024	8/31/2024	13429	MARILYN EBERS	\$55.41
2025	11	1133	8/30/2024	8/31/2024	13788	TORI FULFORD	\$85.88
2025	11	1161	8/30/2024	8/31/2024	80082	ESTELETTE PAYNE	\$2070.84
2025	11	1182	8/30/2024	8/31/2024	205	AFLAC	\$346.11
2025	11	1183	8/30/2024	8/31/2024	12013	AMERICAN FIDELITY FLEX DEPT	\$551.67
2025	11	1184	8/30/2024	8/31/2024	161	AMERICAN FIDELITY ANNUITY	\$200.00
2025	11	1185	8/30/2024	8/31/2024	162	AMERICAN FIDELITY ASSURANCE	\$4140.57
2025	11	1186	8/30/2024	8/31/2024	164	CCOSA	\$87.51
2025	11	1188	8/30/2024	8/31/2024	978	IRS ELECTRONIC TAX DEPOSIT	\$51782.34
2025	11	1189	8/30/2024	8/31/2024	80	OKLA TAX COMMISSION	\$7849.00
2025	11	1190	8/30/2024	8/31/2024	661	PROFESSIONAL OKLAHOMA EDUCA	\$669.01
2025	11	1191	8/30/2024	8/31/2024	348	PRE PAID LEGAL SERVICE	\$306.85
2025	11	1192	8/30/2024	8/31/2024	12417	PRINCIPAL FINANCIAL GROUP	\$149.92
2025	11	1193	8/30/2024	8/31/2024	761	EMPLOYEES GROUP INSURANCE PR	\$36918.36
2025	11	1194	8/30/2024	8/31/2024	473	TEACHER RETIREMENT SYSTEM	\$26893.44
2025	11	1195	8/30/2024	8/31/2024	10	TEACHER RETIREMENT SYSTEM	\$13386.66
2025	11	1196	8/30/2024	8/31/2024	115	WELLSTON EDUCATORS ASSOC	\$242.00
2025	11	1198	8/30/2024	8/31/2024	13036	JESSICA TODD	\$2481.89
2025	11	1199	8/30/2024	8/31/2024	162	AMERICAN FIDELITY ASSURANCE	\$143.30
2025	11	1200	8/30/2024	8/31/2024	978	IRS ELECTRONIC TAX DEPOSIT	\$1577.81
2025	11	1201	8/30/2024	8/31/2024	80	OKLA TAX COMMISSION	\$243.00
2025	11	1202	8/30/2024	8/31/2024	348	PRE PAID LEGAL SERVICE	\$15.95
2025	11	1203	8/30/2024	8/31/2024	761	EMPLOYEES GROUP INSURANCE PR	\$614.28
2025	11	1204	8/30/2024	8/31/2024	473	TEACHER RETIREMENT SYSTEM	\$711.82
2025	11	1205	8/30/2024	8/31/2024	10	TEACHER RETIREMENT SYSTEM	\$496.23
2025	11	1206	8/30/2024	8/31/2024	115	WELLSTON EDUCATORS ASSOC	\$5.00
2025	11	1207	8/30/2024	8/31/2024	80013	VICKI D MAGAR	\$2945.77
Total: 2025 11							\$169,358.00
2023	21	1012	6/30/2023	6/30/2023	75	JACKSON ELECTRIC	\$475.00
Total: 2023 21							\$475.00
Total Outstanding:							\$170,356.00

Wellston Public Schools

Balance Sheet

Options: As Of Date: 8/31/2024

Assets				
Cash				
11	2013	GEN FUND-FOR OP		\$0.00
11	2014	GEN FUND-FOR OP		\$0.00
11	2015	GEN FUND-FOR OP		\$0.00
11	2016	GEN FUND-FOR OP		\$0.00
11	2017	GENERAL		\$0.00
11	2018	GENERAL		\$0.00
11	2019	GENERAL		\$0.00
11	2020	GENERAL		\$0.00
11	2021	GENERAL		\$0.00
11	2022	GENERAL		\$0.00
11	2023	GENERAL		\$225.05
11	2024	GENERAL		\$336,268.57
11	2025	GENERAL		\$97,400.53
Fund 11 Total				\$433,894.15
12	2013	CO-OP FUND-FOR CO-OP		\$0.00
12	2014	CO-OP FUND-FOR CO-OP		\$0.00
12	2015	CO-OP FUND-FOR CO-OP		\$0.00
12	2016	CO-OP FUND-FOR CO-OP		\$0.00
12	2017	CO-OP		\$0.00
12	2018	CO-OP		\$0.00
12	2019	CO-OP		\$0.00
Fund 12 Total				\$0.00
21	2013	Building		\$0.00
21	2014	Building		\$0.00
21	2015	Building		\$0.00
21	2016	Building		\$0.00
21	2017	BUILDING		\$0.00
21	2018	BUILDING		\$0.00
21	2019	BUILDING		\$0.00
21	2020	BUILDING		\$0.00
21	2021	BUILDING		\$0.00
21	2022	BUILDING		\$0.00
21	2023	BUILDING		\$475.00
21	2024	BUILDING		\$264,905.05
21	2025	BUILDING		(\$121,244.03)
Fund 21 Total				\$144,136.02
22	2013	CHILD NUTRITION		\$0.00
22	2014	CHILD NUTRITION		\$0.00
22	2015	CHILD NUTRITION		\$0.00
22	2016	CHILD NUTRITION		\$0.00
22	2017	CHILD NUTRITION		\$0.00
22	2018	CHILD NUTRITION		\$0.00
22	2019	CHILD NUTRITION		\$0.00
22	2020	CHILD NUTRITION		\$0.00
Fund 22 Total				\$0.00
31	2013	BOND FUND		\$0.00
31	2014	BOND FUND		\$0.00
31	2016	BOND FUND		\$0.00
31	2017	BOND		\$0.00
31	2018	BOND		\$0.00

Wellston Public Schools

Balance Sheet

Options: As Of Date: 8/31/2024

31	2019	BOND	\$0.00
31	2020	BUILDING BOND	\$0.00
31	2021	BUILDING BOND	\$0.00
31	2022	BUILDING BOND	\$0.00
31	2023	BUILDING BOND	\$0.00
31	2024	BUILDING BOND	\$33,415.56
31	2025	BUILDING BOND	(\$1,250.00)
Fund 31 Total			\$32,165.56
32	2016	BOND FUND	\$0.00
32	2017	TRANSPORTATION BOND	\$0.00
32	2019	TRANSPORTATION BOND	\$0.00
32	2020	TRANSPORTATION BOND	\$0.00
32	2021	TRANSPORTATION BOND	\$0.00
Fund 32 Total			\$0.00
41	2013	Sinking	\$0.00
41	2014	Sinking	\$0.00
41	2015	Sinking	\$0.00
41	2016	Sinking	\$0.00
41	2017	SINKING	\$0.00
41	2018	SINKING	\$0.00
41	2019	SINKING	\$0.00
41	2020	SINKING	\$0.00
41	2021	SINKING	\$0.00
41	2022	SINKING	\$0.00
41	2023	SINKING	\$0.00
41	2024	SINKING	\$51,484.69
41	2025	SINKING	\$2,349.18
Fund 41 Total			\$53,833.87
60	2017	HS/MS ACTIVITY FUND	\$234,456.04
60	2018	HS/MS ACTIVITY FUND	\$444,083.53
60	2019	HS/MS ACTIVITY FUND	\$530,359.71
60	2020	HS/MS ACTIVITY FUND	\$307,144.88
60	2021	HS/MS ACTIVITY FUND	\$304,689.75
60	2022	HS/MS ACTIVITY FUND	\$338,988.68
60	2023	HS/MS ACTIVITY FUND	\$469,400.43
60	2024	HS/MS ACTIVITY FUND	\$473,849.39
60	2025	HS/MS ACTIVITY FUND	\$134,555.21
Fund 60 Total			\$3,237,527.62
61	2017	ELEMENTARY ACTIVITY FUND	\$78,565.40
61	2018	ELEMENTARY ACTIVITY FUND	\$83,655.53
61	2019	ELEMENTARY ACTIVITY FUND	\$84,036.71
61	2020	ELEMENTARY ACTIVITY FUND	\$52,772.59
61	2021	ELEMENTARY ACTIVITY FUND	\$61,776.43
61	2022	ELEMENTARY ACTIVITY FUND	\$81,885.55
61	2023	ELEMENTARY ACTIVITY FUND	\$86,069.83
61	2024	ELEMENTARY ACTIVITY FUND	\$85,515.73
61	2025	ELEMENTARY ACTIVITY FUND	\$39,409.64
Fund 61 Total			\$653,687.41
Cash Total			\$4,555,244.63
Investments			
11	2017	GENERAL	\$0.00

Wellston Public Schools

Balance Sheet

Options: As Of Date: 8/31/2024

11	2019	GENERAL		\$0.00
				Fund 11 Total
				\$0.00
61	2017	ELEMENTARY ACTIVITY FUND		\$0.00
				Fund 61 Total
				\$0.00
				Investments Total
				\$0.00
Revenue Receivable				
11	2013	GEN FUND-FOR OP		\$0.00
11	2014	GEN FUND-FOR OP		\$0.00
11	2015	GEN FUND-FOR OP		\$0.00
11	2016	GEN FUND-FOR OP		\$0.00
11	2017	GENERAL		\$0.00
11	2018	GENERAL		\$0.00
11	2019	GENERAL		\$0.00
11	2020	GENERAL		\$0.00
11	2021	GENERAL		\$0.00
11	2022	GENERAL		\$0.00
11	2023	GENERAL		\$0.00
11	2024	GENERAL		(\$5,847,592.74)
11	2025	GENERAL		(\$483,929.39)
				Fund 11 Total
				(\$6,331,522.13)
12	2013	CO-OP FUND-FOR CO-OP		\$0.00
12	2014	CO-OP FUND-FOR CO-OP		\$0.00
12	2015	CO-OP FUND-FOR CO-OP		\$0.00
12	2016	CO-OP FUND-FOR CO-OP		\$0.00
12	2017	CO-OP		\$0.00
12	2018	CO-OP		\$0.00
				Fund 12 Total
				\$0.00
21	2013	Building		\$0.00
21	2014	Building		\$0.00
21	2015	Building		\$0.00
21	2016	Building		\$0.00
21	2017	BUILDING		\$0.00
21	2018	BUILDING		\$0.00
21	2019	BUILDING		\$0.00
21	2020	BUILDING		\$0.00
21	2021	BUILDING		\$0.00
21	2022	BUILDING		\$0.00
21	2023	BUILDING		\$0.00
21	2024	BUILDING		(\$431,644.81)
21	2025	BUILDING		(\$2,566.97)
				Fund 21 Total
				(\$434,211.78)
22	2013	CHILD NUTRITION		\$0.00
22	2014	CHILD NUTRITION		\$0.00
22	2015	CHILD NUTRITION		\$0.00
22	2016	CHILD NUTRITION		\$0.00
22	2017	CHILD NUTRITION		\$0.00
22	2018	CHILD NUTRITION		\$0.00
22	2019	CHILD NUTRITION		(\$245,039.16)
22	2020	CHILD NUTRITION		\$0.00
				Fund 22 Total
				(\$245,039.16)
31	2013	BOND FUND		\$0.00

Wellston Public Schools Balance Sheet

Options: As Of Date: 8/31/2024

31	2014	BOND FUND	\$0.00
31	2015	BOND FUND	\$0.00
31	2016	BOND FUND	\$0.00
31	2017	BOND	\$0.00
31	2018	BOND	\$0.00
31	2019	BOND	\$0.00
31	2020	BUILDING BOND	\$0.00
31	2021	BUILDING BOND	\$0.00
31	2022	BUILDING BOND	\$0.00
31	2023	BUILDING BOND	\$0.00
31	2024	BUILDING BOND	\$0.00
			(\$79,487.24)
		Fund 31 Total	(\$79,487.24)
32	2013	BOND FUND	\$0.00
32	2016	BOND FUND	\$0.00
32	2017	TRANSPORTATION BOND	\$0.00
32	2020	TRANSPORTATION BOND	\$0.00
32	2021	TRANSPORTATION BOND	\$0.00
			(\$160,000.00)
		Fund 32 Total	(\$160,000.00)
41	2013	Sinking	\$0.00
41	2014	Sinking	\$0.00
41	2015	Sinking	\$0.00
41	2016	Sinking	\$0.00
41	2017	SINKING	\$0.00
41	2018	SINKING	\$0.00
41	2019	SINKING	\$0.00
41	2020	SINKING	\$0.00
41	2021	SINKING	\$0.00
41	2022	SINKING	\$0.00
41	2023	SINKING	\$0.00
41	2024	SINKING	\$0.00
41	2025	SINKING	\$0.00
			(\$277,234.69)
		Fund 41 Total	(\$2,349.18)
60	2017	HS/MS ACTIVITY FUND	(\$234,456.04)
60	2018	HS/MS ACTIVITY FUND	(\$362,614.15)
60	2019	HS/MS ACTIVITY FUND	(\$439,726.29)
60	2020	HS/MS ACTIVITY FUND	(\$233,371.90)
60	2021	HS/MS ACTIVITY FUND	(\$227,256.25)
60	2022	HS/MS ACTIVITY FUND	(\$259,589.32)
60	2023	HS/MS ACTIVITY FUND	(\$359,418.28)
60	2024	HS/MS ACTIVITY FUND	(\$374,795.29)
60	2025	HS/MS ACTIVITY FUND	(\$30,530.17)
			(\$2,521,757.69)
		Fund 60 Total	(\$2,521,757.69)
61	2017	ELEMENTARY ACTIVITY FUND	(\$53,288.83)
61	2018	ELEMENTARY ACTIVITY FUND	(\$51,232.30)
61	2019	ELEMENTARY ACTIVITY FUND	(\$48,910.04)
61	2020	ELEMENTARY ACTIVITY FUND	(\$35,699.63)
61	2021	ELEMENTARY ACTIVITY FUND	(\$38,498.43)
61	2022	ELEMENTARY ACTIVITY FUND	(\$52,057.83)
61	2023	ELEMENTARY ACTIVITY FUND	(\$33,420.22)
61	2024	ELEMENTARY ACTIVITY FUND	(\$30,978.86)
61	2025	ELEMENTARY ACTIVITY FUND	(\$8,673.00)

Wellston Public Schools

Balance Sheet

Options: As Of Date: 8/31/2024

Fund 61 Total	(\$352,759.14)
Revenue Receivable Total	(\$10,404,361.01)
Assets Total	(\$5,849,116.38)

Liabilities, Reserves and Fund Balance

Outstanding Warrants

11	2016	GEN FUND-FOR OP		\$0.00
11	2017	GENERAL		\$0.00
11	2018	GENERAL		\$0.00
11	2019	GENERAL		\$0.00
11	2020	GENERAL		\$0.00
11	2021	GENERAL		\$0.00
11	2022	GENERAL		\$0.00
11	2023	GENERAL		\$0.00
11	2024	GENERAL		\$523.00
11	2025	GENERAL		\$169,358.00
				Fund 11 Total
				\$169,881.00
12	2017	CO-OP		\$0.00
				Fund 12 Total
				\$0.00
21	2017	BUILDING		\$0.00
21	2018	BUILDING		\$0.00
21	2019	BUILDING		\$0.00
21	2020	BUILDING		\$0.00
21	2021	BUILDING		\$0.00
21	2022	BUILDING		\$0.00
21	2023	BUILDING		\$475.00
21	2024	BUILDING		\$0.00
21	2025	BUILDING		\$0.00
				Fund 21 Total
				\$475.00
22	2016	CHILD NUTRITION		\$0.00
22	2017	CHILD NUTRITION		\$0.00
22	2018	CHILD NUTRITION		\$0.00
22	2019	CHILD NUTRITION		\$0.00
22	2020	CHILD NUTRITION		\$0.00
				Fund 22 Total
				\$0.00
31	2016	BOND FUND		\$0.00
31	2017	BOND		\$0.00
31	2018	BOND		\$0.00
31	2019	BOND		\$0.00
31	2020	BUILDING BOND		\$0.00
31	2021	BUILDING BOND		\$0.00
31	2022	BUILDING BOND		\$0.00
31	2023	BUILDING BOND		\$0.00
31	2024	BUILDING BOND		\$0.00
31	2025	BUILDING BOND		\$0.00
				Fund 31 Total
				\$0.00
32	2017	TRANSPORTATION BOND		\$0.00
32	2021	TRANSPORTATION BOND		\$0.00
				Fund 32 Total
				\$0.00
41	2017	SINKING		\$0.00
41	2018	SINKING		\$0.00

Wellston Public Schools

Balance Sheet

Options: As Of Date: 8/31/2024

41	2019	SINKING	\$0.00
41	2020	SINKING	\$0.00
41	2021	SINKING	\$0.00
41	2022	SINKING	\$0.00
41	2023	SINKING	\$0.00
41	2024	SINKING	\$0.00

	Fund 41 Total	<u>\$0.00</u>
	Outstanding Warrants Total	\$170,356.00

Fund Balance

11	2013	GEN FUND-FOR OP	\$0.00
11	2014	GEN FUND-FOR OP	\$0.00
11	2015	GEN FUND-FOR OP	\$0.00
11	2016	GEN FUND-FOR OP	\$0.00
11	2017	GENERAL	\$0.00
11	2018	GENERAL	\$0.00
11	2019	GENERAL	\$0.00
11	2020	GENERAL	\$0.00
11	2021	GENERAL	\$0.00
11	2022	GENERAL	\$0.00
11	2023	GENERAL	\$225.05
11	2024	GENERAL	(\$5,511,847.17)
11	2025	GENERAL	(\$555,886.86)

	Fund 11 Total	<u>(\$6,067,508.98)</u>
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12	2013	CO-OP FUND-FOR CO-OP	\$0.00
12	2014	CO-OP FUND-FOR CO-OP	\$0.00
12	2015	CO-OP FUND-FOR CO-OP	\$0.00
12	2016	CO-OP FUND-FOR CO-OP	\$0.00
12	2017	CO-OP	\$0.00
12	2018	CO-OP	\$0.00

	Fund 12 Total	<u>\$0.00</u>
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21	2013	Building	\$0.00
21	2014	Building	\$0.00
21	2015	Building	\$0.00
21	2016	Building	\$0.00
21	2017	BUILDING	\$0.00
21	2018	BUILDING	\$0.00
21	2019	BUILDING	\$0.00
21	2020	BUILDING	\$0.00
21	2021	BUILDING	\$0.00
21	2022	BUILDING	\$0.00
21	2023	BUILDING	\$0.00
21	2024	BUILDING	(\$166,739.76)
21	2025	BUILDING	(\$123,811.00)

	Fund 21 Total	<u>(\$290,550.76)</u>
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22	2013	CHILD NUTRITION	\$0.00
22	2014	CHILD NUTRITION	\$0.00
22	2015	CHILD NUTRITION	\$0.00
22	2016	CHILD NUTRITION	\$0.00
22	2017	CHILD NUTRITION	\$0.00
22	2018	CHILD NUTRITION	\$0.00
22	2019	CHILD NUTRITION	(\$245,039.16)

Wellston Public Schools Balance Sheet

Options: As Of Date: 8/31/2024

22	2020	CHILD NUTRITION	\$0.00
			Fund 22 Total
			(\$245,039.16)
31	2013	BOND FUND	\$0.00
31	2014	BOND FUND	\$0.00
31	2015	BOND FUND	\$0.00
31	2016	BOND FUND	\$0.00
31	2017	BOND	\$0.00
31	2018	BOND	\$0.00
31	2019	BOND	\$0.00
31	2020	BUILDING BOND	\$0.00
31	2021	BUILDING BOND	\$0.00
31	2022	BUILDING BOND	\$0.00
31	2023	BUILDING BOND	\$0.00
31	2024	BUILDING BOND	(\$46,071.68)
31	2025	BUILDING BOND	(\$1,250.00)
			Fund 31 Total
			(\$47,321.68)
32	2013	BOND FUND	\$0.00
32	2016	BOND FUND	\$0.00
32	2017	TRANSPORTATION BOND	\$0.00
32	2021	TRANSPORTATION BOND	(\$160,000.00)
			Fund 32 Total
			(\$160,000.00)
41	2013	Sinking	\$0.00
41	2014	Sinking	\$0.00
41	2015	Sinking	\$0.00
41	2016	Sinking	\$0.00
41	2017	SINKING	\$0.00
41	2018	SINKING	\$0.00
41	2019	SINKING	\$0.00
41	2020	SINKING	\$0.00
41	2021	SINKING	\$0.00
41	2022	SINKING	\$0.00
41	2023	SINKING	\$0.00
41	2024	SINKING	(\$225,750.00)
			Fund 41 Total
			(\$225,750.00)
60	2017	HS/MS ACTIVITY FUND	\$0.00
60	2018	HS/MS ACTIVITY FUND	\$81,469.38
60	2019	HS/MS ACTIVITY FUND	\$90,633.42
60	2020	HS/MS ACTIVITY FUND	\$73,772.98
60	2021	HS/MS ACTIVITY FUND	\$77,433.50
60	2022	HS/MS ACTIVITY FUND	\$79,399.36
60	2023	HS/MS ACTIVITY FUND	\$109,982.15
60	2024	HS/MS ACTIVITY FUND	\$99,054.10
60	2025	HS/MS ACTIVITY FUND	\$104,025.04
			Fund 60 Total
			\$715,769.93
61	2017	ELEMENTARY ACTIVITY FUND	\$25,276.57
61	2018	ELEMENTARY ACTIVITY FUND	\$32,423.23
61	2019	ELEMENTARY ACTIVITY FUND	\$35,126.67
61	2020	ELEMENTARY ACTIVITY FUND	\$17,072.96
61	2021	ELEMENTARY ACTIVITY FUND	\$23,278.00
61	2022	ELEMENTARY ACTIVITY FUND	\$29,827.72
61	2023	ELEMENTARY ACTIVITY FUND	\$52,649.61

Wellston Public Schools

Balance Sheet

Options: As Of Date: 8/31/2024

61	2024	ELEMENTARY ACTIVITY FUND	\$54,536.87
61	2025	ELEMENTARY ACTIVITY FUND	\$30,736.64
Fund 61 Total			<u>\$300,928.27</u>
Fund Balance Total			<u>(\$6,019,472.38)</u>
Liabilities, Reserves and Fund Balance Total			<u><u>(\$5,849,116.38)</u></u>

Revenue vs Expense 2021-2026

Month	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses
July	144,777.92	239,336.08	50,749.41	73,001.39	42,331.06	123,782.31	39,696.40	45,151.60		
August	307,537.94	174,525.72	264,046.01	237,792.96	336,646.62	353,374.92	449,149.14	639,219.08		
September	424,000.31	514,116.06	293,770.22	904,767.39	337,665.16	893,607.06				
October	296,172.12	395,513.40	293,772.73	142,823.27	313,995.24	139,051.86				
November	282,432.71	583,333.66	268,401.34	617,346.48	405,242.48	375,202.58				
December	384,191.86	370,988.92	786,725.89	447,619.53	503,919.59	493,599.88				
January	1,033,658.15	408,799.00	1,124,303.32	402,321.48	1,124,446.37	476,455.98				
February	493,638.47	468,307.74	516,977.28	421,003.13	610,238.77	488,494.70				
March	290,797.46	376,783.17	349,672.33	714,308.55	474,074.07	510,565.71				
April	663,549.54	620,509.44	478,381.44	342,293.27	531,673.14	655,467.36				
May	641,746.02	1,323,932.57	382,670.15	1,293,769.93	648,533.81	1,419,006.25				
June	554,604.91	86,765.69	671,708.04	124,571.10	469,366.57	103,516.61				
Totals	\$5,517,107.41	\$5,562,911.45	\$5,481,178.16	\$5,721,618.48	\$5,798,132.88	\$6,032,125.22	\$488,845.54	\$684,370.68	\$0.00	\$0.00
over/short		(\$45,804.04)		(\$240,440.32)		(\$233,992.34)		(\$195,525.14)		\$0.00

Notes:

General Fund 11 Only

Month	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses
July	142,211.93	143,371.66	48,868.96	73,001.39	40,910.93	123,782.31	37,101.61	44,676.60		
August	304,784.09	127,405.72	262,552.03	110,570.22	334,726.87	208,374.92	446,827.78	514,158.08		
September	421,722.16	443,007.58	289,383.14	902,517.39	334,374.66	893,607.06				
October	293,000.00	384,195.90	291,710.71	83,959.52	310,905.18	133,676.86				
November	281,283.24	583,333.66	266,728.66	617,346.48	403,894.20	375,202.58				
December	375,921.95	369,588.92	776,849.10	444,760.03	501,779.49	493,599.88				
January	864,094.17	408,799.00	944,085.33	402,321.48	895,110.40	456,407.49				
February	443,327.89	468,307.74	465,709.94	407,767.51	548,927.25	483,235.43				
March	285,607.00	376,783.17	345,364.79	713,114.80	464,790.03	510,565.71				
April	628,520.08	395,081.94	446,348.16	71,924.02	512,291.19	435,092.36				
May	623,567.67	1,320,653.75	363,601.04	1,270,329.93	634,346.97	1,419,006.25				
June	551,594.01	86,765.69	561,253.58	122,684.35	407,791.48	61,012.93				
Totals	\$5,215,634.19	\$5,107,294.73	\$5,062,455.44	\$5,220,297.12	\$5,389,848.65	\$5,593,563.78	\$483,929.39	\$558,834.68	\$0.00	\$0.00
over/short	\$108,339.46		(\$157,841.68)		(\$203,715.13)		(\$74,905.29)		\$0.00	

August 2024

General #11		Building #21	
\$ 331,343.45	Balance Forward	\$ 266,568.17	Balance Forward
\$ 514,158.08	Warrants 1020, 1022-1213	\$ 123,811.00	Warrant 21001
		\$ 903.85	8/12 Lincoln County Clerk
\$ 9.88	8/7 AT&T		
\$ 973.96	8/7 Citibank		
\$ 31,129.87	8/12 OK Tax Commission		
\$ 8,970.53	8/12 Lincoln County Clerk	\$ 143,661.02	Balance
\$ 527.01	8/15 OSDE Certified in Lieu of		
\$ 1,180.02	8/15 OSDE Support in Lieu of		
\$ 14,092.60	8/15 OSDE Support Health Allowance		
\$ 22,753.68	8/15 OSDE Certified Health Allowance	Building Bond #31	
\$ 30,625.60	8/15 OSDE Purchase of Textbooks	\$ 33,415.56	Balance Forward
\$ 193,684.64	8/15 OSDE Financial Support	\$ 1,250.00	Warrant 31001
\$ 77.72	8/20 Arvest CC Cash Back		
\$ 91,829.62	8/20 OSDE School Resource Officer	\$ 32,165.56	Balance
\$ 45,183.63	8/21 OSDE School Resource Officer		
\$ 5,441.29	8/22 OK Land Commission		
\$ 18.92	8/31 First Bank & Trust MM Interest	Sinking Fund #41	
\$ 328.81	8/31 First Bank & Trust Interest	\$ 52,416.36	Balance Forward
		\$ 1,417.51	8/12 Lincoln County Clerk
		\$ 53,833.87	Balance
\$ 264,013.15	Balance		

#900211

\$	6,455.72	Balance Forward
\$	18.92	Interest earned
<hr/>		
\$	6,474.64	Balance

\$	683,743.54	Balance Forward
\$	449,149.14	Revenue
\$	639,219.08	Expenses
<hr/>		
\$	493,673.60	Balance

\$	657,555.71	Bank Balance
\$	170,356.00	Outstanding Warrants
\$	6,474.64	Money Market
\$	0.75	Bank Check Kelly Curry
<hr/>		
\$	493,673.60	Balance

General

\$	446,827.78	Revenue
\$	514,158.08	Expenses

Wellston Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 8/1/2024 - 9/6/2024

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
801 ATHLETICS	\$6,582.75	\$2,058.00	\$0.00	\$4,409.00	\$4,231.75	\$2,058.05	\$2,173.70
802 FFA	\$17,232.38	\$5,303.00	\$0.00	\$1,859.70	\$20,675.68	\$6,105.00	\$14,570.68
804 CLASS OF 2022	\$342.05	\$0.00	\$0.00	\$0.00	\$342.05	\$0.00	\$342.05
806 CLASS OF 2024	\$896.31	\$0.00	\$0.00	\$0.00	\$896.31	\$0.00	\$896.31
807 WEA	\$5,571.85	\$189.00	\$0.00	\$49.99	\$5,710.86	\$1,300.00	\$4,410.86
808 H.S. SOFTBALL	\$6,462.94	\$805.35	\$0.00	\$3,500.95	\$3,767.34	\$1,000.00	\$2,767.34
809 FCCLA	\$3,090.27	\$0.00	\$0.00	\$0.00	\$3,090.27	\$0.00	\$3,090.27
811 MURAL FUND	\$489.50	\$0.00	\$0.00	\$0.00	\$489.50	\$0.00	\$489.50
812 YEARBOOK	\$10,216.92	\$0.00	\$0.00	\$0.00	\$10,216.92	\$0.00	\$10,216.92
814 H.S. CHEERLEADERS	\$3,460.57	\$0.00	\$0.00	\$0.00	\$3,460.57	\$1,884.84	\$1,575.73
818 BAND	\$3,991.75	\$0.00	\$0.00	\$0.00	\$3,991.75	\$444.88	\$3,546.87
820 COUNSELOR	\$422.37	\$0.00	\$0.00	\$0.00	\$422.37	\$0.00	\$422.37
821 M.S. CHEERLEADERS	\$4,958.20	\$0.00	\$0.00	\$0.00	\$4,958.20	\$1,729.86	\$3,228.34
822 CONCESSION	\$2,447.29	\$0.00	\$0.00	\$0.00	\$2,447.29	\$0.00	\$2,447.29
823 SPANISH CLUB	\$289.11	\$0.00	\$0.00	\$289.11	\$0.00	\$0.00	\$0.00
824 NATIONAL HONOR SOCIETY	\$562.74	\$0.00	\$0.00	\$0.00	\$562.74	\$0.00	\$562.74
826 CLASS OF 2025	\$887.05	\$0.00	\$0.00	\$0.00	\$887.05	\$0.00	\$887.05
827 SPEECH/DRAMA	\$207.02	\$0.00	\$0.00	\$59.64	\$147.38	\$0.00	\$147.38
828 ART CLASS	\$94.87	\$940.00	\$0.00	\$0.00	\$1,034.87	\$0.00	\$1,034.87
829 CLASS OF 2026	\$401.00	\$225.00	\$0.00	\$0.00	\$626.00	\$0.00	\$626.00
830 CLASS OF 2028	\$0.00	\$208.00	\$0.00	\$0.00	\$208.00	\$0.00	\$208.00
832 FELLOWSHIP CHRISTIAN ATHLETES	\$30.34	\$0.00	\$0.00	\$0.00	\$30.34	\$0.00	\$30.34
834 BASEBALL	\$13,344.12	\$1,366.50	\$0.00	\$2,973.92	\$11,736.70	\$4,060.00	\$7,676.70
835 CHILD NUTRITION	\$100.00	\$4,030.85	\$0.00	\$300.00	\$3,830.85	\$225.00	\$3,605.85
836 BETTY WATERSON-CNP	\$320.57	\$0.00	\$0.00	\$0.00	\$320.57	\$0.00	\$320.57
837 MISCELLANEOUS	\$723.54	\$1,049.06	\$0.00	\$303.83	\$1,468.77	\$0.00	\$1,468.77
838 PARAGON	\$3.00	\$0.00	\$0.00	\$0.00	\$3.00	\$0.00	\$3.00
839 AP	\$213.98	\$0.00	\$0.00	\$0.00	\$213.98	\$0.00	\$213.98
841 CLASS OF 2027	\$0.00	\$50.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
843 LIBRARY	\$334.24	\$0.00	\$0.00	\$0.00	\$334.24	\$0.00	\$334.24
844 GENERAL FUND REFUND	\$0.00	\$330.00	\$0.00	\$0.00	\$330.00	\$0.00	\$330.00
846 SCIENCE CLUB	\$77.51	\$0.00	\$0.00	\$0.00	\$77.51	\$0.00	\$77.51
848 DEVICE INSURANCE	\$0.00	\$2,425.00	\$0.00	\$0.00	\$2,425.00	\$0.00	\$2,425.00
850 LEGAKO SCHOLARSHIP FUND	\$16,751.87	\$0.00	\$0.00	\$0.00	\$16,751.87	\$1,500.00	\$15,251.87
851 H.S. MISC	\$87.93	\$0.00	\$0.00	\$0.00	\$87.93	\$0.00	\$87.93
852 GIRLS BASKETBALL	\$6,210.60	\$0.00	\$0.00	\$105.27	\$6,105.33	\$5,200.00	\$905.33
853 BOYS BASKETBALL	\$2,515.48	\$0.00	\$0.00	\$0.00	\$2,515.48	\$0.00	\$2,515.48
856 BPA	\$312.94	\$1,010.00	\$0.00	\$0.00	\$1,322.94	\$250.00	\$1,072.94
858 TEACHER OF THE YEAR	\$6.00	\$190.00	\$0.00	\$0.00	\$196.00	\$0.00	\$196.00
859 BILL FORGEY SCHOLARSHIP FUND	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
860 TROY SWAFFORD SCHOLARSHIP	\$875.00	\$400.00	\$0.00	\$0.00	\$1,275.00	\$0.00	\$1,275.00
Total	\$110,514.06	\$21,079.76	\$0.00	\$13,851.41	\$117,742.41	\$25,757.63	\$91,984.78

Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, PO Range: 105 - 500, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	105	08/14/2024	12948	BOWHUNTER	1 Year Magazine Subscription	8.00
11	106	08/14/2024	139	HIGH PLAINS JOURNAL	1 year magazine subscription	48.00
11	107	08/14/2024	13566	ARVEST	National Honor Society Annual Membership Fee	385.00
11	108	08/14/2024	13566	ARVEST	Supplies	2,000.00
11	109	08/14/2024	12354	HUDL	Activity budget-Girls basketball	1,449.00
11	110	08/14/2024	13238	STILLWATER REGION	Regional dues	75.00
11	111	08/16/2024	12446	SHI	MICROSOFT YEARLY SUBSCRIPTION	5,866.24
11	112	08/01/2024	12250	AMERICAN TELCOM	PHONE SETUP	230.00
11	113	08/22/2024	12354	HUDL	Film, stats, and Wellston HS hudl package	1,449.00
11	114	08/22/2024	13781	WENGER CORPORATION	Chairs + Rack	3,350.00
11	115	08/22/2024	60	FOLLET SCHOOL SOLUTIONS INC	LIBRARY SERVICE RENEWAL	1,905.12
11	116	08/22/2024	13100	TEAMLEADER	Uniforms for MS	990.00
11	117	08/23/2024	13214	STS - EDUCATION	Laptops from Carl Perkins	3,201.00
11	118	08/27/2024	13566	ARVEST	Medical Supplies	537.32
11	119	08/27/2024	13566	ARVEST	Window Film	200.00
11	120	09/05/2024	13566	ARVEST	Drone- CARL PERKINS	1,600.00
11	121	09/05/2024	12468	JAMES SUPPLIES	Carl Perkins-New Welder	5,000.00
11	122	09/05/2024	13185	PIONEER ATHLETICS	Chalk for chalking lines	200.00
11	123	08/01/2024	275	ROSS TRANSPORTATION, INC.	BUS PARTS	569.56
11	124	08/01/2024	794	CITY GLASS CO.	GLASS REPLACEMENT	676.80
11	125	07/01/2024	13600	MR. ROOTER	PLUMBING REPAIR	375.00
11	126	08/01/2024	493	FRED'S TIRE & BATTERY	BUS TIRES	2,627.00
11	127	08/01/2024	12430	CHANDLER TIRE CENTER	BUS TIRE INSTALL	122.00
11	128	07/01/2024	13600	MR. ROOTER	PLUMBING REPAIR	350.00
11	129	09/11/2024	13467	SIMPLOT TURF & HORTICULTURE	Rye Grass Seed	2,100.00
11	130	07/01/2024	13343	LINCOLN COUNTY ELECTION BOARD	BOND ELECTION FEES	310.05
11	131	07/01/2024	13566	ARVEST	MONTHLY BILLING	20,000.00
11	132	07/01/2024	13416	SCHOLASTIC CLASSROOM MAGAZINES	STORYWORKS	385.00
11	133	08/15/2024	13797	CARDIO PARTNERS INC	5 AED'S	7,000.00
Non-Payroll Total:						\$63,009.09
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$63,009.09

Wellston Public Schools
Budget Analysis**Options:** Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2024-2025						
11 GENERAL	5,240,000.00	1,315,170.10	604,234.77	710,935.33	3,924,829.90	25.10%
Total 2024-2025	\$5,240,000.00	\$1,315,170.10	\$604,234.77	\$710,935.33	\$3,924,829.90	25.10 %
Report Total	\$5,240,000.00	\$1,315,170.10	\$604,234.77	\$710,935.33	\$3,924,829.90	25.10 %

Date Range: 7/1/2024 - 6/30/2025

Classification Bolding: N/A

Print Detail: No

Dimension	Group Order	Total	Bold	Filter
Fiscal Year	1	Yes	No	2025
Fund	2	No	No	11
Project	N/A	N/A	N/A	
Function	N/A	N/A	N/A	
Object	N/A	N/A	N/A	
Program	N/A	N/A	N/A	
Subject	N/A	N/A	N/A	
JobClass	N/A	N/A	N/A	
Unit	N/A	N/A	N/A	

Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, PO Range: 2 - 3, Fund Codes: 31

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
31	2	07/01/2024	12206	TRINITY COMMERCIAL SALES	DOOR REPLACEMENT	10,120.00
31	3	07/01/2024	13602	AIR TECHNOLOGIES	AC WORK	13,098.44
Non-Payroll Total:						\$23,218.44
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$23,218.44

Wellston Public Schools
Budget Analysis**Options:** Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2024-2025						
31 BUILDING BOND	51,484.69	24,468.44	1,250.00	23,218.44	27,016.25	47.53%
Total 2024-2025	\$51,484.69	\$24,468.44	\$1,250.00	\$23,218.44	\$27,016.25	47.53 %
Report Total	\$51,484.69	\$24,468.44	\$1,250.00	\$23,218.44	\$27,016.25	47.53 %

Date Range: 7/1/2024 - 6/30/2025

Classification Bolding: N/A

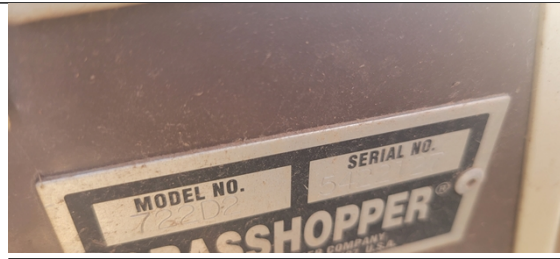
Print Detail: No

Dimension	Group Order	Total	Bold	Filter
Fiscal Year	1	Yes	No	2025
Fund	2	No	No	31
Project	N/A	N/A	N/A	
Function	N/A	N/A	N/A	
Object	N/A	N/A	N/A	
Program	N/A	N/A	N/A	
Subject	N/A	N/A	N/A	
JobClass	N/A	N/A	N/A	
Unit	N/A	N/A	N/A	

SURPLUS ITEMS

Can Rack on wheels		3' x 4' 12 case #10 \$200
Grasshopper Mower 2004		Model 722D
		SN 5422127

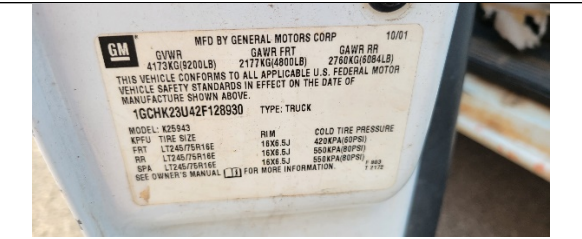
Grasshopper
Mower
(cont.)



2011
Chevy
Truck



Truck
(cont.)

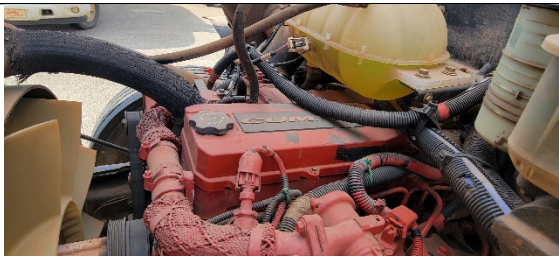




2012
Bluebird
Diesel
School
Bus



Bus
(cont.)



Bus
(cont.)



MANUFACTURED BY
BLUE BIRD BODY COMPANY
 DATE OF MFR. 03/12
 SUITABLE TIRE - RIM CHOICE

GVWR: 14065 KG (31000 LB)
 GAWR: FRONT 4537 KG (10000 LB) WITH 11R22.5G TIRES
 22.5X8.25 SMLS. AT 723 KPA (105 PSI) COLD SINGLE
 GAWR: REAR 9528 KG (21000 LB) WITH 11R22.5G TIRES
 22.5X8.25 SMLS. AT 723 KPA (105 PSI) COLD DUAL

THIS VEHICLE CONFORMS TO ALL APPLICABLE U.S. FEDERAL MOTOR VEHICLE SAFETY STANDARDS IN EFFECT ON THE DATE OF MANUFACTURE SHOWN ABOVE

V.I.N. 1BAKFCPH8DF291381 TYPE CLASSIFICATION: SCHOOL BUS

FURNISH THE INFORMATION BELOW WHEN ORDERING PARTS

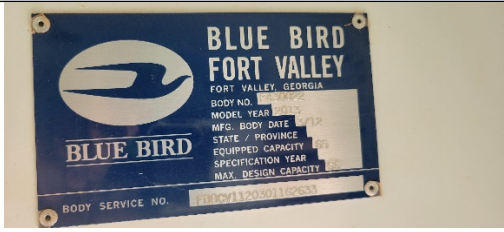
BODY NO.	1411002
CHASSIS NO.	1791381
CHASSIS SERIAL NO.	184397703334418
UNIT SERIAL NO.	2238449
TRANSMISSION SERIAL NO.	FT111437
TRANSMISSION TOGGLE SERIAL NO.	184398117026449
DIFF. SERIAL NO.	184312507
SPR. SERIAL NO.	184312044
FRONT AXLE SERIAL NO.	20512432
REAR AXLE SERIAL NO.	18431233849
REAR AXLE MFR.	S. 20
CH. KEY NO.	001

BLUE
 DATA

GVWR: 14065
 GAWR: FRONT 4537 KG
 22.5X8.25 SMLS.
 GAWR: REAR 9528 KG
 22.5X8.25 SMLS.

THIS VEHICLE C
 FEDERAL MOTOR
 EFFECT ON THE DA

V.I.N. 1BAKFCPH8DF291381



Oklahoma State R
Participation in Dev
2022 Oklahoma Public High School Graduates a

		Fall First-Time Degree-Seeking Freshman Count	Science Developmental Student Count	Percent Science
County	School			
LINCOLN	AGRA HS	3	-	0.0%
	CARNEY HS	5	-	0.0%
	CHANDLER HS	32	-	0.0%
	DAVENPORT HS	7	-	0.0%
	MEEKER HS	18	1	5.6%
	PRAGUE HS	26	1	3.8%
	STROUD HS	19	-	0.0%
	WELLSTON HS	12	-	0.0%
Grand Total		14,908	76	0.5%

* For high schools with five or fewer students, the freshman headcount has been

Regents for Higher Education
 Developmental Education in 2022-23
 as of Fall 2022 College Freshmen in Public Higher Education

English Developmental Student Count	Percent English	Math Developmental Student Count	Percent Math	Reading Developmental Student Count	Percent Reading	Total Developmental Students
-	0.0%	-	0.0%	-	0.0%	-
-	0.0%	-	0.0%	-	0.0%	-
2	6.3%	1	3.1%	-	0.0%	2
-	0.0%	-	0.0%	-	0.0%	-
1	5.6%	3	16.7%	1	5.6%	4
2	7.7%	1	3.8%	1	3.8%	4
2	10.5%	4	21.1%	-	0.0%	4
1	8.3%	-	0.0%	-	0.0%	1
661	4.4%	2,078	13.9%	895	6.0%	2,721

entered, but no additional information has been provided in order to protect student privacy.

**Percent
Total**

0.0%

0.0%

6.3%

0.0%

22.2%

15.4%

21.1%

8.3%

18.3%

Oklahoma State Regents for Higher Education
 Participation in Developmental Education
 2022 Oklahoma Public High School Graduates as Fall 2022 College Freshmen

District Name	Fall First-Time Degree Seeking Freshman Count	Science Developmental Student Count	Percent Science	English Developmental Student Count	Percent English
ACADEMY OF SEMINOLE CHARTER	3	–	0.0%	–	0.0%
ACHILLE	5	–	0.0%	–	0.0%
ADA	69	6	8.7%	–	0.0%
ADAIR	13	–	0.0%	1	7.7%
AFTON	5	–	0.0%	–	0.0%
AGRA	3	–	0.0%	–	0.0%
ALEX	2	–	0.0%	–	0.0%
ALINE-CLEO	1	–	0.0%	–	0.0%
ALLEN	8	1	12.5%	–	0.0%
ALTUS	79	–	0.0%	6	7.6%
ALVA	35	1	2.9%	–	0.0%
AMBER-POCASSET	20	–	0.0%	1	5.0%
ANADARKO	12	2	16.7%	2	16.7%
ANTLERS	27	–	0.0%	3	11.1%
ARAPAHO-BUTLER	16	–	0.0%	2	12.5%
ARDMORE	49	3	6.1%	1	2.0%
ARKOMA	6	–	0.0%	–	0.0%
ARNETT	2	–	0.0%	–	0.0%
ASHER	6	1	16.7%	–	0.0%
ASTEC CHARTERS	35	–	0.0%	1	2.9%
ATOKA	33	1	3.0%	1	3.0%
BALKO	5	–	0.0%	–	0.0%
BARNSDALL	7	–	0.0%	–	0.0%
BARTLESVILLE	127	2	1.6%	2	1.6%
BATTIEST	14	–	0.0%	–	0.0%
BEAVER	10	–	0.0%	3	30.0%
BEGGS	22	–	0.0%	2	9.1%
BENNINGTON	6	–	0.0%	–	0.0%
BERRYHILL	30	–	0.0%	1	3.3%
BETHANY	47	–	0.0%	1	2.1%
BETHEL	27	–	0.0%	–	0.0%
BIG PASTURE	9	–	0.0%	–	0.0%
BINGER-ONEY	7	1	14.3%	1	14.3%
BIXBY	254	–	0.0%	6	2.4%
BLACKWELL	22	1	4.5%	–	0.0%
BLAIR	8	–	0.0%	1	12.5%
BLANCHARD	60	–	0.0%	1	1.7%
BLUEJACKET	2	–	0.0%	–	0.0%
BOISE CITY	8	–	0.0%	1	12.5%
BOKOSHE	2	–	0.0%	–	0.0%
BOONE-APACHE	15	–	0.0%	–	0.0%

BOSWELL	3	-	0.0%	-	0.0%
BOWLEGS	3	-	0.0%	-	0.0%
BRAY-DOYLE	12	-	0.0%	2	16.7%
BRIDGE CREEK	26	-	0.0%	1	3.8%
BRISTOW	19	-	0.0%	1	5.3%
BROKEN ARROW	523	2	0.4%	27	5.2%
BROKEN BOW	34	1	2.9%	5	14.7%
BUFFALO	6	-	0.0%	1	16.7%
BUFFALO VALLEY	4	-	0.0%	-	0.0%
BURLINGTON	5	-	0.0%	-	0.0%
BURNS FLAT-DILL CITY	8	-	0.0%	-	0.0%
BUTNER	4	-	0.0%	-	0.0%
BYNG	38	1	2.6%	1	2.6%
CACHE	55	-	0.0%	1	1.8%
CADDO	9	-	0.0%	-	0.0%
CALERA	6	-	0.0%	-	0.0%
CALUMET	6	-	0.0%	1	16.7%
CALVIN	7	-	0.0%	-	0.0%
CAMERON	2	-	0.0%	-	0.0%
CANADIAN	7	-	0.0%	-	0.0%
CANEY	6	-	0.0%	2	33.3%
CANEY VALLEY	6	-	0.0%	-	0.0%
CANTON	8	-	0.0%	-	0.0%
CANUTE	14	-	0.0%	1	7.1%
CARNEGIE	14	-	0.0%	1	7.1%
CARNEY	5	-	0.0%	-	0.0%
CASHION	25	-	0.0%	1	4.0%
CATOOSA	35	-	0.0%	-	0.0%
CAVE SPRINGS	2	-	0.0%	-	0.0%
CEMENT	4	-	0.0%	-	0.0%
CENTRAL	17	-	0.0%	1	5.9%
CENTRAL HIGH	5	-	0.0%	-	0.0%
CHANDLER	32	-	0.0%	2	6.3%
CHARTER SANTA FE SOUTH	100	-	0.0%	2	2.0%
CHARTER: HARDING FINE ARTS	39	-	0.0%	5	12.8%
CHATTANOOGA	8	-	0.0%	-	0.0%
CHECOTAH	29	-	0.0%	3	10.3%
CHELSEA	11	-	0.0%	-	0.0%
CHEROKEE	10	-	0.0%	-	0.0%
CHEYENNE	14	-	0.0%	1	7.1%
CHICKASHA	43	1	2.3%	1	2.3%
CHISHOLM	35	-	0.0%	2	5.7%
CHOCTAW-NICOMA PARK	183	2	1.1%	20	10.9%
CHOUTEAU-MAZIE	7	-	0.0%	-	0.0%
CIMARRON	10	-	0.0%	-	0.0%
CLAREMORE	103	4	3.9%	2	1.9%
CLAYTON	4	-	0.0%	-	0.0%
CLEVELAND	30	-	0.0%	1	3.3%
CLINTON	57	1	1.8%	9	15.8%
COALGATE	17	1	5.9%	-	0.0%
COLBERT	8	-	0.0%	-	0.0%
COLCORD	6	-	0.0%	-	0.0%

COLEMAN	2	-	0.0%	-	0.0%
COLLINSVILLE	85	-	0.0%	1	1.2%
COMANCHE	25	-	0.0%	2	8.0%
COMMERCE	7	-	0.0%	-	0.0%
COPAN	3	-	0.0%	-	0.0%
CORDELL	15	-	0.0%	1	6.7%
COVINGTON-DOUGLAS	9	-	0.0%	-	0.0%
COWETA	83	1	1.2%	4	4.8%
COYLE	12	-	0.0%	-	0.0%
CRESCENT	11	-	0.0%	-	0.0%
CROOKED OAK	11	-	0.0%	1	9.1%
CROWDER	9	1	11.1%	1	11.1%
CUSHING	39	-	0.0%	-	0.0%
CYRIL	9	-	0.0%	-	0.0%
DALE	17	-	0.0%	-	0.0%
DAVENPORT	7	-	0.0%	-	0.0%
DAVIS	17	2	11.8%	-	0.0%
DEER CREEK	226	-	0.0%	1	0.4%
DEER CREEK-LAMONT	3	-	0.0%	-	0.0%
DEPEW	3	-	0.0%	-	0.0%
DEWAR	7	-	0.0%	2	28.6%
DEWEY	20	-	0.0%	-	0.0%
DIBBLE	9	-	0.0%	-	0.0%
DICKSON	17	1	5.9%	-	0.0%
DOVE SCHOOLS OF OKC	26	-	0.0%	-	0.0%
DOVE SCHOOLS OF TULSA	34	-	0.0%	1	2.9%
DOVER	3	-	0.0%	-	0.0%
DRUMMOND	4	-	0.0%	-	0.0%
DRUMRIGHT	8	-	0.0%	2	25.0%
DUKE	6	-	0.0%	2	33.3%
DUNCAN	74	2	2.7%	1	1.4%
DURANT	66	1	1.5%	-	0.0%
EARLSBORO	6	-	0.0%	2	33.3%
EDMOND	763	-	0.0%	12	1.6%
EL RENO	32	-	0.0%	5	15.6%
ELGIN	66	-	0.0%	-	0.0%
ELK CITY	53	-	0.0%	6	11.3%
ELMORE CITY-PERNELL	10	-	0.0%	-	0.0%
EMPIRE	15	-	0.0%	3	20.0%
ENID	133	-	0.0%	2	1.5%
EPIC BLENDED LEARNING CHARTER	237	1	0.4%	21	8.9%
EPIC ONE ON ONE CHARTER SCHOOL	290	3	1.0%	11	3.8%
ERICK	4	-	0.0%	-	0.0%
EUFULA	29	-	0.0%	-	0.0%
FAIRLAND	17	-	0.0%	1	5.9%
FAIRVIEW	24	-	0.0%	2	8.3%
FELT	1	-	0.0%	-	0.0%
FLETCHER	11	-	0.0%	-	0.0%
FORGAN	2	-	0.0%	-	0.0%
FORT COBB-BROXTON	7	-	0.0%	-	0.0%
FORT GIBSON	55	-	0.0%	1	1.8%
FORT SUPPLY	9	-	0.0%	-	0.0%

FORT TOWSON	1	–	0.0%	–	0.0%
FOX	3	–	0.0%	–	0.0%
FOYIL	4	–	0.0%	–	0.0%
FREDERICK	27	–	0.0%	1	3.7%
FREEDOM	2	–	0.0%	–	0.0%
FRONTIER	10	–	0.0%	–	0.0%
GANS	6	–	0.0%	2	33.3%
GARBER	10	–	0.0%	–	0.0%
GEARY	4	–	0.0%	–	0.0%
GERONIMO	12	–	0.0%	–	0.0%
GLENCOE	3	–	0.0%	–	0.0%
GLENPOOL	68	–	0.0%	2	2.9%
GOODWELL	3	–	0.0%	–	0.0%
GORE	15	–	0.0%	–	0.0%
GRACEMONT	2	–	0.0%	–	0.0%
GRAHAM–DUSTIN	2	–	0.0%	–	0.0%
GRANDFIELD	5	–	0.0%	–	0.0%
GRANITE	3	–	0.0%	–	0.0%
GROVE	53	–	0.0%	7	13.2%
GUTHRIE	74	–	0.0%	2	2.7%
GUYMON	32	–	0.0%	2	6.3%
HAILEYVILLE	6	–	0.0%	1	16.7%
HAMMON	4	–	0.0%	–	0.0%
HANNA	1	–	0.0%	–	0.0%
HARDESTY	1	–	0.0%	–	0.0%
HARDING INDEPENDENCE	63	–	0.0%	5	7.9%
HARRAH	44	–	0.0%	1	2.3%
HARTSHORNE	19	–	0.0%	–	0.0%
HASKELL	14	–	0.0%	1	7.1%
HAWORTH	15	–	0.0%	4	26.7%
HEALDTON	8	1	12.5%	–	0.0%
HEAVENER	18	–	0.0%	2	11.1%
HENNESSEY	26	–	0.0%	1	3.8%
HENRYETTA	25	–	0.0%	1	4.0%
HILLDALE	52	–	0.0%	1	1.9%
HINTON	12	–	0.0%	1	8.3%
HOBART	22	–	0.0%	2	9.1%
HOLDENVILLE	20	–	0.0%	3	15.0%
HOLLIS	9	–	0.0%	–	0.0%
HOMINY	10	–	0.0%	–	0.0%
HOOKER	15	–	0.0%	1	6.7%
HOWE	14	–	0.0%	1	7.1%
HUGO	16	–	0.0%	–	0.0%
HULBERT	11	–	0.0%	2	18.2%
HYDRO–EAKLY	14	–	0.0%	2	14.3%
IDABEL	37	–	0.0%	2	5.4%
INDIAHOMA	5	–	0.0%	–	0.0%
INDIANOLA	9	1	11.1%	–	0.0%
INOLA	27	–	0.0%	1	3.7%
INSIGHT SCHOOL OF OKLAHOMA	12	–	0.0%	–	0.0%
JAY	14	–	0.0%	1	7.1%
JENKS	449	–	0.0%	8	1.8%

JONES	34	-	0.0%	2	5.9%
KANSAS	12	-	0.0%	2	16.7%
KELLYVILLE	20	-	0.0%	2	10.0%
KEOTA	9	-	0.0%	1	11.1%
KETCHUM	12	-	0.0%	1	8.3%
KEYS	25	-	0.0%	1	4.0%
KIEFER	25	-	0.0%	-	0.0%
KINGFISHER	32	-	0.0%	3	9.4%
KINGSTON	31	1	3.2%	-	0.0%
KINTA	2	-	0.0%	-	0.0%
KIOWA	8	-	0.0%	1	12.5%
KONAWA	13	-	0.0%	1	7.7%
KREMLIN-HILLSDALE	7	-	0.0%	-	0.0%
LATTA	11	1	9.1%	1	9.1%
LAVERNE	13	-	0.0%	1	7.7%
LAWTON	231	-	0.0%	13	5.6%
LE FLORE	5	-	0.0%	-	0.0%
LEEDEY	9	-	0.0%	1	11.1%
LEXINGTON	26	-	0.0%	1	3.8%
LIBERTY	7	-	0.0%	-	0.0%
LINDSAY	22	1	4.5%	1	4.5%
LITTLE AXE	16	-	0.0%	1	6.3%
LOCUST GROVE	20	-	0.0%	-	0.0%
LOMEGA	6	-	0.0%	-	0.0%
LONE GROVE	18	-	0.0%	-	0.0%
LONE WOLF	4	-	0.0%	-	0.0%
LOOKEBA SICKLES	6	-	0.0%	-	0.0%
LUTHER	25	-	0.0%	1	4.0%
MACOMB	5	-	0.0%	-	0.0%
MADILL	31	-	0.0%	1	3.2%
MANGUM	24	-	0.0%	2	8.3%
MANNFORD	34	-	0.0%	-	0.0%
MARIETTA	10	1	10.0%	-	0.0%
MARLOW	47	-	0.0%	1	2.1%
MASON	9	-	0.0%	1	11.1%
MAUD	5	-	0.0%	-	0.0%
MAYSVILLE	2	-	0.0%	-	0.0%
MCALESTER	66	1	1.5%	3	4.5%
MCCURTAIN	10	-	0.0%	-	0.0%
MCCLOUD	28	-	0.0%	3	10.7%
MEDFORD	6	-	0.0%	-	0.0%
MEEKER	18	1	5.6%	1	5.6%
MERRITT	16	-	0.0%	1	6.3%
MIAMI	46	-	0.0%	10	21.7%
MIDWAY	8	-	0.0%	-	0.0%
MIDWEST CITY-DEL CITY	315	-	0.0%	54	17.1%
MILL CREEK	1	-	0.0%	-	0.0%
MILLWOOD	16	-	0.0%	-	0.0%
MINCO	8	-	0.0%	1	12.5%
MOORE	613	1	0.2%	17	2.8%
MOORELAND	14	-	0.0%	2	14.3%
MORRIS	18	-	0.0%	-	0.0%

MORRISON	21	-	0.0%	-	0.0%
MOSS	9	-	0.0%	-	0.0%
MOUNDS	11	-	0.0%	-	0.0%
MOUNTAIN VIEW-GOTEBO	10	-	0.0%	2	20.0%
MOYERS	2	-	0.0%	-	0.0%
MULDROW	22	-	0.0%	2	9.1%
MULHALL-ORLANDO	4	-	0.0%	-	0.0%
MUSKOGEE	84	-	0.0%	3	3.6%
MUSTANG	287	1	0.3%	10	3.5%
NAVAJO	13	-	0.0%	1	7.7%
NEW LIMA	6	-	0.0%	-	0.0%
NEWCASTLE	52	-	0.0%	-	0.0%
NEWKIRK	15	-	0.0%	-	0.0%
NINNEKAH	4	-	0.0%	-	0.0%
NOBLE	51	-	0.0%	3	5.9%
NORMAN	406	1	0.2%	3	0.7%
NORTH ROCK CREEK	29	-	0.0%	-	0.0%
NOWATA	9	1	11.1%	1	11.1%
OAKS-MISSION	2	-	0.0%	-	0.0%
OILTON	8	-	0.0%	-	0.0%
OKARCHE	15	-	0.0%	2	13.3%
OKAY	7	-	0.0%	1	14.3%
OKEENE	7	-	0.0%	-	0.0%
OKEMAH	13	-	0.0%	-	0.0%
OKLAHOMA CITY	335	3	0.9%	19	5.7%
OKLAHOMA CONNECTIONS ACADEMY	24	-	0.0%	2	8.3%
OKLAHOMA SCHOOL FOR THE BLIND	1	-	0.0%	-	0.0%
OKLAHOMA UNION	11	-	0.0%	-	0.0%
OKLAHOMA VIRTUAL CHARTER ACAD	41	-	0.0%	-	0.0%
OKMULGEE	12	-	0.0%	-	0.0%
OKTAHA	13	-	0.0%	-	0.0%
OLIVE	8	-	0.0%	-	0.0%
OLUSTEE-ELDORADO	3	-	0.0%	-	0.0%
OOLOGAH-TALALA	38	1	2.6%	-	0.0%
OWASSO	307	2	0.7%	6	2.0%
PADEN	5	-	0.0%	-	0.0%
PANAMA	15	1	6.7%	3	20.0%
PAOLI	5	-	0.0%	-	0.0%
PAULS VALLEY	22	1	4.5%	1	4.5%
PAWHUSKA	22	1	4.5%	2	9.1%
PAWNEE	15	-	0.0%	1	6.7%
PERKINS-TRYON	38	-	0.0%	-	0.0%
PERRY	33	-	0.0%	-	0.0%
PIEDMONT	127	-	0.0%	3	2.4%
PIONEER-PLEASANT VALE	14	-	0.0%	1	7.1%
PITTSBURG	1	-	0.0%	-	0.0%
PLAINVIEW	37	-	0.0%	-	0.0%
POCOLA	12	-	0.0%	-	0.0%
PONCA CITY	107	-	0.0%	1	0.9%
POND CREEK-HUNTER	12	-	0.0%	-	0.0%
PORTER CONSOLIDATED	14	-	0.0%	2	14.3%
PORUM	9	-	0.0%	-	0.0%

POTEAU	47	-	0.0%	4	8.5%
PRAGUE	26	1	3.8%	2	7.7%
PRESTON	12	-	0.0%	1	8.3%
PRUE	1	-	0.0%	-	0.0%
PRYOR	56	-	0.0%	6	10.7%
PURCELL	27	-	0.0%	-	0.0%
PUTNAM CITY	305	-	0.0%	17	5.6%
QUAPAW	7	-	0.0%	1	14.3%
QUINTON	8	-	0.0%	1	12.5%
RATTAN	11	-	0.0%	-	0.0%
RED OAK	7	-	0.0%	-	0.0%
REYDON	2	-	0.0%	-	0.0%
RINGLING	5	-	0.0%	-	0.0%
RINGWOOD	13	-	0.0%	-	0.0%
RIPLEY	6	-	0.0%	-	0.0%
ROCK CREEK	1	-	0.0%	-	0.0%
ROFF	7	-	0.0%	-	0.0%
ROLAND	8	-	0.0%	-	0.0%
RUSH SPRINGS	8	1	12.5%	1	12.5%
RYAN	5	-	0.0%	-	0.0%
SALINA	12	-	0.0%	-	0.0%
SALLISAW	45	-	0.0%	3	6.7%
SAND SPRINGS	119	-	0.0%	-	0.0%
SAPULPA	77	-	0.0%	3	3.9%
SASAKWA	5	-	0.0%	-	0.0%
SAVANNA	11	-	0.0%	-	0.0%
SAYRE	15	-	0.0%	-	0.0%
SCHULTER	2	-	0.0%	-	0.0%
SEILING	15	-	0.0%	5	33.3%
SEMINOLE	36	-	0.0%	2	5.6%
SENTINEL	3	-	0.0%	-	0.0%
SEQUOYAH	24	-	0.0%	-	0.0%
SHARON-MUTUAL	5	-	0.0%	-	0.0%
SHATTUCK	14	-	0.0%	-	0.0%
SHAWNEE	74	-	0.0%	4	5.4%
SHIDLER	2	-	0.0%	-	0.0%
SILO	9	-	0.0%	-	0.0%
SKIATOOK	58	-	0.0%	1	1.7%
SMITHVILLE	2	-	0.0%	-	0.0%
SNYDER	8	-	0.0%	-	0.0%
SOPER	8	-	0.0%	-	0.0%
SPERRY	18	-	0.0%	-	0.0%
SPIRO	16	-	0.0%	2	12.5%
SPRINGER	3	-	0.0%	-	0.0%
STERLING	12	-	0.0%	-	0.0%
STIGLER	31	-	0.0%	2	6.5%
STILLWATER	196	-	0.0%	-	0.0%
STILWELL	30	-	0.0%	4	13.3%
STONEWALL	12	-	0.0%	1	8.3%
STRATFORD	10	-	0.0%	-	0.0%
STRINGTOWN	3	-	0.0%	-	0.0%
STROTHER	8	-	0.0%	-	0.0%

STROUD	19	-	0.0%	2	10.5%
STUART	8	-	0.0%	-	0.0%
SULPHUR	32	-	0.0%	-	0.0%
SWEETWATER	4	-	0.0%	-	0.0%
TAHLEQUAH	82	-	0.0%	4	4.9%
TALIHINA	7	-	0.0%	-	0.0%
TALOGA	2	-	0.0%	-	0.0%
TECUMSEH	50	1	2.0%	6	12.0%
TEMPLE	2	-	0.0%	-	0.0%
TEXHOMA	8	-	0.0%	-	0.0%
THACKERVILLE	3	-	0.0%	-	0.0%
THOMAS-FAY-CUSTER UNIFIED DIST	17	-	0.0%	2	11.8%
TIMBERLAKE	8	-	0.0%	-	0.0%
TIPTON	5	-	0.0%	-	0.0%
TISHOMINGO	12	1	8.3%	-	0.0%
TONKAWA	24	-	0.0%	-	0.0%
TULSA	606	2	0.3%	40	6.6%
TULSA CHARTER: KIPP TULSA	26	-	0.0%	2	7.7%
TULSA CHARTER: SCHL ARTS/SCI.	26	-	0.0%	2	7.7%
TUPELO	3	-	0.0%	-	0.0%
TURNER	7	-	0.0%	-	0.0%
TURPIN	4	-	0.0%	-	0.0%
TUSHKA	8	-	0.0%	-	0.0%
TUTTLE	54	-	0.0%	-	0.0%
TYRONE	3	-	0.0%	-	0.0%
UNION	486	-	0.0%	23	4.7%
UNION CITY	6	-	0.0%	2	33.3%
VALLIANT	11	-	0.0%	1	9.1%
VANOSS	2	-	0.0%	-	0.0%
VARNUM	3	-	0.0%	-	0.0%
VELMA-ALMA	16	-	0.0%	-	0.0%
VERDEN	4	-	0.0%	-	0.0%
VERDIGRIS	31	-	0.0%	1	3.2%
VIAN	19	-	0.0%	-	0.0%
VICI	5	-	0.0%	-	0.0%
VINITA	20	-	0.0%	3	15.0%
WAGONER	62	-	0.0%	3	4.8%
WALTERS	7	-	0.0%	-	0.0%
WAPANUCKA	1	-	0.0%	-	0.0%
WARNER	32	-	0.0%	-	0.0%
WASHINGTON	24	-	0.0%	-	0.0%
WATONGA	9	-	0.0%	2	22.2%
WATTS	2	-	0.0%	-	0.0%
WAUKOMIS	9	-	0.0%	1	11.1%
WAURIKA	6	-	0.0%	-	0.0%
WAYNE	13	2	15.4%	-	0.0%
WAYNOKA	7	-	0.0%	-	0.0%
WEATHERFORD	55	-	0.0%	5	9.1%
WEBBERS FALLS	10	-	0.0%	-	0.0%
WELCH	4	-	0.0%	-	0.0%
WELEETKA	5	-	0.0%	-	0.0%
WELLSTON	12	-	0.0%	1	8.3%

WESTERN HEIGHTS	48	-	0.0%	1	2.1%
WESTVILLE	22	-	0.0%	1	4.5%
WETUMKA	9	-	0.0%	-	0.0%
WEWOKA	15	-	0.0%	-	0.0%
WHITESBORO	6	-	0.0%	2	33.3%
WILBURTON	20	-	0.0%	5	25.0%
WILSON (CARTER)	4	-	0.0%	-	0.0%
WILSON (OKMULGEE)	3	-	0.0%	-	0.0%
WISTER	12	-	0.0%	-	0.0%
WOODLAND	9	-	0.0%	-	0.0%
WOODWARD	50	-	0.0%	-	0.0%
WRIGHT CITY	13	-	0.0%	2	15.4%
WYANDOTTE	20	-	0.0%	4	20.0%
WYNNEWOOD	12	2	16.7%	-	0.0%
WYNONA	2	-	0.0%	-	0.0%
YALE	8	-	0.0%	-	0.0%
YARBROUGH	2	-	0.0%	-	0.0%
YUKON	221	1	0.5%	14	6.3%
eSCHOOL VIRTUAL CHARTER ACAD	2	-	0.0%	-	0.0%
Total (ALL)	14,908	76	0.5%	662	4.4%

* For high schools with five or fewer students, the freshman headcount has been entered, but no a

Higher Education
 Education in 2022-23
 Freshmen in Public Higher Education by District

Math Developmental Student Counts	Percent Math	Reading Developmental Student Count	Percent Reading	Total Developmental Students	Percent Total
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
22	31.9%	4	5.8%	25	36.2%
1	7.7%	1	7.7%	2	15.4%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	12.5%	-	0.0%	1	12.5%
15	19.0%	8	10.1%	20	25.3%
2	5.7%	-	0.0%	3	8.6%
1	5.0%	-	0.0%	1	5.0%
1	8.3%	1	8.3%	3	25.0%
2	7.4%	-	0.0%	5	18.5%
2	12.5%	2	12.5%	3	18.8%
14	28.6%	4	8.2%	16	32.7%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	1	16.7%
3	8.6%	-	0.0%	4	11.4%
6	18.2%	-	0.0%	7	21.2%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
14	11.0%	7	5.5%	16	12.6%
2	14.3%	-	0.0%	2	14.3%
1	10.0%	1	10.0%	4	40.0%
2	9.1%	3	13.6%	5	22.7%
1	16.7%	-	0.0%	1	16.7%
3	10.0%	3	10.0%	4	13.3%
2	4.3%	-	0.0%	3	6.4%
1	3.7%	-	0.0%	1	3.7%
1	11.1%	2	22.2%	3	33.3%
1	14.3%	-	0.0%	2	28.6%
20	7.9%	22	8.7%	37	14.6%
2	9.1%	3	13.6%	6	27.3%
1	12.5%	1	12.5%	1	12.5%
1	1.7%	2	3.3%	4	6.7%
-	0.0%	-	0.0%	-	0.0%
1	12.5%	1	12.5%	1	12.5%
-	0.0%	-	0.0%	-	0.0%
3	20.0%	-	0.0%	3	20.0%

-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
2	16.7%	-	0.0%	4	33.3%
2	7.7%	-	0.0%	2	7.7%
5	26.3%	2	10.5%	5	26.3%
90	17.2%	93	17.8%	133	25.4%
10	29.4%	2	5.9%	10	29.4%
-	0.0%	-	0.0%	1	16.7%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
13	34.2%	-	0.0%	14	36.8%
6	10.9%	1	1.8%	7	12.7%
1	11.1%	-	0.0%	1	11.1%
3	50.0%	-	0.0%	3	50.0%
2	33.3%	1	16.7%	2	33.3%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	14.3%	1	14.3%	2	28.6%
2	33.3%	-	0.0%	2	33.3%
1	16.7%	-	0.0%	1	16.7%
1	12.5%	-	0.0%	1	12.5%
4	28.6%	-	0.0%	4	28.6%
1	7.1%	-	0.0%	2	14.3%
-	0.0%	-	0.0%	-	0.0%
4	16.0%	1	4.0%	5	20.0%
8	22.9%	9	25.7%	12	34.3%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	5.9%	-	0.0%	2	11.8%
-	0.0%	-	0.0%	-	0.0%
1	3.1%	-	0.0%	2	6.3%
12	12.0%	1	1.0%	12	12.0%
9	23.1%	2	5.1%	12	30.8%
-	0.0%	-	0.0%	-	0.0%
2	6.9%	2	6.9%	4	13.8%
5	45.5%	-	0.0%	5	45.5%
-	0.0%	-	0.0%	-	0.0%
3	21.4%	-	0.0%	3	21.4%
3	7.0%	1	2.3%	4	9.3%
5	14.3%	1	2.9%	5	14.3%
34	18.6%	-	0.0%	45	24.6%
3	42.9%	-	0.0%	3	42.9%
1	10.0%	1	10.0%	2	20.0%
17	16.5%	6	5.8%	20	19.4%
-	0.0%	-	0.0%	-	0.0%
5	16.7%	5	16.7%	9	30.0%
16	28.1%	6	10.5%	19	33.3%
1	5.9%	-	0.0%	2	11.8%
3	37.5%	-	0.0%	3	37.5%
2	33.3%	1	16.7%	3	50.0%

-	0.0%	-	0.0%	-	0.0%
5	5.9%	8	9.4%	11	12.9%
4	16.0%	-	0.0%	6	24.0%
1	14.3%	-	0.0%	1	14.3%
-	0.0%	-	0.0%	-	0.0%
1	6.7%	-	0.0%	2	13.3%
1	11.1%	1	11.1%	1	11.1%
14	16.9%	6	7.2%	17	20.5%
3	25.0%	-	0.0%	3	25.0%
-	0.0%	-	0.0%	-	0.0%
3	27.3%	-	0.0%	3	27.3%
2	22.2%	-	0.0%	3	33.3%
3	7.7%	1	2.6%	4	10.3%
-	0.0%	-	0.0%	-	0.0%
3	17.6%	-	0.0%	3	17.6%
-	0.0%	-	0.0%	-	0.0%
5	29.4%	-	0.0%	6	35.3%
24	10.6%	-	0.0%	24	10.6%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
2	28.6%	-	0.0%	2	28.6%
2	10.0%	-	0.0%	2	10.0%
-	0.0%	-	0.0%	-	0.0%
3	17.6%	-	0.0%	3	17.6%
3	11.5%	-	0.0%	3	11.5%
7	20.6%	14	41.2%	17	50.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
4	50.0%	3	37.5%	4	50.0%
1	16.7%	1	16.7%	2	33.3%
7	9.5%	2	2.7%	10	13.5%
7	10.6%	-	0.0%	8	12.1%
-	0.0%	-	0.0%	2	33.3%
66	8.7%	7	0.9%	73	9.6%
6	18.8%	-	0.0%	8	25.0%
10	15.2%	1	1.5%	10	15.2%
8	15.1%	2	3.8%	9	17.0%
3	30.0%	-	0.0%	3	30.0%
5	33.3%	3	20.0%	6	40.0%
13	9.8%	14	10.5%	28	21.1%
36	15.2%	15	6.3%	52	21.9%
45	15.5%	19	6.6%	57	19.7%
-	0.0%	-	0.0%	-	0.0%
2	6.9%	-	0.0%	2	6.9%
5	29.4%	1	5.9%	6	35.3%
2	8.3%	2	8.3%	3	12.5%
-	0.0%	-	0.0%	-	0.0%
3	27.3%	1	9.1%	3	27.3%
-	0.0%	-	0.0%	-	0.0%
3	42.9%	-	0.0%	3	42.9%
3	5.5%	1	1.8%	3	5.5%
-	0.0%	-	0.0%	-	0.0%

-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	3.7%	-	0.0%	2	7.4%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	1	10.0%	1	10.0%
5	83.3%	-	0.0%	5	83.3%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	8.3%	1	8.3%	2	16.7%
-	0.0%	-	0.0%	-	0.0%
9	13.2%	6	8.8%	9	13.2%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
17	32.1%	5	9.4%	21	39.6%
12	16.2%	2	2.7%	14	18.9%
3	9.4%	-	0.0%	3	9.4%
1	16.7%	-	0.0%	1	16.7%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
10	15.9%	2	3.2%	13	20.6%
5	11.4%	-	0.0%	5	11.4%
4	21.1%	-	0.0%	4	21.1%
4	28.6%	-	0.0%	4	28.6%
5	33.3%	3	20.0%	6	40.0%
3	37.5%	-	0.0%	3	37.5%
5	27.8%	-	0.0%	5	27.8%
6	23.1%	6	23.1%	10	38.5%
1	4.0%	-	0.0%	2	8.0%
3	5.8%	1	1.9%	4	7.7%
6	50.0%	-	0.0%	6	50.0%
3	13.6%	1	4.5%	4	18.2%
3	15.0%	-	0.0%	6	30.0%
1	11.1%	-	0.0%	1	11.1%
-	0.0%	1	10.0%	1	10.0%
-	0.0%	-	0.0%	1	6.7%
4	28.6%	-	0.0%	4	28.6%
3	18.8%	1	6.3%	4	25.0%
5	45.5%	2	18.2%	5	45.5%
2	14.3%	2	14.3%	2	14.3%
6	16.2%	-	0.0%	6	16.2%
-	0.0%	-	0.0%	-	0.0%
3	33.3%	-	0.0%	3	33.3%
5	18.5%	5	18.5%	7	25.9%
-	0.0%	-	0.0%	-	0.0%
3	21.4%	-	0.0%	4	28.6%
50	11.1%	42	9.4%	75	16.7%

8	23.5%	1	2.9%	10	29.4%
3	25.0%	2	16.7%	4	33.3%
4	20.0%	3	15.0%	6	30.0%
4	44.4%	–	0.0%	4	44.4%
5	41.7%	1	8.3%	5	41.7%
4	16.0%	2	8.0%	6	24.0%
2	8.0%	2	8.0%	3	12.0%
3	9.4%	2	6.3%	5	15.6%
7	22.6%	–	0.0%	7	22.6%
–	0.0%	–	0.0%	–	0.0%
1	12.5%	–	0.0%	1	12.5%
4	30.8%	–	0.0%	5	38.5%
1	14.3%	1	14.3%	1	14.3%
2	18.2%	–	0.0%	3	27.3%
1	7.7%	1	7.7%	2	15.4%
36	15.6%	14	6.1%	40	17.3%
–	0.0%	–	0.0%	–	0.0%
1	11.1%	–	0.0%	1	11.1%
4	15.4%	–	0.0%	4	15.4%
–	0.0%	1	14.3%	1	14.3%
1	4.5%	–	0.0%	1	4.5%
7	43.8%	1	6.3%	7	43.8%
3	15.0%	2	10.0%	5	25.0%
3	50.0%	–	0.0%	3	50.0%
1	5.6%	–	0.0%	1	5.6%
–	0.0%	–	0.0%	–	0.0%
–	0.0%	1	16.7%	1	16.7%
5	20.0%	1	4.0%	5	20.0%
–	0.0%	–	0.0%	–	0.0%
5	16.1%	–	0.0%	5	16.1%
5	20.8%	5	20.8%	7	29.2%
3	8.8%	3	8.8%	4	11.8%
2	20.0%	–	0.0%	3	30.0%
3	6.4%	1	2.1%	3	6.4%
1	11.1%	–	0.0%	1	11.1%
–	0.0%	–	0.0%	–	0.0%
–	0.0%	–	0.0%	–	0.0%
5	7.6%	1	1.5%	7	10.6%
2	20.0%	–	0.0%	2	20.0%
5	17.9%	2	7.1%	7	25.0%
–	0.0%	–	0.0%	–	0.0%
3	16.7%	1	5.6%	4	22.2%
–	0.0%	–	0.0%	1	6.3%
19	41.3%	8	17.4%	24	52.2%
1	12.5%	–	0.0%	1	12.5%
71	22.5%	7	2.2%	100	31.7%
–	0.0%	–	0.0%	–	0.0%
1	6.3%	1	6.3%	2	12.5%
1	12.5%	–	0.0%	1	12.5%
59	9.6%	7	1.1%	70	11.4%
–	0.0%	–	0.0%	2	14.3%
–	0.0%	–	0.0%	–	0.0%

-	0.0%	1	4.8%	1	4.8%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	10.0%	1	10.0%	2	20.0%
-	0.0%	-	0.0%	-	0.0%
5	22.7%	-	0.0%	6	27.3%
-	0.0%	-	0.0%	-	0.0%
16	19.0%	4	4.8%	17	20.2%
32	11.1%	4	1.4%	38	13.2%
2	15.4%	-	0.0%	3	23.1%
1	16.7%	-	0.0%	1	16.7%
5	9.6%	1	1.9%	6	11.5%
-	0.0%	1	6.7%	1	6.7%
-	0.0%	-	0.0%	-	0.0%
9	17.6%	-	0.0%	10	19.6%
54	13.3%	8	2.0%	59	14.5%
1	3.4%	-	0.0%	1	3.4%
2	22.2%	-	0.0%	3	33.3%
-	0.0%	-	0.0%	-	0.0%
2	25.0%	2	25.0%	3	37.5%
4	26.7%	-	0.0%	4	26.7%
3	42.9%	1	14.3%	3	42.9%
-	0.0%	-	0.0%	-	0.0%
3	23.1%	1	7.7%	3	23.1%
44	13.1%	9	2.7%	58	17.3%
5	20.8%	1	4.2%	6	25.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
4	9.8%	4	9.8%	7	17.1%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
4	50.0%	-	0.0%	4	50.0%
-	0.0%	-	0.0%	-	0.0%
5	13.2%	1	2.6%	6	15.8%
35	11.4%	27	8.8%	49	16.0%
-	0.0%	-	0.0%	-	0.0%
6	40.0%	-	0.0%	6	40.0%
-	0.0%	-	0.0%	-	0.0%
3	13.6%	-	0.0%	4	18.2%
6	27.3%	4	18.2%	8	36.4%
1	6.7%	1	6.7%	1	6.7%
5	13.2%	2	5.3%	5	13.2%
1	3.0%	2	6.1%	3	9.1%
14	11.0%	1	0.8%	16	12.6%
1	7.1%	1	7.1%	2	14.3%
-	0.0%	-	0.0%	-	0.0%
5	13.5%	-	0.0%	5	13.5%
3	25.0%	1	8.3%	3	25.0%
10	9.3%	17	15.9%	20	18.7%
1	8.3%	-	0.0%	1	8.3%
3	21.4%	2	14.3%	4	28.6%
-	0.0%	-	0.0%	-	0.0%

8	17.0%	-	0.0%	10	21.3%
1	3.8%	1	3.8%	4	15.4%
1	8.3%	-	0.0%	2	16.7%
-	0.0%	-	0.0%	-	0.0%
12	21.4%	3	5.4%	14	25.0%
3	11.1%	-	0.0%	3	11.1%
42	13.8%	8	2.6%	49	16.1%
5	71.4%	2	28.6%	5	71.4%
1	12.5%	1	12.5%	2	25.0%
2	18.2%	-	0.0%	2	18.2%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	2	15.4%	2	15.4%
1	16.7%	-	0.0%	1	16.7%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
2	25.0%	-	0.0%	2	25.0%
-	0.0%	-	0.0%	1	12.5%
-	0.0%	-	0.0%	-	0.0%
5	41.7%	-	0.0%	5	41.7%
9	20.0%	2	4.4%	10	22.2%
11	9.2%	5	4.2%	13	10.9%
7	9.1%	5	6.5%	13	16.9%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	6.7%	-	0.0%	1	6.7%
-	0.0%	-	0.0%	-	0.0%
6	40.0%	2	13.3%	7	46.7%
4	11.1%	1	2.8%	6	16.7%
-	0.0%	-	0.0%	-	0.0%
4	16.7%	1	4.2%	4	16.7%
-	0.0%	-	0.0%	-	0.0%
3	21.4%	1	7.1%	3	21.4%
7	9.5%	1	1.4%	10	13.5%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
8	13.8%	1	1.7%	8	13.8%
-	0.0%	-	0.0%	-	0.0%
1	12.5%	1	12.5%	2	25.0%
3	37.5%	-	0.0%	3	37.5%
2	11.1%	2	11.1%	3	16.7%
4	25.0%	-	0.0%	4	25.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
4	12.9%	-	0.0%	6	19.4%
4	2.0%	2	1.0%	6	3.1%
10	33.3%	4	13.3%	13	43.3%
2	16.7%	-	0.0%	3	25.0%
2	20.0%	1	10.0%	2	20.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%

4	21.1%	-	0.0%	4	21.1%
2	25.0%	-	0.0%	2	25.0%
4	12.5%	-	0.0%	4	12.5%
-	0.0%	-	0.0%	-	0.0%
12	14.6%	6	7.3%	17	20.7%
2	28.6%	-	0.0%	2	28.6%
-	0.0%	-	0.0%	-	0.0%
5	10.0%	1	2.0%	10	20.0%
-	0.0%	-	0.0%	-	0.0%
1	12.5%	2	25.0%	3	37.5%
-	0.0%	-	0.0%	-	0.0%
1	5.9%	-	0.0%	2	11.8%
1	12.5%	-	0.0%	1	12.5%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	1	8.3%
2	8.3%	4	16.7%	6	25.0%
147	24.3%	139	22.9%	210	34.7%
7	26.9%	6	23.1%	8	30.8%
3	11.5%	6	23.1%	7	26.9%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
8	14.8%	-	0.0%	8	14.8%
-	0.0%	-	0.0%	-	0.0%
97	20.0%	109	22.4%	143	29.4%
2	33.3%	-	0.0%	3	50.0%
1	9.1%	-	0.0%	1	9.1%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
6	19.4%	-	0.0%	6	19.4%
3	15.8%	-	0.0%	3	15.8%
-	0.0%	-	0.0%	-	0.0%
4	20.0%	3	15.0%	5	25.0%
9	14.5%	3	4.8%	11	17.7%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
1	3.1%	1	3.1%	2	6.3%
1	4.2%	-	0.0%	1	4.2%
1	11.1%	-	0.0%	2	22.2%
-	0.0%	-	0.0%	-	0.0%
1	11.1%	2	22.2%	2	22.2%
-	0.0%	-	0.0%	-	0.0%
3	23.1%	-	0.0%	3	23.1%
2	28.6%	-	0.0%	2	28.6%
8	14.5%	5	9.1%	9	16.4%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	1	8.3%

3	6.3%	-	0.0%	4	8.3%
4	18.2%	5	22.7%	8	36.4%
-	0.0%	-	0.0%	-	0.0%
2	13.3%	1	6.7%	2	13.3%
1	16.7%	-	0.0%	2	33.3%
2	10.0%	1	5.0%	6	30.0%
-	0.0%	-	0.0%	-	0.0%
-	0.0%	-	0.0%	-	0.0%
4	33.3%	-	0.0%	4	33.3%
-	0.0%	2	22.2%	2	22.2%
4	8.0%	-	0.0%	4	8.0%
3	23.1%	-	0.0%	3	23.1%
12	60.0%	2	10.0%	12	60.0%
5	41.7%	-	0.0%	6	50.0%
-	0.0%	-	0.0%	-	0.0%
2	25.0%	-	0.0%	2	25.0%
-	0.0%	-	0.0%	-	0.0%
26	11.8%	-	0.0%	32	14.5%
-	0.0%	-	0.0%	-	0.0%
2,082	14.0%	896	6.0%	2,725	18.3%

Additional information has been provided in order to protect student privacy.



Welcome Dwayne Danker

SCHOOL
WELLSTON HS (WELLSTON)
411004705 GRADES (09-12)

SIS Vendor SylogistEd (formerly Wen-Gage)
Title I X

- Contact
- School Data
- Student Data
- Reports - Dropout ▾
- Conflicts
- Appeals

- Year 2023 ▾
- School Report Card
- Contextual Data
- Designations
- Dropout

Why do we measure this?

Research shows that students who drop out of school or otherwise fail to graduate from high school face lifelong consequences including fewer job opportunities, lower wages, and poorer health outcomes. This report fulfills both federal and state dropout reporting requirements while also providing stakeholders with actionable information about their communities.

What was measured?

Dropout rates are calculated by dividing the number of students identified as a dropout in the current reporting year by the number of students that were enrolled at your school at the beginning of the school year (the October 1 count).

[Download Dropout Calculation Rules](#)

[Download Dropout Guidance Document](#)

RATE **100**
3.1

	Numerator	Denominator	Rate
School	4	129	3.10%
▼ Hide student groups			
Age			
16	1		
17	2		
18	1		
All			
All	4	129	
Economic Disadvantage			
Not Economic Disadvantage	2		
Economic Disadvantage	2		
English Language Learner			
Not English Language Learner	4		
Foster Care			
Not Foster Care	4		
Gender			
Female	1		
Male	3		
Homeless			
Not Homeless	3		
Homeless	1		
Individual Education Program			
Not Individual Education Program	3		
Individual Education Program	1		
IEPEligible			
Not IEP Eligible	4		
Migrant			
Not Migrant	4		
Military			
Not Military	4		
Race			
White	4		

WELLSTON PUBLIC SCHOOL
PROPOSED BUDGET FOR EXTRA-CURRICULAR ACTIVITY

Activity: Basketball

Date: 8-30-2024

Name of Faculty Sponsor: Chad Hutchison

Is this a revision of the current year budget? YES X NO

If yes, indicate the amount of previously requested items in the 5th column

EQUIPMENT - DESCRIPTION	QUANTITY	UNIT COST	AMOUNT OF THIS REQUEST	AMOUNT APPROVED LAST YEAR	AMOUNT SPENT LAST YEAR
hudl	1	549	549	549	549
hudl assist	1	900	900	900	900
Basketballs EVO	8	99.99	799.92	799.92	799.92
6 ball travel bag	1	45	45		
ipad case for streaming	1	59.99	59.99		
wide angle lens for streaming	1	39.99	39.99		
3 ring binders	22	3.99	87.78		
- Shipping	1	220	150		
TOTAL COST OF EQUIPMENT			2631.68		\$4,983.80

SUPPLIES - DESCRIPTION	QUANTITY	UNIT COST			
SlippNott Refill boys/girls	1	95	95		
Misc Medial Supplies boys/girls		250	250		
Athletic tape boys/girls	1 case	95	95		
Blue Theraband 5 x 60	1	135	135		
Scorebooks			40		
Needles / Nets boys/girls		80	80	380	
TOTAL COST OF SUPPLIES			695		

PROFESSIONAL EXPENSES		
MEMBERSHIP DUES:	100	
STATE CONVENTIONS EXPENSES:	500	
OTHER:		
TOTAL PROFESSIONAL EXPENSES:	600	

CURRENT ENROLLMENT: _____
 ANTICIPATED ENROLLMENT: _____
 REQUESTED BUDGET: 3426.68
 APPROVED BUDGET: _____
 DATE APPROVED: _____

APPROVED BUDGET FOR THE PREVIOUS YEAR _____ AMOUNT SPENT _____
--

**WELLSTON PUBLIC SCHOOL
PROPOSED BUDGET FOR EXTRA-CURRICULAR ACTIVITY**

Activity: Basketball

Date: 08-29-2024

Name of Faculty Sponsor: Matt Garner

Is this a revision of the current year budget? YES NO

If yes, indicate the amount of previously requested items in the 5th column

EQUIPMENT - DESCRIPTION	QUANTITY	UNIT COST	AMOUNT OF THIS REQUEST	AMOUNT APPROVED LAST YEAR	AMOUNT SPENT LAST YEAR
Hudl	1	1450	1450		
Basketballs	6	100	600		
8 Water Bottles and a carrier	1	100	100		
Whistles	4	10	40		
Towels	4	20	80		
			0		
TOTAL COST OF EQUIPMENT			2270		

SUPPLIES - DESCRIPTION	QUANTITY	UNIT COST			
Scorebooks	3	20	60		
Med Bags and Misc Medical	1	150	150		
Laundry Soap (gallons)	5	20	100		
TOTAL COST OF SUPPLIES			310		

PROFESSIONAL EXPENSES		
MEMBERSHIP DUES:	120	
STATE CONVENTIONS EXPENSES:		
OTHER:		
TOTAL PROFESSIONAL EXPENSES:		

CURRENT ENROLLMENT: _____
 ANTICIPATED ENROLLMENT: _____
 REQUESTED BUDGET: _____ 2700
 APPROVED BUDGET: _____
 DATE APPROVED: _____

APPROVED BUDGET FOR THE PREVIOUS YEAR _____ AMOUNT SPENT _____
--

0

Additional

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME Bridgette Townsend
CLUB OR ORGANIZATION 3rd Grade
ACCOUNT NAME Third B

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

Decals
Freshies
Fresh Cookie Sales
Tumblers

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO THE ACTIVITY.

Additional

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME Kelsey Mason
CLUB OR ORGANIZATION 3rd Grade
ACCOUNT NAME Third A

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

Decals
Freshies
Fresh Cookie Sales
Tumblers

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO THE ACTIVITY.

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME Eryn Dhl

CLUB OR ORGANIZATION Hs/mg Library

ACCOUNT NAME Hs/ms. Library

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

Country meat sticks.

Eye Blacks - for Game Day or Arm bracelets

Drinks at Fall Festival

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

New Books
and library. ^{Color} Printer w/ Copier

ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO THE ACTIVITY.

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME Johnathan Howard

CLUB OR ORGANIZATION BPA

ACCOUNT NAME _____

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

Wellston Apparel (shirts, hoodies, ~~hats~~ hats, etc.)
krispy kreme donuts

Ralph's ribs

OTIS SPUNKMEYER cookies

Beef sticks (etc. Slim Jim)

Dues

Donations

BOO Grams

Signage + personalized gifts

PIZZA

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

Dues

Student Fees/costs

~~Conference~~ Conference fees

Hotel costs

Student meals

MISC. TRAVEL EXPENSES

Rewards

Donations

Community
service
Projects

ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO THE ACTIVITY.

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME Andrew Terrell

CLUB OR ORGANIZATION Art

ACCOUNT NAME Art

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

- face painting (Fall Festival)
- spirit face painting (spirit week)
- henna tattoos
- Christmas card and ornament sale
- Artwork sale

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

- Art supplies
- Field trips
- Entry fees for contests

ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO THE ACTIVITY.

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME _____ Diane Hall _____

CLUB OR

ORGANIZATION ___ Kindergarten _____

ACCOUNT NAME _____ Diane Hall _____

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

FALL Festival, School Fees, T-shirts, Snacks

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

School Supplies, rewards, snacks, trinkets, books, and other educational materials.

**ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM
AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED
UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO
THE ACTIVITY.**

Additional

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME Jennifer Hull
CLUB OR ORGANIZATION Wellston Cheer
ACCOUNT NAME Wellston Cheer MS & HS

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

Homecoming Dance - Friday, November 15th, 9pm to 11:30pm

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO THE ACTIVITY.

ACTIVITY FUND ACCOUNT

SPONSOR'S NAME Betty Waterson

CLUB OR ORGANIZATION Child nutrition

ACCOUNT NAME _____

1. Please list all fundraising activities in which you anticipate your club or organization will participate, i.e., sell of jackets, socks, pictures, coke, etc.

U Fall Festival sell
pretzels OR Stuffed P. 224.

2. Please list all areas of anticipated expenditures of your club or organization, i.e., entry fees, jackets, flowers, rewards, etc.

toward purchase of Washer + Dryer
for kitchen.

ANY FUNDRAISERS OR EXPENDITURES THAT ARE NOT LISTED ON THIS FORM AND APPROVED BY THE BOARD OF EDUCATION WILL NOT BE PERMITTED UNLESS AN UPDATED REQUEST IS PRESENTED TO THE BOARD PRIOR TO THE ACTIVITY.

2024-2025
GIFTED EDUCATIONAL PLAN
WELLSTON PUBLIC SCHOOLS
WELLSTON, OKLAHOMA

Introduction

An important goal of the Wellston Public School is to identify and provide appropriate educational experiences for those students who give evidence of high performance capability in areas such as intellectual, creative artistic, leadership capacity, or in specific academic areas, and who require exceptional learning opportunities or experiences in order to fully develop such capabilities.

Initiatives to provide those appropriate educational experiences will include:

- Assessing the instructional level of identified students and considering the unique learning characteristics of each child.
- Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace.
- Providing differentiated curriculum to meet unique needs.
- Appropriately matching the programs and support services to the individual, and
- Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

I. IDENTIFICATION OF STUDENTS FOR GIFTED EDUCATIONAL PROGRAMMING

A. Site committee on gifted education programming:

1. The committee for the school district may include the gifted and talented coordinator, an administrator or designee, teachers, counselor, library/media specialist, parents, and others as appropriate.
2. The committee coordinates and implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations and state statutes.

B. Process for identifying students:

1. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin, or handicapping conditions.

2. Nominations will be sought from a wide variety of sources to include professional educators, parents, community members, peers, self and others as appropriate.
3. All students will be screened at the beginning of their second grade school year for placement in the gifted and talented program.
4. Data will be collected on nominated students (standardized ability test, standardized achievement test, valid and reliable creativity tests, student achievement within the curriculum and others as appropriate).
5. Committee analyzes data and makes placement decisions based on several options.
 - i. A score in the top 3% on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval.
 - ii. Student placement decisions in the capability areas will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from needed educational programming.
 - iii. Uniform identification procedures will be used to identify students for specific gifted educational programming options.
 - iv. To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklists, and other relevant information. The committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
 - v. Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.
6. Identification of gifted students is an ongoing process extending from school entry through grade twelve. Opportunities will be provided for the student to be considered for placement in gifted programs throughout their school experience. Identification of students based on a nationally standardized test of intellectual ability will be valid for the student's educational experience. Evaluation of the appropriateness of the placement shall be ongoing. Students who were identified as gifted and talented in another school district will be considered for identification and placement by the site committee in a timely manner. Students may be removed from a program option which is not meeting their educational needs following a conference with parents. Students who needs are not met by current placement will be considered for other program options which may be more appropriate

to their needs. Strict confidentiality procedures, as elsewhere defined in local school board policy, will be followed in regard to records of placement decisions and data on all nominated students. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for educational decisions.

7. The identification and placement process includes parental involvement. Parents will be asked to grant permission for individual and group testing. Parents will be given written notice that their child has been identified for placement in the gifted educational program. Parents may appeal a placement decision with which they disagree to the district program coordinator for an additional evaluation. The Appeal will be made to the school committee. The decision of the school committee will be final.

II. DIFFERENTIATED EDUCATION

- A. Differentiated education includes multiple program options and curriculum which is modified in pace, breadth, and depth.
 1. Program options will be coordinated by the gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.
 2. Curriculum for the gifted extends or replaces the regular curriculum. It is differentiated in content, process and/or product. Content is differentiated in breadth, depth, and/or pace. Processes for gifted students stress creativity and higher thinking skills. Curriculum is planned to assure continuity.
- B. Appropriate learning opportunities based on students' abilities, needs, and interests will be provided for identified gifted students throughout the system through a school program which is an integral part of the total school program. Differentiated education will be in place within three weeks of the beginning of the school term.
- C. The school plan will include selections for appropriate flexible pacing, enrichment, academic/social support and staff development. The following are some of the components that might be incorporated into the plan:
 1. Appropriate flexible pacing.
 - Individualization of instruction
 - Proficiency based promotion—students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments
 - Differentiated or enriched classes (e.g. Advanced Placement)

- Independent study—individually contracted in-depth study of a topic
- Continuous progress—content and pacing of curriculum allow students to move ahead on the basis of mastery
- Instructional groups organized according to the same learning styles, creative talents, similar readiness, etc.
- Curriculum compacting to streamline content and provide appropriate enrichment and/or acceleration experiences
- Acceleration to allow students to progress through the curriculum and/or grade levels at a rate faster than average.
- Dual enrollment of qualified middle or high school level courses
- Other

2. Enrichment.

- Enrichment of content in the regular classroom-experiences provided that supplement the established curriculum and purposefully planned with the needs, interests, and capabilities of identified students
- Learning centers
- Guest speakers
- Independent study
- Mentorships
- Seminars
- Resource room
- Creative and academic competitions
- Interest groups

3. Academic/social support.

- Guidance and counseling and planned activities, sessions, and policies that support gifted and talented students in planning their academic, career that also addresses the specific social-emotional needs of the gifted student

4. Staff development for staff in how to provide enrichment and flexible pacing opportunities for gifted and talented students. (e.g. learning styles, problem-based learning, higher level thinking skills, etc.)

III. EVALUATION

A. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the local advisory committee on gifted education.

- B. Students, teachers, parents, and administrators will annually evaluate gifted educational programs at the school. Evaluation results will be communicated in a timely and meaningful way as appropriate to students, parents, and the public.
- C. The evaluation process assesses each component of gifted educational programs to include identification, instructional program, professional development, teacher selection, community involvement, program management, and evaluation process.
- D. The evaluation process will focus upon the appropriateness of educational programs provided for gifted students.
- E. Data for evaluation will be obtained from a variety of instruments, procedures, and information sources.
- F. Student progress will be assessed with attention to mastery of content, higher level thinking skills, and creativity.
- G. Advanced content courses will be noted on student transcripts.
- H. A plan for evaluation is developed/identified at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.

IV. LOCAL ADVISORY COMMITTEE

- A. The local advisory committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of at least three but no more than eleven members.
- B. The local advisory committee will be appointed no later than September 15 of each school year for two-year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district. (70 O.S.1210.308[A])
- C. The first meeting will be called no later than October 1st of each year. At this meeting, the committee will elect a chair and a vice-chair.
- D. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- E. The school district will furnish staff who have training in gifted education for the advisory committee.

F. The local advisory committee will assist in the formulation of district goals for gifted education, assist in preparation of the district report and plan for gifted child educational programs and perform other advisory duties as requested by the board of education (70O.S.1210.308[C]).

V. QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED CHILD EDUCATIONAL PROGRAM STAFF

A. Qualifications of staff:

1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. Gifted educational program coordinators hold a valid Oklahoma teaching certificate.
3. Teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.

B. Responsibilities of gifted education program staff:

1. The superintendent or district coordinator for gifted educational programs will be responsible for working with the local advisory committee, overseeing the site coordinators and plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
2. The principal or site coordinator for gifted educational programs will be responsible for working with the committee, coordinating gifted educational programs related to the gifted plan, and completing such reports and information as required by the district coordinator for gifted educational programs.
3. The committee on gifted educational programming will work with the coordinator to develop a gifted plan each year. The gifted education designee is responsible for coordinating the program options.

4. Under the direction of the district coordinator for gifted education, an organizational document will be developed at each site which clearly delineates roles, responsibilities and coordinator procedures in regard to the gifted educational program.
5. Delivery is addressed by both the regular classroom teachers and the gifted education specialist.
 - a. The gifted education designee provides professional support through modeling, consultation, co-teaching, collaborative problem solving, in-service training, and/or assists classroom teachers in finding and securing resource materials and/or resource persons.
 - b. The gifted education designee is responsible for coordinating gifted student identification, monitoring student progress, and record maintenance.

VI. BUDGET

- A. Each site coordinator for gifted educational programs, in conjunction with the committee and administration will prepare a budget for gifted educational programs.
- B. The district budget for gifted education will be prepared on State Department of Education forms and submitted as required.
- C. The budget for gifted education will be approved by the board of education before filing with the State Department of Education.

VII. EXPENDITURES REPORT

- A. An expenditures 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 70 O.S. 1210.307(D).
- B. The report will outline the expenditures made by the district during that year for gifted child educational programs. (70 O.S.1210.307[D]).

- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

Wellston Public Schools
Gifted and Talented Committee
2024-2025

Nicole Reeves	Elementary Coordinator
Greg Grimmett	MS/HS Principal
Susan Wray	Elementary Principal
Dana Boyer	Reading Specialist
Rachel Morley	Parent
Courtney Johnson	E.S. Teacher
Jackie Wall	E.S. Teacher
DaJuanna Threet	M.S. Teacher
Marvin Bennett	H.S. Teacher

USE OF AUTOMATIC EXTERNAL DEFIBRILLATOR

The Wellston Public Schools district will follow the American Heart Association guidelines for automatic external defibrillator (AED) use and storage. Responders' use of the AED should not replace the care provided by emergency medical services (EMS), but is meant to provide a lifesaving bridge during the first few critical minutes it takes for advanced life support providers to arrive.

The AEDs are to be located so that any victim may be reached in ~~three~~ five minutes or less. Therefore, they will be stored in the southwest corner of the main gymnasium, mounted on the concession stand building at the softball field, mounted on the concession stand building at the baseball field, in the hallway across from the elementary main office, and in the hallway next to the middle/high school main office.

Roles and Responsibilities

The AED coordinator will serve as the primary liaison between the local EMS and the AED program. The coordinator will be responsible for purchasing equipment and supplies, organizing training programs, forwarding incident data to the local EMS, and holding post-event debriefing sessions for employees involved.

The district AED coordinator will be Jessica Todd, school nurse.

Certified district employees authorized to utilize the AED are specific employees trained and certified to use an AED in a sudden cardiac arrest emergency. These employees will attend a four-hour, American Heart Association AED training session, will have yearly refresher classes, and will be recertified every two years.

Procedure

When an apneic, pulseless victim is discovered, activate the sudden cardiac emergency response plan and by following the suggested guidelines set by the American Heart Association. This district will follow the American Heart Association AED treatment algorithm. The AED coordinator will notify the medical director's office of the use of the AED. An accident report form will be used to document an event and to document the practice drills.

Maintenance

The district will follow the manufacturer's suggested guidelines for maintenance of the AED. The AED coordinator will supervise the procedure.

The principal's secretary will:

1. Daily check the status indicator, verifying alternating dark and hourglass shapes, which indicates readiness for use, and recording the status on the AED battery check sheet.
2. Notify the AED coordinator if a flashing red X, a solid red X, or constant dark shape appears.

LEGAL REFERENCE: 70 O.S. § 1210.200
70 O.S. § 24-1556

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN ELEMENTARY SITE

Purpose

- 1) This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.
- 2) In the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests (Mozaffarian, D, 2015; Okubo, M et al, 2020). Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Developing a Cardiac Emergency Response Team (CERT)

- 1) Designate one person as the Cardiac Emergency Response Team Coordinator who oversees CPR-AED program activities, training, education, and evaluation. Coordinator: Jessica Todd, school nurse
- 2) All individuals on CERT should have current CPR/AED training from a nationally recognized organization.
- 3) Designate one person to call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).

Best Practice Considerations:

- a) Consider having the Cardiac Emergency Response Team comprise of at least 5 people or 10% of staff.
 - a. In recognition of periodic absences and overall staff turnover, a robust team of individuals trained to be part of the CERT is essential to ensure uninterrupted response activities.
- b) CERT members should be able to step away from their tasks to assist when CERP is activated or have coverage for their classrooms.
- c) A list of these individuals and their CPR certifications should be maintained on-site in a readily accessible area.
- d) Consider medical coverage continues to be provided at the athletic event if continued after the event.

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

- 1) Minimum recommended number of AEDs for Wellston Elementary School site include inside the building and outside the building: **TWO**
 - a) *Inside the building* – **ONE** The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

- b) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – **SOFTBALL FIELD ONE**
The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
- 2) Regularly check and maintain each AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity including summer months when school is not in session.
 - 3) CERT coordinator should be responsible for verifying equipment readiness and for maintaining maintenance activity.
 - 4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads.
 - 5) AEDs should not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
 - 6) AEDs shall be accessible for responding to a cardiac emergency, during day and night sports activities, after-school, or work activities, in accordance with this CERP.
 - 7) Each AED should have one set of AED pads connected to the device and one spare set.
 - 8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
 - 9) Recommend removing warning "for professional use only" on AED cabinets as AEDs provide instructions for use.
 - 10) Locations of the AEDs are to be listed in the “Protocol for Cardiac Emergency Response Team” and Building Location Information, AED locations, and School Maps.

Best Practice Considerations:

- a) Back-up AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use when traveling to offsite locations. If unable to have a back-up AED, have a plan on what AED you will use if an AED is out of service.
- b) AEDs to be installed using a cabinet or bracket/wall rack approved for such purpose and be surface mount or wall recessed.
 - i. Regardless of which mount is chosen, AEDs shall be placed so that the AED’s readiness indicator faces outward.

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- ii. During installation, it is important to make sure that screws, bolts and wall anchors will not penetrate electrical wires or pipes inside wall.
 - iii. Installation Height: Placed at an unobstructed height of forty-eight (48) inches from the floor (it may be lower) to provide optimum accessibility in compliance with American Disabilities Act (ADA). ADA Accessibility Guidelines (ADAAG) specify that objects such as automated external defibrillator wall cabinets shall not protrude more than 4 inches from the wall into walks, corridors, passageways, or aisles.
- c) Keep copies of event documentation with AED and first responder kits.
 - d) CERT coordinator should register their AED with the manufacturer and supplier to receive notifications of potential recalls or alerts.
 - e) Best practice is for all schools, regardless of grade levels served, to have both pediatric and adult pads available. Apply pads based on manufacture recommendations. Make sure pads do not touch.
 - f) If only adult pads are available: adult AEDs may be used on children. If the pads are too large for standard positioning without touching, Pads can be placed with one pad on the center of the chest between the nipples and the other pad on the back of the child between their shoulder blades.
 - g) If pediatric pads are available: the small pads or child key/switch will deliver a shock with a lower energy dose than the larger pads will. If a child is very small, you may need to put one pad on the child's chest and the other on the child's back.
 - h) Consider having an AED readily available on the sidelines of sporting events and practices.
 - i) Consider posting AHA Simplified Adult BLS diagram from the AHA near AED cabinet (see appendix).

Communication of CERP

- 1) The Cardiac Emergency Response Plan (CERP) should be posted broadly in places such as (but not limited to):
 - a) In each classroom, cafeteria, restroom, health room, break room and in all offices.
 - b) Adjacent to each AED.
 - c) In the gym and in all other indoor locations where athletic activities take place.
 - d) At other strategic locations on school campus, including outdoor physical education and athletic venues and facilities.
 - e) Attached to all portable AEDs.
- 2) The Cardiac Emergency Response Plan should be distributed to:

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- a) All staff and administrators at the start of each school year, with updates distributed as made. In workplace and recreation centers, the CERP should be made available annually and when updates are made.
- b) All staff should be educated on the Cardiac Emergency Response Plan in their school yearly.
- c) New staff members should receive CERP in their orientation materials.

Best Practice Considerations:

- a) A copy of the Cardiac Emergency Response Protocol should be provided to any organization using the school. The organization using the facility should then adapt the CERP to the needs of their group/organization.
- b) Consider having a plan in place for after-hour events or off-site field trips.
- c) Consider a modified Cardiac Emergency Response Protocol which takes into consideration the nature and extent of the use and shall meet the spirit and intent of this Protocol to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on-site after standard business hours.
- d) A facility user or renter should have their own plan, especially those using facility after school hours. A template letter is available for schools to provide to facility users and renters:
<https://parentheartwatch.egnyte.com/dl/Ead1QYTXCc>

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1) Staff training

- a) A sufficient number of staff (in addition to the school nurse or safety coordinator) should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff in schools should have current CPR/AED certification.) Training shall be renewed at least every two years. Absolute minimum number is 3 to ensure CPR is initiated, AED is retrieved, and 911 is notified.
- b) The school should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.
- c) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.
 - i) Consult local regulations to ensure your plan meets any additional local requirements.
- d) All staff, regardless of if they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

2) Cardiac Emergency Response Drills:

- a) Cardiac Emergency Response Drills are an essential component of this Plan. The site should perform at least 2 successful Cardiac Emergency Response Drills each year with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. One drill may include a tabletop exercise with all the staff and CERP members present.
- b) Include as many other people as possible (staff, faculty, coaches, students, parents, etc.) who can receive additional CPR/AED education and awareness of the plan.

Best Practice Considerations:

- a) Consider utilizing a checklist outlining response steps to ensure all actions are being completed. An observer can time the event and check off steps as they occur.
- b) Save time after the drill to debrief with staff about how the response can be improved, if the CERP needs to be edited, and that the team feels confident in a real response.

Local Emergency Medical Services (EMS) Integration with the School Plan

- 1) Provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- 2) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.
- 3) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

Best Practice Considerations:

- a) When possible, invite local EMS and first responders to the Cardiac Emergency Response Drills. They can give meaningful feedback and provide information about realistic situations.
- b) Speak with your local EMS team to see if training supplies are available for education and to use for the CERP drill.

Conduct Practice Drills

- 1) Please refer to the CERP Drill section on the [American Heart Association page](#) for more information.

Annual Review and Evaluation of the Plan

- 1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

- a) A *post-event review* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
- 2) Post-event documentation and action shall include the following:
- a) A contact list of individuals to be notified in case of a cardiac emergency.
 - b) Determine the procedures for the release of information regarding the cardiac emergency.
 - c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - d) The identification of the person(s) who responded to the emergency.
 - e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - f) An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
 - h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
 - i) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.

Best Practice Considerations:

- a) Consider before/after school events.

Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

1. Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.

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2. The Protocol for responding to a cardiac emergency should be posted and readily accessible to anyone.

Best Practice Considerations:

- a) All Cardiac Emergency Response Team members should be able to step away from their tasks without risking harm to other students.
- b) All members should be alerted uniformly via overhead page, radio, text, or phone.

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

- 1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:
 - a. The person is not moving, unresponsive, or unconscious.
 - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 - c. The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.
 - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.
- 2) Facilitate immediate access to professional medical help:
 - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.
 - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your school's designated communication system (i.e. walkie talkies, overhead page).
 - c. Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
 - d. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

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- e. The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

3) Start CPR

- a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.

Simplified Adult BLS



- i. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided. ii. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) Use the nearest AED:

- a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.
 - i. *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
 - b. Minimize interruptions of compressions when placing AED pads to patient's bare chest.
 - c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.
- 5) Transition care to EMS.
- a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
 - b. Team focus should now be on assisting EMS safely out of the building/parking lot.
 - c. Provide EMS a copy of the patient's emergency information sheet.
- 6) Action to be taken by Office / Administrative Staff:
- a. Confirm the exact location and the condition of the patient.
 - b. Activate the Cardiac Emergency Response Team and give the exact location.
 - c. Confirm that the Cardiac Emergency Response Team has responded.
 - d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.

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- e. Assign a staff member to direct EMS to the scene.
- f. Perform "Crowd Control" – directing others away from the scene.
- g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.
- h. Consider medical coverage to continue to be provided at the athletic event if continued after the event.
- i. Consider having the students stay in place (i.e. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
- j. Designate people to cover the duties of the CPR responders.
- k. Copy the patient's emergency information for EMS.
- l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).

- m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.
 - n. Contact school district administration, human resources and/or sports facility management.
- 7) Debrief
- a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school’s medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

IMPORTANT: This is a resource document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state, and federal law.

LEGAL REFERENCE: 70 O.S. § 24-156

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN MIDDLE/HIGH SITE

Purpose

- 1) This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.
- 2) In the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests (Mozaffarian, D, 2015; Okubo, M et al, 2020). Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Developing a Cardiac Emergency Response Team (CERT)

- 1) Designate one person as the Cardiac Emergency Response Team Coordinator who oversees CPR-AED program activities, training, education, and evaluation. Coordinator: Jessica Todd, school nurse
- 2) All individuals on CERT should have current CPR/AED training from a nationally recognized organization.
- 3) Designate one person to call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).

Best Practice Considerations:

- a) Consider having the Cardiac Emergency Response Team comprise of at least 5 people or 10% of staff.
 - a. In recognition of periodic absences and overall staff turnover, a robust team of individuals trained to be part of the CERT is essential to ensure uninterrupted response activities.
- b) CERT members should be able to step away from their tasks to assist when CERP is activated or have coverage for their classrooms.
- c) A list of these individuals and their CPR certifications should be maintained on-site in a readily accessible area.
- d) Consider medical coverage continues to be provided at the athletic event if continued after the event.

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

- 1) Minimum recommended number of AEDs for Wellston Middle/High School site include inside the building and outside the building: **THREE**
 - a) *Inside the building – TWO (GYM & OFFICE)* The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

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- b) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – ONE (BASEBALL)
The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
- 2) Regularly check and maintain each AED in accordance with the AED's operating manual and maintain a log of the maintenance activity including summer months when school is not in session.
 - 3) CERT coordinator should be responsible for verifying equipment readiness and for maintaining maintenance activity.
 - 4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads.
 - 5) AEDs should not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
 - 6) AEDs shall be accessible for responding to a cardiac emergency, during day and night sports activities, after-school, or work activities, in accordance with this CERP.
 - 7) Each AED should have one set of AED pads connected to the device and one spare set.
 - 8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
 - 9) Recommend removing warning "for professional use only" on AED cabinets as AEDs provide instructions for use.
 - 10) Locations of the AEDs are to be listed in the "Protocol for Cardiac Emergency Response Team" and Building Location Information, AED locations, and School Maps.

Best Practice Considerations:

- a) Back-up AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use when traveling to offsite locations. If unable to have a back-up AED, have a plan on what AED you will use if an AED is out of service.
- b) AEDs to be installed using a cabinet or bracket/wall rack approved for such purpose and be surface mount or wall recessed.
 - i. Regardless of which mount is chosen, AEDs shall be placed so that the AED's readiness indicator faces outward.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

- ii. During installation, it is important to make sure that screws, bolts and wall anchors will not penetrate electrical wires or pipes inside wall.
 - iii. Installation Height: Placed at an unobstructed height of forty-eight (48) inches from the floor (it may be lower) to provide optimum accessibility in compliance with American Disabilities Act (ADA). ADA Accessibility Guidelines (ADAAG) specify that objects such as automated external defibrillator wall cabinets shall not protrude more than 4 inches from the wall into walks, corridors, passageways, or aisles.
- c) Keep copies of event documentation with AED and first responder kits.
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 - e) Best practice is for all schools, regardless of grade levels served, to have both pediatric and adult pads available. Apply pads based on manufacture recommendations. Make sure pads do not touch.
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 - g) If pediatric pads are available: the small pads or child key/switch will deliver a shock with a lower energy dose than the larger pads will. If a child is very small, you may need to put one pad on the child's chest and the other on the child's back.
 - h) Consider having an AED readily available on the sidelines of sporting events and practices.
 - i) Consider posting AHA Simplified Adult BLS diagram from the AHA near AED cabinet (see appendix).

Communication of CERP

- 1) The Cardiac Emergency Response Plan (CERP) should be posted broadly in places such as (but not limited to):
 - a) In each classroom, cafeteria, restroom, health room, break room and in all offices.
 - b) Adjacent to each AED.
 - c) In the gym and in all other indoor locations where athletic activities take place.
 - d) At other strategic locations on school campus, including outdoor physical education and athletic venues and facilities.
 - e) Attached to all portable AEDs.
- 2) The Cardiac Emergency Response Plan should be distributed to:

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

- a) All staff and administrators at the start of each school year, with updates distributed as made. In workplace and recreation centers, the CERP should be made available annually and when updates are made.
- b) All staff should be educated on the Cardiac Emergency Response Plan in their school yearly.
- c) New staff members should receive CERP in their orientation materials.

Best Practice Considerations:

- a) A copy of the Cardiac Emergency Response Protocol should be provided to any organization using the school. The organization using the facility should then adapt the CERP to the needs of their group/organization.
- b) Consider having a plan in place for after-hour events or off-site field trips.
- c) Consider a modified Cardiac Emergency Response Protocol which takes into consideration the nature and extent of the use and shall meet the spirit and intent of this Protocol to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on-site after standard business hours.
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Training in Cardiopulmonary Resuscitation (CPR) and AED Use**1) Staff training**

- a) A sufficient number of staff (in addition to the school nurse or safety coordinator) should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff in schools should have current CPR/AED certification.) Training shall be renewed at least every two years. Absolute minimum number is 3 to ensure CPR is initiated, AED is retrieved, and 911 is notified.
- b) The school should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.
- c) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.
 - i) Consult local regulations to ensure your plan meets any additional local requirements.
- d) All staff, regardless of if they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)**2) Cardiac Emergency Response Drills:**

- a) Cardiac Emergency Response Drills are an essential component of this Plan. The site should perform at least 2 successful Cardiac Emergency Response Drills each year with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. One drill may include a tabletop exercise with all the staff and CERP members present.
- b) Include as many other people as possible (staff, faculty, coaches, students, parents, etc.) who can receive additional CPR/AED education and awareness of the plan.

Best Practice Considerations:

- a) Consider utilizing a checklist outlining response steps to ensure all actions are being completed. An observer can time the event and check off steps as they occur.
- b) Save time after the drill to debrief with staff about how the response can be improved, if the CERP needs to be edited, and that the team feels confident in a real response.

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- 1) Provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- 2) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.
- 3) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

Best Practice Considerations:

- a) When possible, invite local EMS and first responders to the Cardiac Emergency Response Drills. They can give meaningful feedback and provide information about realistic situations.
- b) Speak with your local EMS team to see if training supplies are available for education and to use for the CERP drill.

Conduct Practice Drills

- 1) Please refer to the CERP Drill section on the [American Heart Association page](#) for more information.

Annual Review and Evaluation of the Plan

- 1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

- a) A *post-event review* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
- 2) Post-event documentation and action shall include the following:
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 - e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
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Best Practice Considerations:

- a) Consider before/after school events.

Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

1. Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.

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2. The Protocol for responding to a cardiac emergency should be posted and readily accessible to anyone.

Best Practice Considerations:

- a) All Cardiac Emergency Response Team members should be able to step away from their tasks without risking harm to other students.
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Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

- 1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:
 - a. The person is not moving, unresponsive, or unconscious.
 - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 - c. The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.
 - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.
- 2) Facilitate immediate access to professional medical help:
 - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.
 - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your school's designated communication system (i.e. walkie talkies, overhead page).
 - c. Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
 - d. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

- e. The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

3) Start CPR

- a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.

Simplified Adult BLS



- i. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided. ii. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) Use the nearest AED:

- a.** When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.
 - i.** *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- b.** Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- c.** Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

5) Transition care to EMS.

- a.** Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- b.** Team focus should now be on assisting EMS safely out of the building/parking lot.
- c.** Provide EMS a copy of the patient's emergency information sheet.

6) Action to be taken by Office / Administrative Staff:

- a.** Confirm the exact location and the condition of the patient.
- b.** Activate the Cardiac Emergency Response Team and give the exact location.
- c.** Confirm that the Cardiac Emergency Response Team has responded.
- d.** Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

- e.** Assign a staff member to direct EMS to the scene.
- f.** Perform "Crowd Control" – directing others away from the scene.
- g.** Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.
- h.** Consider medical coverage to continue to be provided at the athletic event if continued after the event.
- i.** Consider having the students stay in place (i.e. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
- j.** Designate people to cover the duties of the CPR responders.
- k.** Copy the patient's emergency information for EMS.

STUDENT ATHLETES AND ACTIVITIES NAME, IMAGE, AND LIKENESS

Neither the school district nor the Oklahoma Secondary Schools Activities Association (OSSAA) specifically prohibits students from engaging in certain commercial activities as an individual. These activities, commonly referred to as name, image and likeness (NIL) will not put a student's amateur status at risk provided the student meets all the requirements for maintaining amateur status in compliance with OSSAA Rule 5, and there is no violation of rules prohibiting influencing a student to attend or remain at a member school. (OSSAA Rule 9)

A student may earn compensation from the use of their name, image and likeness (NIL) in compliance with Rule 5, and Rule 9 provided:

- The compensation is not contingent on specific athletic performance or achievement.
- The compensation is not provided as an incentive to enroll or remain enrolled in the school district.
- The compensation is not provided by the school district or any person acting as an agent for the school district.

In seeking compensation for name, image and likeness:

- No "marks" may be used, including but not limited to the school logos, school name, school mascot, or any trademarked OSSAA logo or acronyms.
- No school apparel or equipment shall be worn which includes school name, school logo, school mascot, or any apparel displaying trademarked OSSAA logos or acronyms.
- No school facility may be used for the purpose of name, image and likeness compensation.
- No activities in conflict with the school's local school district policy on advertising may be endorsed. Examples include but are not limited to tobacco or alcohol products.
- Collegiate level associations should be contacted for any rules regarding name, image and likeness for students participating beyond the high school level.

VOLUNTARY PRIVATE PRAYER AND MOMENT OF SILENCE

It shall be the policy of this Wellston Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during noninstructional time and does not interfere with the rights of other students.

School employees are free to engage in private religious prayer during school events, including sporting events and graduation ceremonies when employees are free to attend briefly to personal matters and students are engaged in other activities in accordance with the holding in *Kennedy v. Bremerton School District.*, 142 S.Ct. 2407 (2022).

Each school site within the district shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held _____ (at the start of the school day, at 10:00 a.m., etc.).
The minute of silence will be _____ (announced over the intercom, begin with the ringing of the school bell, etc.) at the appointed time. ~~The minute of silence shall be announced over the public address system as follows: "We now pause for a minute of silence in which students may reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices"~~

If the district or a school employee is sued for providing a moment of silence to students, the district must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

Individuals who wish to file a complaint regarding a violation of 70 O.S. §11-101.1 or §11-101.2 should notify the building principal in writing of the specific issue that has occurred. The building principal will notify the superintendent that a complaint has been received. The building principal shall investigate the issue and determine whether a violation of the law has occurred. If the law has been violated, a plan of corrective action should be taken to address the issue.

REFERENCE: 70 O.S. §11-101.1
70 O.S. §11-101.2
Accreditation Standard 210:35-3-251
Accreditation Standard 210:35-3-252
Kennedy v. Bremerton School Dist., 142 S. Ct. 2407 (2022)

A POLICY ON THIS TOPIC IS REQUIRED
BY THE REFERENCED RULES EFFECTIVE 2024

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

Teachers are charged with the education of the youth of this state. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire for the respect and confidence of their colleagues, students, parents, and the community; teachers are to be guided in their conduct by commitment to students and the profession.

PRINCIPLE I COMMITMENT TO THE STUDENTS

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - A. Exclude any student from participation in any program,
 - B. Deny benefits to any students,
 - C. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted or required by law.

PRINCIPLE II COMMITMENT TO THE PROFESSION

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

In order to assure that the quality of the services of the teaching profession meets the expectations of the state and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the teaching profession of any person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist an unqualified person in the unauthorized practice of the teaching profession.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decision or actions.

PRINCIPLE III

1. Pursuant to the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:
 - A. Willful neglect of duty.
 - B. Repeated negligence in performance of duty.
 - C. Mental or physical abuse to a child.
 - D. Incompetency.
 - E. Instructional ineffectiveness.
 - F. Unsatisfactory teaching performance.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

- G. Commission of an act of moral turpitude.
 - H. Abandonment of contract,
 - I. Conviction of a felony,
 - J. After a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties, or
 - K. Failure to earn required staff development points.
2. A career teacher shall not be subject to dismissal or non-reemployment for items A, B, D, E, and F, above unless and until a written admonishment has been issued in accordance with relevant law.
 3. A probationary teacher shall not be subject to dismissal or non-reemployment for inadequate teaching performance unless or until a written admonishment has been issued in accordance with relevant law.
 4. Temporary teachers, substitute teachers, adult education teachers, and teachers employed in positions fully funded by private or federal grants shall not be protected by the provisions of the Teacher Due Process Act.
 5. A teacher convicted of a felony shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued.
 6. A teacher may be dismissed, refused employment, or not reemployed after a finding that such person engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties:
 - A. "Criminal sexual activity" means the commission of an act defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and
 - B. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity (70 O.S. §6-101.22).
 7. A teacher may be dismissed, refused employment, or not reemployed after a finding that such person has, either in the presence of a minor or in a manner that such person has participated in making available to a minor online, engaged in sexual acts, acts that appeal to the prurient interest in sex as found by the average person applying contemporary community standards, or acts that excessively promote sexuality in light of the educational value of the material and in light of the youngest age of any student with access to said material.

REFERENCE: 70 O.S. §6-101.21, et seq.

NOTE: In accordance with the referenced statutes, a copy of these standards of performance and conduct will be provided to each teacher.

THIS POLICY REQUIRED BY LAW.

SUSPENSION OF CERTIFIED PERSONNEL

It is the policy of the Wellston Board of Education that a teacher or administrator may be suspended from employment in accordance with state law and the accreditation standards. Such suspension will be with pay, pending additional due process procedures. a teacher may be suspended from employment by order of the board when there appears to be evidence to justify an investigation of the teacher's fitness to continue employment.

Suspension may be instituted only after the teacher has been notified in writing of the intent to suspend. The teacher will not suffer loss of salary during the suspension. A teacher who has been suspended has the right to appeal to the immediate supervisor, the principal, the coordinator, the superintendent, and the board, in the order given.

If a district that has received notice under Oklahoma Accreditation Standard 210:35-3-86, section (g) that an investigation or certification review of a certified employee has been commenced by the State Department of Education, the employee may be placed on administrative leave. The determination as to whether the employee will be placed on leave is a decision of local control. If the district does not place such certified employee on administrative leave during the time that such employee is under investigation for certificate revocation, and that employee's certificate is revoked at the conclusion of that investigation, the district shall be given a health and safety deficiency.

Whenever the superintendent of a school district has reason to believe that cause exists for the dismissal of a teacher and is of the opinion that the immediate suspension of the teacher would be in the best interests of the children in the district, the superintendent or the local board of education upon receiving recommendation for suspension from the superintendent may suspend the teacher without notice or hearing. However, the suspension shall not deprive the teacher of any compensation or other benefits to which otherwise entitled. Within ten (10) days' time after the suspension becomes effective, the local board of education shall initiate a hearing for dismissal pursuant to law. However, in a case involving a criminal charge or indictment, the suspension may extend until the case for the teacher is finally adjudicated at trial. The extension shall not include any appeal process.

Whenever the local board of education or the administration of a school district has reason to believe that cause exists for the dismissal of an administrator, and when they are of the opinion that the immediate suspension of an administrator would be in the best interests of the children in the district, the local board of education or the superintendent of the school district may suspend the administrator without notice or hearing. However, the suspension of the administrator shall not deprive the administrator of any compensation or other benefits to which he or she would otherwise be entitled under his or her contract or pursuant to law. Within ten (10) days' time after such suspension becomes effective, the local board of education shall initiate proceedings pursuant to Section 6-102.4 of this title to have the administrator dismissed. However, in a case involving a criminal charge or indictment, such suspension may extend to such time as the administrator's case is finally adjudicated at a trial. Provided, however, such extension shall not include any appeal process.

LEGAL AUTHORITY: 70 O.S. Section 6-101.14
 70 O.S. Section 6-101.29
 Accreditation Standard 210:35-3-86

SUPPORT PERSONNEL SUSPENSION, DEMOTION, NONRENEWAL, OR TERMINATION

The Wellton Board of Education has adopted the following procedure for the suspension, demotion, or termination of support personnel in accordance with Title 70 of Oklahoma Statutes, Sections 6-101.40 through 6-101.47.

For the purpose of this policy, "support employee" means a full-time employee as determined by the standard period of labor which is customarily understood to constitute full-time employment for the type of services performed by the employee who is employed a minimum of one hundred seventy-two days (172) and who provides those services which are not performed by certified teachers, principals, superintendents or administrators and which are necessary for the efficient and satisfactory functioning of a school district. Those support employees who work less than one hundred seventy-two days (172) are not entitled to due process and shall be employed on an at-will basis.

No support employee who has been employed in the school district for more than one year may be suspended, discharged, or nonrenewed except within the provisions of this policy. However, this policy shall not be construed to prevent layoffs or reductions-in-force for lack of funds or work.

When the immediate suspension of a support employee is in the best interest of the school, the superintendent may suspend the employee with or without pay without a hearing. If an employee is suspended for a period exceeding 10 days, the superintendent shall initiate termination proceedings immediately upon the beginning of suspension. However, in a case involving a criminal charge, the suspension may be delayed until the case is adjudicated at trial. Nothing herein shall prevent proceeding against the employee for termination of employment during or after the suspension.

If the district has received notice of felony investigation into a support employee by a law enforcement agency, the employee shall be placed on administrative leave. If the district does not place a non-certified employee on administrative leave during the time such employee is under investigation by law enforcement for a felony; and that employee is convicted of a felony, pleads guilty to a felony, or pleads nolo contendere to a felony at the conclusion of that investigation; the district shall be given a health and safety deficiency by the State Department of Education.

Prior to demotion, termination, or nonrenewal and after any suspension, the support employee shall receive notice of his or her right to a board hearing if so requested. Employees will be notified by certified mail of a superintendent's recommendation to demote or terminate employment, and the support employee must request a hearing by certified mail to the board clerk within 10 working days of said notice, or the employee shall be deemed to have waived his or her right to a hearing.

If a hearing is requested, the hearing shall be conducted at the next succeeding regular meeting of the board if the request is received by the board clerk at least 10 days prior to such meeting. However, a special meeting may be conducted if requested by the employee or at the discretion of the board of education. Such special meeting shall be conducted no sooner than 10 days, nor later than 30 days, after receipt of the hearing request. The decision of the board shall be final.

The procedures of this policy only protect employees who have been employed more than one year immediately preceding adverse employment action and are suspended or discharged during a contractual period of employment or are nonrenewed.

In accordance with Title 70 of the Oklahoma Statutes, Sections 6-101.40 through 6-101.47, the board hereby adopts the following causes for suspension, demotion, termination, or nonrenewal of support personnel:

SUPPORT PERSONNEL, SUSPENSION, DEMOTION, NONRENEWAL OR TERMINATION (Cont.)

1. Leaving workstation without authorization prior to lunch periods or end of workday.
2. Excessive unexcused absenteeism.
3. Chronic absenteeism for any reason.
4. Excessive tardiness.
5. Persistently wasting time or distracting others during working hours.
6. Leaving work area during working hours without proper notification and permission.
7. Falsification of personnel or other records (personal or another employee's records).
8. Possession of weapons on the premises at any time.
9. Removing district property, records, or confidential information from premises without proper authority.
10. Willful abuse, misuse, defacing, or destruction of district property, including tools, equipment, or other property of other employees.
11. Theft or misappropriation of property of employees, students, or of this district.
12. Sabotage.
13. Refusal to follow instructions of supervisor.
14. Refusal or failure to do work assignment.
15. Unauthorized operation of vehicles, machines, tools, or equipment.
16. Threatening, intimidating, coercing, abusing or interfering with employees, supervisors, or students at any time.
17. The making or publishing of false, vicious, or malicious statements concerning any employee, supervisor, students, or the district.
18. Creating or contributing to unsanitary conditions.
19. Practical jokes injurious to employee's or district property.
20. Possession, consumption, or reporting to work under the influence of alcohol, nonprescribed drugs, or controlled substances.
21. Creating disturbances on the premises at any time.
22. Disregard of known safety rules or common safety practices.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION OR TERMINATION (Cont.)

23. Unsafe operation of motor driven vehicles.
24. Operating machines or equipment without safety devices provided.
25. Participating in or witnessing gambling, lottery, or any other game of chance on district property.
26. Unauthorized distribution of literature, written, or printed matter of any description on district property.
27. Posting or removing notices, signs, or writing in any form on bulletin boards of district property at any time without specific authority of the administration.
28. Poor workmanship.
29. Immoral conduct or indecency including abusive and/or foul language.
30. Making or receiving personal telephone calls or texting, posting to Facebook, or use of other social media during working hours.
31. Walking off the job.
32. Continued poor or negative attitude while on the job, including poor relationship with other staff or students.
33. Smoking in unauthorized area or at unauthorized time.
34. Failure to dress appropriately for work assignment.
35. Refusal of job transfer within the district when transfer does not result in demotion.
36. Abuse of rest periods or meal period policies.
37. Inappropriate and/or unauthorized use of the school district's computer network or Internet connections.
38. Insubordination of any kind.
39. Racial discrimination, including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another employee, a student or a visitor.
40. Violation of any district rule or policy.
41. Violation of any administrative rule or order.
42. Failure or inability to perform the essential functions or duties of the assigned position
43. If it is in the best interest of the school district, any support person may be suspended, demoted, or terminated.

Violations of any of the above may lead to the suspension, demotion, or termination of the support employee.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION OR TERMINATION (Cont.)

REFERENCE: 70 O.S. §6-101.40, et seq.
Accreditation Standard 210:35-3-86

THIS POLICY REQUIRED BY LAW.

TERMINATION OF EMPLOYMENT TEACHERS

It is the policy of the Wellston Board of Education that professional employees, who for any reason intend to resign or who intend to retire, are encouraged to indicate their plans in writing to the board as early in the school year as plans may become firm and the decision to leave the district is made. Resignations become effective at the end of the school year in which they are submitted. Resignations to become effective earlier than at the end of the school year require a release by the board and must be considered on an individual basis. Resignations for the subsequent school year likewise require a release by the board and will be considered on an individual basis. Letters of resignation must be mailed to the board by registered or certified mail.

Career teachers will be subject to dismissal at any time - or will not be eligible for reemployment - for:

1. Willful neglect of duty,
2. Repeated negligence in the performance of duty,
3. Mental or physical abuse to a child,
4. Incompetency,
5. Instructional ineffectiveness,
6. Unsatisfactory teaching performance,
7. Commission of an act of moral turpitude,
8. Abandonment of contract,
9. Conviction of a felony,
10. After a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties, or
11. Failure to earn required staff development points.

Mental or physical abuse to a child would also include, but is not limited to a finding that a teacher has, either in the presence of a minor or in a manner that such person has participated in making available to a minor online, engaged in sexual acts, acts that appeal to the prurient interest in sex as found by the average person applying contemporary community standards, or acts that excessively promote sexuality in light of the educational value of the material and in light of the youngest age of any student with access to said material.

Probationary teachers may be terminated or nonrenewed by the board for cause subject to any statutory due process requirements in effect at the time such teacher is recommended for dismissal or nonrenewal.

Procedures for dismissal of certified employees are governed by state law and all actions of the school district and the board are clearly identified in the statutes. However, nothing in this policy shall be construed to prevent layoffs due to lack of funds or work. No action regarding dismissal or nonrenewal of an employee shall be taken until the employee has received due process (see DO-R).

TERMINATION OF EMPLOYMENT, TEACHERS (Cont.)

The board of education may vote to offer employment or to not offer employment for the subsequent school year in advance of the statutory deadline. Until a written contract is executed or until the statutory deadline passes, the board may vote to not reemploy a certified employee.

The superintendent is directed to prepare procedures for the termination of career and probationary teachers in support of this policy.

REFERENCE: 70 O.S. §6-101, §6-101.20, et seq.
70 O.S. §18-123
Accreditation Standard 210:20-29-5

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS

The board of education hereby directs that neither the district, ~~nor~~ any employee, nor an independent contractor of the district shall teach or include in a course for students or employees the following discriminatory principles:

- (1) One race or sex is inherently superior to another race or sex,
- (2) An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
- (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
- (4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
- (5) An individual's moral character is necessarily determined by his or her race or sex,
- (6) An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
- (7) Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
- (8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

A "course" shall include any program or activity where instruction or activities tied to the instruction are provided by or within a public school, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, coaching, tutoring, or any other classes.

Any individual may file a complaint alleging that a violation has occurred of enumerated items 1-8 above. In order for a complaint to be accepted for investigation, it must:

- (A) Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
- (B) Identify the dates the alleged discriminatory act occurred;
- (C) Explain the alleged violation and/or discriminatory conduct and how enumerated items 1-8 above have been violated;
- (D) Include relevant information that would enable a public school to investigate the alleged violation; and
- (E) Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses.

The district hereby designates the superintendent as the employee responsible for receiving complaints. The district will ensure that the employee is unbiased and free of any conflicts of interest. Complaints may be provided via telephone at 405-356-2534 and via email to ddanker@wellstonschools.org. This contact information shall also be accessible on the school district's website.

Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within ten (10) days of receipt.

The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed within forty-five (45) days of receipt of a claim. Within ten (10) days of resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.

PROHIBITION OF RACE AND SEX DISCRIMINATION (Cont.)

No individual shall be retaliated against for (1) filing a complaint; or (2) exercising any right or privilege conferred by or referenced within 210:10-1-23 of the Accreditation Standards; (3) exercising any right or privilege secured by a law referenced in 210:10-1-23 of the Accreditation Standards. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education.

Any teacher who files a complaint or otherwise discloses information that the teacher reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections.

Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or by the State Board of Education.

LEGAL REFERENCE: **70 O.S. § 24-158**
 State Accreditation Standard 210:10-1-23

*A POLICY ON THIS ISSUE IS REQUIRED
BY THE STANDARDS OF ACCREDITATION
FOR OKLAHOMA SCHOOLS*

MEDICATION: ADMINISTERING TO STUDENTS

It is the policy of the Wellston Board of Education that if a student is required to take medication during school hours and the parent or guardian cannot be at school to administer the medication or if circumstances exist that indicate it is in the best interest of the student that a nonprescribed medication be dispensed to that student, the principal, or the principal's designee, may administer the medication only as follows:

1. Prescription medication must be in a container that indicates the following:
 - A. student's name,
 - B. name and strength of medication,
 - C. dosage and directions for administration,
 - D. name of physician or dentist,
 - E. date and name of pharmacy, and
 - F. whether the child has asthma or other disability which may require immediate dispensation of medication.

The medication must be delivered to the principal's office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration. The medication will be accompanied by written authorization from the parent, guardian, or person having legal custody that indicates the following:

- A. purpose of the medication,
 - B. time to be administered,
 - C. whether the medication must be retained by student for self-administration,
 - D. termination date for administering the medication, and
 - E. other appropriate information requested by the principal or the principal's designee.
2. Self-administration of inhaled asthma medication by a student for treatment of asthma, or an anaphylaxis medication used to treat anaphylaxis, and the self-administration of replacement pancreatic enzymes by a student for treatment of cystic fibrosis is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma or anaphylaxis and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:
 - A. The parent or guardian must provide the school with an emergency supply of the student's medication to be administered as authorized by state law.
 - B. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.
 - C. Permission for the self-administration of asthma, or anaphylaxis medication, or replacement cystic fibrosis enzymes is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements.

MEDICATION: ADMINISTERING TO STUDENTS (Cont.)

D. A student who is permitted to self-administer asthma medication or anaphylaxis medication shall be permitted to possess and use a prescribed inhaler, ~~or anaphylaxis medication,~~ or replacement pancreatic enzyme medication at all times.

E. Definitions:

1. **Medication** means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label, or replacement pancreatic enzymes prescribed by a physician and having an individual label.
2. **Self-administration** means a student's use of medication pursuant to prescription or written direction from a physician.
3. Students shall be permitted to possess and self-apply sunscreen that is regulated by the Food and Drug Administration without the written authorization of a parent, legal guardian, or physician. Students applying sunscreen are prohibited from applying sunscreen during instructional time. Aerosol spray must be applied outside of school buildings and away from other students. Students shall not be allowed to apply sunscreen to other students. Students who do not conform to these rules will be disciplined by the administration in accordance with school discipline policies.
4. Nonprescription medication may be administered only with the written request and permission of a parent, guardian, or person having legal custody when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician.

District personnel may assist a student in applying sunscreen with the written permission of a parent, guardian, or person having legal custody. (This is optional as the law provides "may." If a school board does not want to have this paragraph, this language should be removed).

Optional language: Would require the district to obtain a prescription for Epinephrine injectors from a licensed physician who has prescriptive authority to the school district in the name of the district as a body corporate specified in Title 70, Section 5-105 which shall be maintained at each school site. This language should not be adopted or included in the policy if a prescription is not obtained.

5. *School District Prescribed Epinephrine Injectors. The school district will inform the parent or guardian of each student, in writing, that a school nurse or school employee trained by a health care professional or trained in correlation with the State Department of Health's Diabetes Management Annual School Training Program may administer, with parent or guardian permission but without a health care provider order, an Epinephrine injection to a student whom the school nurse or trained school employee in good faith believes is having an anaphylactic reaction. Only those students who have a waiver of liability executed by a parent or guardian on file with the school district may be administered an Epinephrine injection. A school employee will contact 911 as soon as possible if it is believed that a student is having an anaphylactic reaction.*

Adoption Date:

Revision Date(s):

Page 2 of 3

MEDICATION: ADMINISTERING TO STUDENTS (Cont.)

6. *School District Prescribed Inhalers. The school district will inform the parent or guardian of each student, in writing, that a school nurse or school employee trained by a health care professional may administer an inhaler to a student whom the school nurse or trained employee in good faith believes is having respiratory distress. A school employee designated by the superintendent will notify the parent or guardian of a student after the administration of an inhaler.*

The administrator, or administrator's designee, will:

- A. Inform appropriate school personnel of the medication being administered
- B. Keep an accurate record of the administration of the medication
- C. Keep all medication in a locked cabinet except medication retained by a student per physician's order
- D. Return unused prescription medication to the parent or guardian only

The parent, guardian, or person having legal custody of the student is responsible for informing the designated official of any change in the student's health or change in medication.

This policy statement will be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

REFERENCE: 10 O.S. §170.1
59 O.S. §353.1
70 O.S. §1-116, et seq.

Adoption Date:

Revision Date(s):

Page 3 of 3

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: Jessica Todd.

The parent or legal guardian has given written consent for a school nurse, a school employee trained by a health care professional, or a volunteer diabetes care assistant to provide diabetes care in accordance with state law requirements including but not limited to the administration of glucagon to a student experiencing a hypoglycemic emergency.

Insert this provision only for students with continuous glucose monitoring with electronic access to glucose numbers for whom an employee has been assigned and has agreed to assume this legal responsibility during school hours and during school-sponsored activities:

The school nurse and/or a diabetes care assistant may download the necessary electronic applications or software to a school electronic device or to a personal electronic device in the absence of a school provided device, with the written permission of the student's guardian or parent. The school employee will not be responsible for and shall not be subject to disciplinary action for lack of monitoring of electronic glucose numbers outside of school hours or school-sponsored activities.

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

Blank lines for additional management plan details.

DIABETES MEDICAL MANAGEMENT PLAN (CON'T)

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: Schools may also utilize the Americans Diabetes Association (ADA) template for Diabetes Medical Management Plans for Schools at <https://diabetes.org/sites/default/files/2023-12/DMMP-9-11-23-rev.pdf> If the template from ADA it utilized, the new underlined language should be inserted to comply with state law as that language does not currently exist in the ADA template and would be a requirement of Oklahoma law if the option is selected.

STRONG READERS ACT READING SUFFICIENCY TESTING

Reading sufficiency testing will be conducted in this school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.

To identify students who have a reading deficiency including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonemic phonological awareness, phonics, decoding, reading fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting reading at the appropriate grade level targets before the close of each school year shall be provided a program of reading instruction designed to enable to the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education and shall include provision of the READ Initiative adopted by the school district. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonemic phonological awareness, phonics, spelling decoding, reading fluency, vocabulary, and comprehension;
2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day or 1080 hour school year required by law;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonemic phonological awareness, phonics, spelling decoding, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction;
4. High-quality instructional materials grounded in scientifically based reading research, and
5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,
3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and
4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments.

STRONG READERS READING SUFFICIENCY ACT (Cont.)

The program will be continued until the student is determined by the results of approved reading assessments to be meeting grade level targets in reading. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports in reading until the student is determined by the results of a screening instrument to be meeting grade level targets in reading. Each team for a first or second grade student shall be composed of:

- a. The parent(s) or guardian of the student,
- b. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
- e. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
- d. A certified reading specialist, if one is available.

Teams for third grade students shall be comprised of:

- a. The parent(s) or guardian of the student,
- b. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
- e. A teacher in reading who teaches in the subsequent grade level, and
- d. A certified reading specialist.

The district strong readers reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Strong Readers Reading Sufficiency Act.

Beginning with the 2022-2023 school year, any student enrolled in first, second, or third grade who is assessed through the Strong Readers Reading Sufficiency Act and is not meeting grade level targets in reading after the beginning of the year assessment shall be screened for dyslexia. Screening may also be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

REFERENCE: 70 O.S. §1210.508A, et seq.

NOTE: Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site, and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

STUDENT RETENTION (REGULATION)

In accordance with the policy of the board of education, the following criteria for the selection of students to be retained in their current grade, or denied course credit, will be used in this school district.

Students shall be promoted or receive credit for a course of study if a grade average of 60% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through eight must achieve a grade average of 60% or higher in at least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading, and social studies.

1. Any first grade, second grade, or third grade student who demonstrates end of year proficiency in reading at the third grade level through a screening instrument which meets the acquisition of reading skills criteria shall not be subject to retention. Upon demonstrating proficiency through screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.
2. If a third grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as not meeting the grade level targets on a screening instrument which meets the acquisition of reading skills criteria, the district shall immediately begin a student reading portfolio and shall provide notice to the parent of the deficiency.
3. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments administered as required by law, has not accumulated evidence of third grade proficiency through a student portfolio, or is not subject to a good cause exemption, then the student shall not be eligible for automatic promotion to fourth grade.
4. The minimum criteria for grade level performance of third grade students pursuant to the Reading Sufficiency Act shall be that students are able to read and comprehend grade level text. To determine the promotion and retention of third grader students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the scores for reading foundations/processes and vocabulary portions of the statewide third grade assessment and administered pursuant to Oklahoma law. The performance levels established by the Commission for Educational Quality and Accountability shall ensure that students meeting the performance level criteria are performing at grade level on the reading foundations and vocabulary portions of the statewide third grade assessment.
5. Beginning with the 2017-2018 school years, a student not eligible for automatic promotion as provided for under paragraph 3 of this subsection and who scores below the proficiency level do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third grade assessment may be evaluated for "probationary promotion" by the Student Reading Proficiency Team. The Student Reading Proficiency Team shall be composed of:
 - (1) the parent(s) and/or guardian(s) of the student,
 - (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,

STUDENT RETENTION (Cont.)

(3) a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and

(4) a certified reading specialist if one is available.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school principal and the school district superintendent and the principal and the superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion," the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria, for the corresponding grade level in which the student is enrolled or transitions to a locally designed remediation plan after the fifth grade which shall have the goal of ensuring that the student is on track to be college and career ready.

6. Students who do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment and who are not subject to a good cause exemption as provided in subsection K of this section, and who do not qualify for promotion or "probationary promotion" shall be retained in the third grade and provided intensive instructional services and supports.

7. The school district shall annually report to the State Department of Education the number of students promoted to the fourth grade as required by law.

A third-grade student may be promoted for "good cause" if the student meets one of the following statutory exemptions:

(1) English language learner students who have had less than two years of instruction in an English language learner program;

(2) Students with disabilities whose individualized education plans, consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternate Assessment Program (OAAP);

(3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

(4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

(5) Students with disabilities who participate in the statewide assessments and who have an individualized education plan that reflects that the student has received intensive remediation for reading and has made adequate progress in reading pursuant to the student's individualized education program; and

STUDENT RETENTION (Cont.)

(6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and for a total of two years.

(7) Students who have been granted an exemption for medical emergencies by the State Department of Education.

Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. Documentation shall be limited to the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;
2. The principal of the school shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and
3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

In the elementary and middle schools, a placement committee consisting of the principal, counselor, and teacher(s) shall determine if a student is to be assigned to the next higher grade. The committee shall consider standardized test scores and the student's age.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not passed in a course, the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

REFERENCE: 70 O.S. §24-114.1
70 O.S. §1210.508C

**MIDYEAR PROMOTION
FOURTH GRADE**

~~A student retained in third grade in accordance with the Reading Sufficiency Act may be eligible for a midyear promotion to fourth grade. The midyear promotion of a retained student will be considered if the student can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that may be utilized to reevaluate any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score at the proficient level on the third grade statewide criterion-referenced test, or upon demonstrating proficiency in reading at the third grade level through a screening instrument administered in accordance with law, and upon showing progress sufficient to master appropriate fourth grade level skills, as determined by the school district. A midyear promotion shall be made only upon the agreement of the parent or guardian of the student and the school principal.~~

~~REFERENCE: 70 O.S. §1210.508C~~

~~Removed from law with SB 362 (2024)~~

**OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
CONTRACT FOR SECONDARY CAREER AND TECHNOLOGY EDUCATION PROGRAM(S) FOR SCHOOL YEAR 2024-2025**

It is understood and agreed that Oklahoma Career and Technology Education funds will be used to assist in the development and maintenance of a Career and Technology Education program that meets the standards, provisions, and requirements contained in the State Plan for Career and Technology Education, the CareerTech state rules and regulations, and policies pertaining to Career and Technology Education, state laws, and federal policies pertaining to Career and Technology Education. The aforementioned district will provide the funds necessary for quality programs and report such expenditures to the Oklahoma Department of Career and Technology Education (ODCTE). All programs supported under this contract have been coordinated with other training agencies and institutions in the area.

It is also understood and agreed that necessary records shall be kept, and all reports required by the State Board shall be submitted to the appropriate area of ODCTE by the established due date. The Salary and Teaching Schedule, **due by September 30, 2024** is one of these reports and is considered a part of this contract in addition to CESI Enrollment and Follow-Up reports. Those programs delinquent in submitting accurate reports are subject to having reimbursement withheld or withdrawn by ODCTE.

The program(s) on the listed attachment shall have an established local advisory committee to assist in their development and/or direction.

The teacher(s) of the program(s) listed herein shall have a valid teaching certificate in the specific subject matter area. Other Career and Technology Education personnel involved in the delivery of the programs listed shall meet the minimum requirements for the duties and responsibilities for which funds are requested.

It is understood that program(s) provided for in this contract, as indicated on the list of programs included with this contract, and the Salary and Teaching Schedule, shall be operated for ten or twelve calendar months. Ag Education is a twelve (12) month program. All other CTE programs follow the school calendar. Should any program(s) not be operational for the entire period and led by a certified instructor(s) as indicated on this contract, it is understood that funding will be reduced proportionately.

Program assistance funds received from ODCTE shall be spent on CareerTech programs and will be coded to 412. Salary supplement received from ODCTE shall be coded to 411.

Furthermore, the aforementioned school district certifies that all such program(s) listed in this contract are open with respect to equal access to males and females and that disabled students who, under the direction of a planning committee apply for admission, are provided Career and Technology Education as specified in the Individual Education Plan (IEP) as appropriate.

This contract, once signed and completed, should be returned to renae.burke@careertech.ok.gov **no later than September 30, 2024**.

Approved:

Brent Haken, State Director

Date

President, Board of Education

Date

Superintendent of Schools

Date

Wellston School System

District Name (please print)

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
 NOTICE OF ALLOCATION
 OF STATE PROGRAM ASSISTANCE & SALARY SUPPLEMENTS FOR FY 25

SUPERINTENDENT
 WELLSTON SCHOOL SYSTEM
 P O BOX 60
 WELLSTON, OK, 74881

TYPE OF AID	Project Code	Revenue Code	Amount
Program Assistance	412	3812	
2.00 AG EDUCATION			\$26,000.00
1.00 BUS & INFO TECH ED			\$13,000.00
1.00 FAM AND CONSUMER SCIENCES			\$8,000.00
Summer Salary	411	3811	
2.00 AG EDUCATION			\$15,840.00
State Teacher Supplement	411	3811	
2.00 AG EDUCATION			\$5,200.00
1.00 BUS & INFO TECH ED			\$2,200.00
1.00 FAM AND CONSUMER SCIENCES			\$2,200.00
Total:			\$72,440.00
			\$62,240.00

NOTE: Please provide a copy of this report to your business manager, local director, person responsible for OCAS coding and school principal where these programs are located

Questions regarding this Notice of Allocation should be directed to Valerie McBane at 405-743-5458

I hereby certify that the above allocations are made in accordance with the Oklahoma School Code.

Danielle Kipp, 7/18/2024 2:38 PM
 Finance Manager Date
 Oklahoma Department of Career and Technology Education

School Approved Platforms for electronic and digital communication

- Game Changer
- Stack Team App
- Remind App
- DOJO
- Parent Square
- School-issued Gmail Account & Google Classroom