



Oakdale Public School Board of Education Regular Meeting
Tuesday, October 10, 2023
6:00 PM

Fine Arts Building - Auditorium, 10901 N. Sooner, 5701 E Hefner, Edmond, Oklahoma 73013

1. **Routine Items:**

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

2. **Pledge of Allegiance & Moment of Silence**

- **Flag presentation by Boy Scout Troop 121**

3. **Public Comment:**

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

4. **Staff Reports & Presentations**

- Superintendent's Report
- Principals' Reports
- Sanctioned Organization Reports, if any

5. **Recognitions Oakdale's "Shining Stars" Oakdale Rowing Team**

Each month the board honors a student, teacher, staff member, parent volunteer, or donor in order to showcase various examples of excellence being accomplished at Oakdale Schools.

6. **Consent Agenda:**

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

- 6.1. Approve minutes of the Sept 13 special board meeting and the Sept 29 special board meeting.

- 6.2. Accept Treasurer's Report including: Financial statements, fund balances, expenditures, revenue, warrants, bank summary, bond reports, and investments) for the month ending ____.
- 6.3. Approve Encumbrances
- 6.4. General Fund Payments #501-#661
 - 6.4.1. Child Nutrition Payments are included with General Fund Payments
- 6.5. Building Fund Payments #52-#73
- 6.6. Activity Fund #19-#56
- 6.7. Bond 35 Payments NONE
- 6.8. Bond 36 Payments #7-#9
- 7. Discussion, consideration, and possible action upon the 2024 Annual Election Resolution.
- 8. Discussion and possible action on district Gifted and Talented Plan.
- 9. Presentation and discussion of Return to Learn Plan and ESSER III spending plan.
- 10. **PROPOSED EXECUTIVE SESSION:** Motion to enter into executive session to: Discuss a matter where disclosure of information would violate confidentiality requirements of state or federal law pursuant to 25 O.S. Section 307 (B)(7)
 - 10.1. Vote to convene or not convene in executive session.
 - 10.2. Acknowledge return to open session at 7:18 p.m.
 - 10.3. Executive Session compliance announcement read by Kimber Shoop, President.

No Action was taken in executive session.
- 11. **Adjourn:** Possible consideration, discussion, and vote to adjourn.

Notice of this meeting was given to the Oklahoma County Clerk on _____.

This agenda was posted on the school web page, at the south (main) entrance of the school, and at the Kim Lanier Fine Arts Building on _____ at _____ PM by Marlene Martinez, Board Clerk.

**BOARD OF EDUCATION MEETING
PUBLIC PARTICIPATION**

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

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

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

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

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

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

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

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

CROSS REFERENCE: Policy GF

REFERENCE: 70 O.S. §5-118



Testing Overview Featuring: DIBELS

(Dynamic Indicators of Basic Early Literacy Skills)

Kindergarten-3rd grade

What is the DIBELS test?

The DIBELS assessment is a series of one minute fluency measures designed to detect risk and monitor the development of early literacy and early reading skills.





At Oakdale, we use the DIBELS assessment in kindergarten through 3rd grade.

Students are tested three times a year: September, January & May.

Composite scores are tabulated into four categories:

- **Blue:** No risk, student is performing above grade level
- **Green:** No risk, student is performing on grade level
- **Yellow:** Moderate risk, student is somewhat below grade level, moderate intervention needed)
- **Red:** High risk (student is at least one grade level behind and in need of substantial intervention)

Number of Students Identified for Reading Difficulties

Combined Yellow (Moderate Risk) & Red (High Risk)

| Grade Level | September 2020 | September 2021 | September 2022 | September 2023 |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|
| K | 21 out of 66 (31%) | 23 out of 74 (31%) | 17 out of 74 (23%) | 19 out of 61 (31%) |
| 1st | 18 out of 70 (26%) | 13 out of 64 (20%) | 20 out of 74 (27%) | 12 out of 74 (16%) |
| 2nd | 18 out of 64 (28%) | 17 out of 76 (22%) | 12 out of 63 (19%) | 22 out of 77 (28%) |
| 3rd | 21 out of 76 (28%) | 22 out of 70 (31%) | 19 out of 79 (24%) | 21 out of 64 (32%) |

Board Minutes
Oakdale Public School Board of Education Special Meeting
Wednesday, September 13, 2023 6:00 PM
Fine Arts Building - Auditorium

President-Kimber Shoop

Vice President – Caeli Williams

Clerk – Todd Corbin

Minutes Clerk - Marlene Dunn

1. Routine Items:

- **Call to Order**
- **Roll Call**
- **Establishment of Quorum**
- **Possible vote to approve agenda**

Attendance Taken at 6:00 PM.

Mr. Todd Corbin: Present

Kimber Shoop: Present

Caeli Williams: Present

Present: 3.

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

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

2. Pledge of Allegiance & Moment of Silence

3. Recognition: Oakdale's "Shining Star" Oakdale Rowing Team.

Each month the board honors a student, teacher, staff member, parent volunteer, or donor in order to showcase various examples of excellence being accomplished at Oakdale School.

4. Public Comment:

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

5. Staff Reports, Presentations, and/or Recognitions

- Superintendent's Report: Dr. Carl Johnson
- Principals' Reports
- Sanctioned Organization Reports

6. Consent Agenda:

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

Motion to approve consent agenda. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

1. Approve minutes of the August 8, 2023 regular board meeting.
2. Accept Treasurer's Report including: Financial statements, fund balances, expenditures, revenue, warrants, bank summary, bond reports, and investments) for the month ending August 31, 2023.
3. General Fund Payments #215-#375
4. Building Fund Payments #26-#51
5. Activity Fund payments #2-#18
6. Bond 36 Payments #4-#6

7. Consent Agenda:

The following items concern updates to current district policies. They will be considered and voted on together as a group with one vote; provided that any Board member may ask that one or more items be considered and voted on separately. The Consent Agenda includes discussion, consideration, and possible action upon the following items:

Motion to approve consent agenda item 7.1 to 7.6. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

1. District policy DEC - R1 (Certified Sick Leave).

2. District policy DECA (Family Medical Leave Act).
3. District policy GKF (School Bathroom and Changing Facilities).
4. District policy CN-R1 (transportation).
5. District policy DEC to include sick leave sharing regulation DEFA-R1.
6. District policy DAAC (Fed programs complaint procedures)

8. Business Action Items: The following items may be considered, discussed, and possible action may be taken on each one separately.

1. Discussion, consideration, and possible action on non-payable warrant agreement and interest rate resolution with FNB Bank.

Motion to approve non-payable warrant agreement and interest rate resolution with FNB Bank. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

2. Discussion, consideration, and possible action on Estimate of Needs (Budget) for 2023 - 2024 as prepared by Bledsoe, Hewett & Gullekson, PLLLP.

Motion to approve Estimate of Needs (Budget) for 2023-2024 as prepared by Bledsoe, Hewett & Gullekson, PLLLP. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

3. Discussion, consideration, and possible action to establish the number of transfer students the district has the capacity to accept in each grade level within the district effective October 1, 2023.

Motion to approve the number of transfer students the district has the capacity to accept in each grade level within the district effective October 1, 2023. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

4. Discussion, consideration, and possible action upon the Oakdale Parent-Teacher Club sanctioning application for 2023-2024.

Motion to approve Oakdale Parent-Teacher Club sanctioning application for 2023-2024. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

5. Discussion, consideration, and possible action to approve the Oakdale Alternative Education Statutory Waiver Application.

Motion to approve the Oakdale Alternative Education Statutory Waiver Application. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

6. Discussion and possible action on transfer requests.

Motion to approve student transfers per school board policy. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

7. Discussion and possible action on authorizing the superintendent to enter into an agreement with River Oaks Golf Course to remediate damage to cart path. The project shall include only those areas determined to be limited in usage as a result of changes made to drainage after district construction project, and the costs shall not exceed \$21,100 without additional board approval.

Motion to approve authorizing the superintendent to enter into an agreement with River Oaks Golf Course to remediate damage to cart path. The project shall include only those areas determined to be limited in usage as a result of changes made to drainage after district construction project, and the costs shall not exceed \$21,100 without additional board approval. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

9. Adjourn

Motion to adjourn @ 7:13 p.m. This motion, made by Caeli Williams and seconded by Mr. Todd Corbin, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Yea

Yea: 3, Nay: 0

Board Minutes
Oakdale Public School Board of Education Special Meeting
Friday, September 29, 2023 10:00 AM
Fine Arts Building - Auditorium

President-Kimber Shoop

Vice President – Caeli Williams

Clerk – Todd Corbin

Minutes Clerk - Marlene Dunn

1. Routine Items:

- **Call to Order**
- **Roll Call**
- **Establishment of Quorum**
- **Possible vote to approve agenda**

Attendance Taken at 10:00 AM.

Mr. Todd Corbin: Present

Kimber Shoop: Present

Caeli Williams: Absent

Present: 2, Absent: 1.

Motion to approve agenda. This motion, made by Mr. Todd Corbin and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Absent

Yea: 2, Nay: 0, Absent: 1

2. Pledge of Allegiance and moment of silence.

3. Presentation by Dr. Johnson and discussion on future bond projects.

4. Adjourn

Motion to adjourn at 11:00 a.m. This motion, made by Mr. Todd Corbin and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Yea

Kimber Shoop: Yea

Caeli Williams: Absent

Yea: 2, Nay: 0, Absent 1



Oakdale School
55-C029

FY24 Financial Report
September 30, 2023

**Oakdale Public School
Cash Balances - Appropriated Funds
September 30, 2023**

| | Less: | | | | |
|----------------------------|----------------------|---------------------------|--------------|--------------|--------------|
| | Balance 9/30/2023 | O/S Warrants 9/30/2023 | | | |
| General Fund | | | | | |
| FY 2023-24 | 718,393.75 | 13,922.83 | 704,470.92 | | |
| FY 2022-23 | 323.20 | 323.20 | - | | |
| Total | 718,716.95 | 14,246.03 | 704,470.92 | 718,290.63 | 613,074.28 |
| Building Fund | | | | | |
| FY 2023-24 | (204,188.47) | 2,153.00 | (206,341.47) | | |
| FY 2022-23 | 2,153.00 | 0.00 | 2,153.00 | | |
| Total | (202,035.47) | 2,153.00 | (204,188.47) | (143,810.20) | (105,429.96) |
| Building Bond Funds | | | | | |
| BBF (Fund 34) | 117.48 | - | 117.48 | 117.48 | |
| BBF (Fund 35) | 90,493.80 | - | 90,493.80 | 90,493.80 | |
| BBF (Fund 36) | 443,540.01 | - | 443,540.01 | 2,259,256.98 | |
| Total | 534,151.29 | - | 534,151.29 | 1,805,160.75 | 4,425,467.39 |
| Sinking Fund | 128,290.14 | - | 128,290.14 | 1,429,285.50 | 582,928.26 |
| Total Cash Balances | 1,179,122.91 | 16,399.03 | 1,162,723.88 | 3,808,926.68 | 5,516,039.97 |

**All Appropriated Funds
Treasurer's Activity
7/1/2023 to 9/30/2023**

| <u>ASSETS</u> | Beginning Balance | Deposits | Net Transfers | Disbursements | Ending Balance |
|---------------------------------|------------------------------|-------------------|--------------------------|----------------------|---------------------------|
| FNB of MWC | | | | | |
| Checking - General Fund | 2,218,322.64 | 555,724.18 | (358.81) | 1,594,565.10 | 1,179,122.91 |
| Fiscal Agent - Sinking Fund | - | - | - | - | - |
| Total Assets | 2,218,322.64 | 555,724.18 | (358.81) | 1,594,565.10 | 1,179,122.91 |
| | | | | | |
| <u>LIABILITIES</u> | | | | | |
| General Fund | | | | | |
| 2023-24 FY | 1,305,880.61 | 508,394.35 | (358.81) | 1,095,522.40 | 718,393.75 |
| 2022-23 FY | 88,410.93 | - | - | 88,087.73 | 323.20 |
| Total General Fund | 1,394,291.54 | 508,394.35 | (358.81) | 1,183,610.13 | 718,716.95 |
| Building Fund | | | | | |
| 2023-24 FY | 100,259.83 | 10,535.80 | - | 314,984.10 | (204,188.47) |
| 2022-23 FY | 31,486.63 | - | - | 29,333.63 | 2,153.00 |
| Total Building Fund | 131,746.46 | 10,535.80 | - | 344,317.73 | (202,035.47) |
| Building Bond Funds | | | | | |
| BBF (Fund 34) | 117.48 | - | - | - | 117.48 |
| BBF (Fund 35) | 90,493.80 | - | - | - | 90,493.80 |
| BBF (Fund 36) | 510,177.25 | - | - | 66,637.24 | 443,540.01 |
| Total BBF | 600,788.53 | - | - | 66,637.24 | 534,151.29 |
| Sinking Fund | 91,496.11 | 36,794.03 | - | - | 128,290.14 |
| Total Liabilities | 2,218,322.64 | 555,724.18 | (358.81) | 1,594,565.10 | 1,179,122.91 |
| | | | | | |
| <u>Investment Report</u> | 6,687.10 | | | | |

**General Fund Expenditures
September 30, 2023**

| | FY22 Expenditures | | FY23 Expenditures | | FY24 Expenditures | |
|-----------------------|---------------------|---------------------|---------------------|---------------------|-------------------|---------------------|
| | Payroll | Non-Payroll | Payroll | Non-Payroll | Payroll | Non-Payroll |
| July | 58,841.77 | 98,858.68 | 77,794.12 | 61,766.68 | 81,438.09 | 40,930.41 |
| August | 232,033.80 | 81,888.65 | 242,864.01 | 156,990.00 | 281,869.17 | 92,218.51 |
| September | 410,250.76 | 75,701.98 | 429,723.97 | 75,597.43 | 494,019.04 | 118,970.01 |
| October | 423,288.82 | 119,191.75 | 431,232.62 | 53,610.79 | | |
| November | 421,057.70 | 88,063.27 | 427,396.43 | 61,073.98 | | |
| December | 418,434.39 | 68,703.38 | 493,729.34 | 48,635.82 | | |
| January | 422,218.11 | 54,799.30 | 406,401.85 | 41,790.94 | | |
| February | 427,343.57 | 41,853.76 | 414,468.83 | 66,940.50 | | |
| March | 419,101.03 | 44,395.89 | 415,419.44 | 47,019.39 | | |
| April | 432,544.61 | 47,063.92 | 431,337.94 | 70,405.37 | | |
| May | 1,320,988.62 | 61,259.21 | 425,403.96 | 83,373.67 | | |
| June | 79,779.12 | 43,159.70 | 973,650.87 | 56,591.76 | | |
| TOTALS | 5,065,882.30 | 824,939.49 | 5,169,423.38 | 823,796.33 | 857,326.30 | 252,118.93 |
| | | 5,890,821.79 | | 5,993,219.71 | 857,326.30 | 1,109,445.23 |
| YTD Comparison | | | | | | |
| | FY22 Expenditures | | FY23 Expenditures | | FY24 Expenditures | |
| | Payroll | Non-Payroll | Payroll | Non-Payroll | Payroll | Non-Payroll |
| July | 58,841.77 | 98,858.68 | 77,794.12 | 61,766.68 | 81,438.09 | 40,930.41 |
| August | 232,033.80 | 81,888.65 | 242,864.01 | 156,990.00 | 281,869.17 | 92,218.51 |
| September | 410,250.76 | 75,701.98 | 429,723.97 | 75,597.43 | 494,019.04 | 118,970.01 |
| October | | | | | | |
| November | | | | | | |
| December | | | | | | |
| January | | | | | | |
| February | | | | | | |
| March | | | | | | |
| April | | | | | | |
| May | | | | | | |
| June | | | | | | |
| TOTALS | 701,126.33 | 256,449.31 | 750,382.10 | 294,354.11 | 857,326.30 | 252,118.93 |
| | | 957,575.64 | | 1,044,736.21 | | 1,109,445.23 |

**Oakdale Public School
General Fund Expenditures
September 30, 2023**

| Personnel Expenses | | 2023-24 | SEPTEMBER | 2023-24 | % of YTD |
|-------------------------------|-------------------------------------|---------------------|-------------------|---------------------|------------------|
| OBJECT | DESCRIPTION | BUDGET | 2023 | YEAR-TO-DATE | TO BUDGET |
| 100-299 | Personnel | 5,849,176.94 | 494,019.04 | 363,509.67 | 6.21% |
| | Total Personnel | 5,849,176.94 | 494,019.04 | 363,509.67 | 6.21% |
| Non-Personnel Expenses | | | | | |
| 310 | Administrative Services | 41,856.78 | - | 15,957.50 | 38.1% |
| 320 | Professional Education Services | 51,987.00 | 4,930.00 | 6,229.50 | 12.0% |
| 331 | Accounting & Audit Services | 11,062.80 | - | 1,625.00 | 14.7% |
| 336 | Medical Services | 38,037.50 | 2,810.36 | 2,810.36 | 7.4% |
| 337 | Othe Professional Services | 5,898.75 | - | - | 0.0% |
| 340 | Technical Services | 2,931.21 | - | - | 0.0% |
| 344 | Game Security Services | 66,280.00 | 8,338.75 | 9,246.25 | 14.0% |
| 346 | Technology Services | 43,406.99 | 9,164.25 | 13,350.25 | 30.8% |
| 356 | Employment Law | 37,500.00 | - | - | 0.0% |
| 358 | Legal Services | 17,135.67 | - | 1,000.00 | 5.8% |
| 359 | Employee Training | 3,305.00 | 2,189.00 | 2,424.00 | 73.3% |
| 410 | Utility Services | 2,109.47 | - | 2,109.47 | 100.0% |
| 420 | Cleaning Services | 76,825.00 | - | - | 0.0% |
| 426 | Lawn Care Services | 3,906.58 | - | - | 0.0% |
| 430 | Repairs and Maintenance | 152.00 | - | - | 0.0% |
| 440 | Rentals | 5,963.57 | 1,781.18 | 2,612.36 | 43.8% |
| 522 | Liability Insurance | 10,798.00 | - | 8,094.00 | 75.0% |
| 524 | Vehicle Insurance | 9,037.00 | - | 7,771.00 | 86.0% |
| 525 | Surety Bonds | 1,602.50 | - | 1,100.00 | 68.6% |
| 529 | Oth Insurance Services | 30.00 | - | - | 0.0% |
| 530 | Communication Services | 43,496.40 | 81.97 | 1,051.09 | 2.4% |
| 540 | Advertising | 463.80 | - | - | 0.0% |
| 550 | Printing and Binding | 1,982.86 | - | - | 0.0% |
| 580 | Staff Travel | 1,204.23 | 81.94 | 81.94 | 6.8% |
| 611 | Copy Supplies | 11,823.25 | - | - | 0.0% |
| 612 | Automotive & Bus Supplies | 9,343.96 | 664.96 | 2,526.87 | 27.0% |
| 614 | Testing Supplies | 7,152.67 | - | 2,970.00 | 41.5% |
| 616 | First Aid | 1,367.02 | 332.18 | 332.18 | 24.3% |
| 617 | Kitchen Supplies | 12,784.21 | 427.82 | 427.82 | 3.3% |
| 618 | Maintenance Supplies | 8,777.45 | 1,054.42 | 1,077.41 | 12.3% |
| 619 | Classroom/Office Supplies | 34,858.29 | 7,270.42 | 9,259.69 | 26.6% |
| 625 | Gasoline | 16,745.47 | 1,683.75 | 1,683.75 | 10.1% |
| 630 | Food and Milk | 114,109.95 | 9,914.56 | 10,326.56 | 9.0% |
| 639 | Other Food Costs | 7,919.28 | 1,528.84 | 1,528.84 | 19.3% |
| 641 | Books | 8,655.81 | 476.40 | 476.40 | 5.5% |
| 643 | Textbooks | 48,025.59 | 53,198.69 | 58,135.88 | 121.1% |
| 644 | SUPP Textbooks | 3,263.12 | - | - | 0.0% |
| 645 | Workbooks | 56.00 | - | - | 0.0% |
| 652 | Audiovisual | 5,574.69 | 537.00 | 537.00 | 9.6% |
| 653 | Technology Related Supplies | 82,996.50 | 3,575.61 | 65,493.80 | 78.9% |
| 654 | Furniture and Fixtures | 15,774.05 | 8,553.81 | 11,801.70 | 74.8% |
| 657 | Uniforms | 1,200.00 | - | - | 0.0% |
| 810 | Dues and Fees | 7,003.50 | 10.35 | 6,163.65 | 88.0% |
| 850 | Game Contracts & Guarantees | 3,650.00 | 3,250.00 | 3,250.00 | 89.0% |
| 860 | Staff Registration & Tuition | 180.00 | 180.00 | 180.00 | 100.0% |
| 890 | Other Misc Expenditure | 58.25 | 58.25 | 58.25 | 100.0% |
| 970 | County Assessments/Revaluation Fees | 48,492.75 | - | - | 0.0% |
| 930 | Reimbursement | 597.51 | - | - | 0.0% |
| | Total Non-Personnel | 927,382.43 | 118,970.01 | 252,118.93 | 27.2% |
| | TOTALS | 6,776,559.37 | 612,989.05 | 615,628.60 | 9.1% |

**Oakdale Public School
Summary of Monthly Revenue - By Fund
2023-24 FY**

| Month | Total | General Fund | Building Fund | BBF (Fund 34) | BBF (Fund 35) | BBF (Fund 36) | Sinking Fund |
|---------------|-------------------|---------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| 7-2023 | 52,837.40 | 39,206.63 | 3,036.51 | | | | 10,594.26 |
| 8 | 361,901.30 | 340,557.06 | 4,753.30 | | | | 16,590.94 |
| 9 | 140,985.48 | 128,630.66 | 2,745.99 | | | | 9,608.83 |
| 10 | 0.00 | | | | | | |
| 11 | 0.00 | | | | | | |
| 12 | 0.00 | | | | | | |
| 1-2024 | 0.00 | | | | | | |
| 2 | 0.00 | | | | | | |
| 3 | 0.00 | | | | | | |
| 4 | 0.00 | | | | | | |
| 5 | 0.00 | | | | | | |
| 6 | 0.00 | | | | | | |
| Total | 555,724.18 | 508,394.35 | 10,535.80 | 0.00 | 0.00 | 0.00 | 36,794.03 |

**Oakdale Public School
Warrants Issued By Month - By Fund
2023-24 FY**

| Month | Total | <u>General Fund</u> 2023-24 FY | <u>Building Fund</u> 2023-24 FY | (Fund 34) BBF | (Fund 35) BBF | (Fund 36) BBF | Sinking Fund |
|---------------|--------------|-----------------------------------|------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 7-2023 | 328,211.65 | 122,368.50 | 205,843.15 | | | | |
| 8 | 435,158.11 | 374,087.68 | 29,035.44 | | | 32,034.99 | |
| 9 | 725,950.56 | 612,989.05 | 80,105.51 | | | 32,856.00 | |
| 10 | 0.00 | | | | | | |
| 11 | 0.00 | | | | | | |
| 12 | 0.00 | | | | | | |
| 1-2024 | 0.00 | | | | | | |
| 2 | 0.00 | | | | | | |
| 3 | 0.00 | | | | | | |
| 4 | 0.00 | | | | | | |
| 5 | 0.00 | | | | | | |
| 6 | 0.00 | | | | | | |
| Totals | 1,489,320.32 | 1,109,445.23 | 314,984.10 | 0.00 | 0.00 | 64,890.99 | 0.00 |

**Oakdale Public School
Warrants Paid By Month - By Fund
2023-24 FY**

| Month | Total | General Fund | | Building Fund | | (Fund 34) | (Fund 35) | (Fund 36) | Sinking Fund |
|---------------|---------------------|---------------------|------------------|-------------------|------------------|-------------|-------------|------------------|--------------|
| | | 2023-24 FY | 2022-23 FY | 2023-24 FY | 2022-23 FY | BBF | BBF | BBF | |
| 7-2023 | 422,721.17 | 122,368.50 | 63,429.64 | 205,843.15 | 29,333.63 | | | 1,746.25 | |
| 8 | 451,633.20 | 366,654.68 | 24,658.09 | 28,285.44 | | | | 32,034.99 | |
| 9 | 720,210.73 | 606,499.22 | | 80,855.51 | | | | 32,856.00 | |
| 10 | 0.00 | | | | | | | | |
| 11 | 0.00 | | | | | | | | |
| 12 | 0.00 | | | | | | | | |
| 1-2024 | 0.00 | | | | | | | | |
| 2 | 0.00 | | | | | | | | |
| 3 | 0.00 | | | | | | | | |
| 4 | 0.00 | | | | | | | | |
| 5 | 0.00 | | | | | | | | |
| 6 | 0.00 | | | | | | | | |
| Total | 1,594,565.10 | 1,095,522.40 | 88,087.73 | 314,984.10 | 29,333.63 | 0.00 | 0.00 | 66,637.24 | 0.00 |

**Oakdale Public School
Warrant Accounts - By Funds
2023-24 FY**

| 2023-24 FY | Total | General | Building | BBF (34) | BBF (35) | BBF (36) | Sinking (41) |
|------------------------|------------------|------------------|-----------------|-----------------|-----------------|-----------------|---------------------|
| O/S @ 7/01/23 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Issued to Date | 1,489,320.32 | 1,109,445.23 | 314,984.10 | 0.00 | 0.00 | 64,890.99 | 0.00 |
| Less: Paid to Date | 1,475,397.49 | 1,095,522.40 | 314,984.10 | 0.00 | 0.00 | 64,890.99 | 0.00 |
| O/S @ 9/30/2023 | 13,922.83 | 13,922.83 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| 2022-23 FY | Total | General | Building | BBF (34) | BBF (35) | BBF (36) | Sinking (41) |
|------------------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|---------------------|
| O/S @ 7/01/23 | 121,643.81 | 88,410.93 | 31,486.63 | 0.00 | 0.00 | 1,746.25 | 0.00 |
| Issued to Date | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Less: Paid to Date | 119,167.61 | 88,087.73 | 29,333.63 | 0.00 | 0.00 | 1,746.25 | 0.00 |
| O/S @ 9/30/2023 | 2,476.20 | 323.20 | 2,153.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| All Years | Total | General | Building | BBF (34) | BBF (35) | BBF (36) | Sinking (41) |
|------------------------|------------------|------------------|-----------------|-----------------|-----------------|-----------------|---------------------|
| O/S @ 7/01/23 | 121,643.81 | 88,410.93 | 31,486.63 | 0.00 | 0.00 | 1,746.25 | 0.00 |
| Issued to Date | 1,489,320.32 | 1,109,445.23 | 314,984.10 | 0.00 | 0.00 | 64,890.99 | 0.00 |
| Less: Paid to Date | 1,594,565.10 | 1,183,610.13 | 344,317.73 | 0.00 | 0.00 | 66,637.24 | 0.00 |
| O/S @ 9/30/2023 | 16,399.03 | 14,246.03 | 2,153.00 | 0.00 | 0.00 | 0.00 | 0.00 |

**Oakdale Public Schools
Bank Summary
General Fund
2023-24 FY**

| <u>Month</u> | <u>Beginning Balance</u> | <u>Deposits</u> | <u>Transfers In</u> | <u>Transfers Out</u> | <u>Disbursements</u> | <u>Ending Balance</u> |
|---------------|--------------------------|-------------------|---------------------|----------------------|----------------------|-----------------------|
| 7-2023 | 2,218,322.64 | 52,837.40 | | GW 80.40 SC 35.00 | 422,721.17 | 1,848,323.47 |
| 8 | 1,848,323.47 | 361,901.30 | | GW 93.01 SC 35.00 | 451,633.20 | 1,758,463.56 |
| 9 | 1,758,463.56 | 140,985.48 | | GW 80.40 SC 35.00 | 720,210.73 | 1,179,122.91 |
| 10 | | | | GW SC | | 0.00 |
| 11 | | | | GW SC | | 0.00 |
| 12 | | | | GW SC | | 0.00 |
| 1-2024 | | | | GW SC | | 0.00 |
| 2 | | | | GW SC | | 0.00 |
| 3 | | | | GW SC | | 0.00 |
| 4 | | | | GW SC | | 0.00 |
| 5 | | | | GW SC | | 0.00 |
| 6 | | | | GW SC | | 0.00 |
| Total | <u>2,218,322.64</u> | <u>555,724.18</u> | <u>0.00</u> | | <u>1,594,565.10</u> | <u>1,179,122.91</u> |

RC = Returned checks

SC = Bank service charges-ACH/POS PAY

GW = Gateway and Credit Card Processing

BC = Bank Correction

BOND PRINCIPAL AND INTEREST SCHEDULE 9/30/2023

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

| Date | Principal | Interest | Total | Date Paid | Notes |
|-----------|-----------------|---------------|-----------------|------------|--------------|
| 6/1/2019 | \$ - | \$ 121,375.00 | \$ 121,375.00 | 5/30/2019 | |
| 12/1/2019 | \$ - | \$ 60,687.50 | \$ 60,687.50 | 11/22/2019 | |
| 6/1/2020 | \$ 1,135,000.00 | \$ 60,687.50 | \$ 1,195,687.50 | 5/28/2020 | |
| 12/1/2020 | \$ - | \$ 46,500.00 | \$ 46,500.00 | 11/30/2020 | |
| 6/1/2021 | \$ 1,200,000.00 | \$ 46,500.00 | \$ 1,246,500.00 | 5/28/2021 | |
| 12/1/2021 | \$ - | \$ 31,500.00 | \$ 31,500.00 | 11/30/2021 | |
| 6/1/2022 | \$ 1,200,000.00 | \$ 31,500.00 | \$ 1,231,500.00 | 5/26/2022 | |
| 12/1/2022 | \$ - | \$ 15,750.00 | \$ 15,750.00 | 11/28/2022 | |
| 6/1/2023 | \$ 1,200,000.00 | \$ 15,750.00 | \$ 1,215,750.00 | 5/26/2023 | BOND RETIRED |

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

| Date | Principal | Interest | Total | Date Paid | Notes |
|-----------|-----------------|--------------|-----------------|------------|--------------|
| 6/1/2022 | \$ - | \$ 20,250.00 | \$ 20,250.00 | 5/26/2022 | |
| 12/1/2022 | | \$ 10,125.00 | \$ 10,125.00 | 11/28/2022 | |
| 6/1/2023 | \$ 2,250,000.00 | \$ 10,125.00 | \$ 2,260,125.00 | 5/26/2023 | |
| 12/1/2023 | \$ - | \$ 3,937.50 | \$ 3,937.50 | | |
| 6/1/2024 | \$ 2,250,000.00 | \$ 3,937.50 | \$ 2,253,937.50 | | RETIRES BOND |

Payment Register

Options: Year: 2023-2024, Fund: GEN FUND-FOR OP, Date Range: 9/19/2023 - 10/10/2023, Print Payroll Payments: False,
Print Details: False

| Payment No | Date | Vendor No | Vendor | Type | Date Voided | Void Amount | Amount |
|------------|------------|-----------|------------------------------|------|-------------|-------------|-------------|
| 501 | 09/19/2023 | 4465 | ERIC RYAN LONG | | | | \$907.50 |
| 502 | 09/19/2023 | 4353 | KARCH BULLARD | | | | \$1,361.25 |
| 617 | 10/04/2023 | 4451 | CORTLAND B GLOVER | | | | \$907.50 |
| 618 | 10/04/2023 | 4465 | ERIC RYAN LONG | | | | \$1,347.50 |
| 619 | 10/04/2023 | 4581 | KYLE J NELLER | | | | \$453.75 |
| 620 | 10/04/2023 | 4079 | ON BROADWAY PIZZA CO | | | | \$1,084.50 |
| 621 | 10/04/2023 | 4580 | NICKOLAUS WOOTEN | | | | \$453.75 |
| 622 | 10/04/2023 | 4503 | TRAYVION A JONES | | | | \$1,361.25 |
| 623 | 10/04/2023 | 4564 | WADE SPENCE | | | | \$453.75 |
| 624 | 10/06/2023 | 4555 | AMERICAN AED, LLC | | | | \$860.15 |
| 625 | 10/06/2023 | 4579 | ANTONIO SMITH | | | | \$289.50 |
| 626 | 10/06/2023 | 4561 | APPTEGY, INC | | | | \$8,100.00 |
| 627 | 10/06/2023 | 58 | AT&T MOBILITY | | | | \$81.97 |
| 628 | 10/06/2023 | 4557 | BEN E KEITH COMPANY | | | | \$10,080.30 |
| 629 | 10/06/2023 | 3795 | BIMBO BAKERIES USA | | | | \$520.96 |
| 630 | 10/06/2023 | 260 | BSN SPORTS LLC | | | | \$1,153.84 |
| 631 | 10/06/2023 | 3488 | BUDDY'S PRODUCE, INC. | | | | \$1,945.46 |
| 632 | 10/06/2023 | 1054 | CCOSA | | | | \$150.00 |
| 633 | 10/06/2023 | 1063 | COMMON GOAL SYSTEMS INC. | | | | \$15,005.18 |
| 634 | 10/06/2023 | 4414 | EXCEL FOOD MART, INC | | | | \$2,258.76 |
| 635 | 10/06/2023 | 3664 | EXPLORE LEARNING, LLC | | | | \$1,077.51 |
| 636 | 10/06/2023 | 3737 | FOLLETT SCHOOL SOLUTIONS LLC | | | | \$1,605.63 |
| 637 | 10/06/2023 | 4563 | AMERICAN BUS SALES, LLC | | | | \$1,363.31 |
| 638 | 10/06/2023 | 80788 | CARL JOHNSON | | | | \$204.96 |
| 639 | 10/06/2023 | 3132 | JUNIOR LIBRARY GUILD | | | | \$119.00 |
| 640 | 10/06/2023 | 4509 | MARCUS DYER | | | | \$183.40 |
| 641 | 10/06/2023 | 5 | MUNICIPAL ACCOUNTING SYSTE | | | | \$899.28 |
| 642 | 10/06/2023 | 4366 | JULIE B MOORE, OTR/L | | | | \$4,875.00 |
| 643 | 10/06/2023 | 67 | OSSBA | | | | \$380.00 |
| 644 | 10/06/2023 | 3289 | TEEL OSWALD, M.ED | | | | \$400.00 |
| 645 | 10/06/2023 | 941 | GOVERNMENT ACCOUNT SERVIC | | | | \$47.75 |
| 646 | 10/06/2023 | 3212 | NCS PEARSON, INC. | | | | \$600.00 |
| 647 | 10/06/2023 | 4042 | HILAND DAIRY FOODS COMPANY | | | | \$2,582.19 |
| 648 | 10/06/2023 | 3693 | PROSPERITY BANK | | | | \$662.16 |
| 649 | 10/06/2023 | 204 | QUILL CORPORATION | | | | \$63.93 |
| 650 | 10/06/2023 | 649 | RAINBOW PENNANT, INC. | | | | \$150.00 |
| 651 | 10/06/2023 | 3756 | HPL VENTURES LLC | | | | \$1,900.00 |
| 652 | 10/06/2023 | 103 | ROSS TRANSPORTATION | | | | \$437.25 |
| 653 | 10/06/2023 | 3637 | SHELLEY RYLAND | | | | \$5,071.50 |
| 654 | 10/06/2023 | 119 | SAM'S CLUB MC/SYNCB | | | | \$900.27 |
| 655 | 10/06/2023 | 3162 | SCHOOL HEALTH CORPORATION | | | | \$209.50 |
| 656 | 10/06/2023 | 4084 | schoolSAFEid, LLC | | | | \$199.95 |
| 657 | 10/06/2023 | 920 | STAPLES BUSINESS CREDIT | | | | \$847.92 |
| 658 | 10/06/2023 | 4573 | THE I LOVE U GUYS FOUNDATION | | | | \$8,000.00 |
| 659 | 10/06/2023 | 4010 | CAPITAL ONE | | | | \$81.85 |
| 660 | 10/06/2023 | 4079 | ON BROADWAY PIZZA CO | | | | \$1,134.00 |
| 661 | 10/10/2023 | 4341 | QUO VADIMUS TECH LLC | | | | \$7,496.25 |

Payment Register

Options: Year: 2023-2024, Fund: GEN FUND-FOR OP, Date Range: 9/19/2023 - 10/10/2023, Print Payroll Payments: False, Print Details: False

| Payment No | Date | Vendor No | Vendor | Type | Date Voided | Void Amount | Amount |
|------------|------|-----------|--------|---------------------------|-------------|-------------|-----------------------|
| | | | | Non-Payroll Total: | | | \$90,269.48 |
| | | | | Payroll Total: | | | \$496,017.87 |
| | | | | Balance Foward: | | | \$858,959.62 |
| | | | | Total: | | | \$1,445,246.97 |



Corporate Account Name: OAKDALE SCHOOL
Account Name: OAKDALE SCHOOL

Corporate Number: 00005015
Account Ending In: 1955

Corporate Account Summary

| | | | |
|--------------------------|------------------|-------------------------------|-------------------|
| Previous Account Balance | \$10,359.61 | Statement Closing Date | 09/30/2023 |
| Payments and Credits | \$10,640.67 | Days This Period | 30 |
| Purchases and Debits | \$2,032.05 | Credit Limit | \$20,000.00 |
| Cash Advances | \$0.00 | Available Credit | \$18,189.00 |
| Fees | \$0.00 | Cash Limit | \$0.00 |
| Finance Charges | \$0.00 | Available Cash | \$0.00 |
| <hr/> New Ending Balance | <hr/> \$1,750.99 | | |
| | | Payment Due Date | 10/26/2023 |
| Total Amount of Disputes | \$0.00 | Payment Amount Due | \$1,750.99 |

Questions? View your account information online at www.prosperitybankusa.com or call our Customer Service Center toll free at 1-855-340-8771 or international phone number at 1-301-945-5745.

Send Billing Inquiries and Correspondence to:
 P.O. Box 2087, Omaha, NE 68103-2087

Mail Payments to: Prosperity Bank, Department #351, P. O. Box 21228, Tulsa, OK 74121-1228

Important Information

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

Gen. Fund 662.16
Foundation 999.75
Act. Fund 89.08

Prosperity Bank
 402 Cypress St. Suite 100
 Abilene, TX 79601-5123



Account Ending In 1955
Payment Due Date 10/26/2023
New Balance \$1,750.99
Minimum Payment Due \$1,750.99

Make Check Payable To: \$ 1,750.99

OAKDALE SCHOOL
 10901 N SOONER RD
 EDMOND OK 73013-8304

Prosperity Bank
 Department #351
 P.O. Box 21228
 Tulsa, OK 74121-1228





Account Name: OAKDALE SCHOOL

Account Number Ending In: 1955

Corporate Account Activity

OAKDALE SCHOOL
Card Ending In 1955

| Post Date | Tran Date | Reference Number | Transaction Description | \$Amount |
|-----------------------------------|-----------|-------------------|----------------------------------|------------|
| 09/18 | 09/18 | 74217038500XV6NWF | PAYMENT BY MAIL ABILINE TX | 10,359.61- |
| Total Activity | | | | 10,359.61- |
| Total Fees This Period | | | | 0.00 |
| 09/30 | 09/30 | | Interest Charge on Purchases | 0.00 |
| 09/30 | 09/30 | | Interest Charge on Cash Advances | 0.00 |
| Total Interest This Period | | | | 0.00 |

Cardholder Account Activity

MARLENE DUNN
Card Ending In 4392

| Post Date | Tran Date | Reference Number | Transaction Description | Total Amount | \$Amount |
|-----------|-----------|-------------------|---|-------------------|----------|
| | | | | \$1,791.87 | |
| 09/01 | 08/30 | 24492157LRTNJV3QT | PAYPAL *DRUGFREEBIZ 402-935-7733 GA | | 40.00 |
| 09/01 | 08/30 | | PURCHASE ID: | | |
| 09/01 | 08/30 | | ORDER DATE :08/30/2023 | | |
| 09/02 | 09/02 | 24692167M2Y3ZLT15 | AMZN Mktp US*TL77K8E02 Amzn.com/bill WA | | 36.91 |
| 09/02 | 09/02 | | PURCHASE ID: | | |
| 09/02 | 09/02 | | ORDER DATE :000000 | | |
| 09/04 | 09/04 | 24692167P2ZR2KTPP | AMZN Mktp US*TL79D1V50 Amzn.com/bill WA | | 999.75 |
| 09/04 | 09/04 | | PURCHASE ID: | | |
| 09/04 | 09/04 | | ORDER DATE :000000 | | |
| 09/05 | 09/05 | 24692167R2Y4116D2 | AMZN Mktp US*TL75K9902 Amzn.com/bill WA | | 36.97 |
| 09/05 | 09/05 | | PURCHASE ID: | | |
| 09/05 | 09/05 | | ORDER DATE :000000 | | |
| 09/06 | 09/06 | 24692167T2YQTK42W | AMZN Mktp US*TL9994IW2 Amzn.com/bill WA | | 13.85 |
| 09/06 | 09/06 | | PURCHASE ID: | | |
| 09/06 | 09/06 | | ORDER DATE :000000 | | |
| 09/11 | 09/11 | 24692167Y32379L6N | AMZN Mktp US*TR1YP0VL0 Amzn.com/bill WA | | 36.99 |
| 09/11 | 09/11 | | PURCHASE ID: | | |
| 09/11 | 09/11 | | ORDER DATE :000000 | | |
| 09/12 | 09/12 | 24431067Z2DJVZBW7 | AMAZON.COM*TR0K66DR2 SEATTLE WA | | 4.19 |
| 09/12 | 09/12 | | PURCHASE ID: | | |
| 09/12 | 09/12 | | ORDER DATE :09/12/2023 | | |
| 09/12 | 09/12 | 24692167Z32V6RXTZ | Amazon.com*TR5QY4N11 Amzn.com/bill WA | | 18.68 |
| 09/12 | 09/12 | | PURCHASE ID: | | |
| 09/12 | 09/12 | | ORDER DATE :000000 | | |
| 09/13 | 09/13 | 24692168033H07XK0 | AMZN Mktp US*TR4VA1EK1 Amzn.com/bill WA | | 98.89 |
| 09/13 | 09/13 | | PURCHASE ID: | | |
| 09/13 | 09/13 | | ORDER DATE :000000 | | |
| 09/15 | 09/15 | 24692168235LEEDSH | Amazon.com*TX0YG6EX2 Amzn.com/bill WA | | 116.16 |
| 09/15 | 09/15 | | PURCHASE ID: | | |



Account Name: OAKDALE SCHOOL

Account Number Ending In: 1955

Cardholder Account Activity (continued)

| Post Date | Tran Date | Reference Number | Transaction Description | \$Amount |
|----------------------------|-----------|-------------------|---|------------------------------|
| 09/15 | 09/15 | | ORDER DATE :000000 | |
| 09/17 | 09/17 | 2469216842X8L38R4 | AMZN Mktp US*TR3YX0UL1 Amzn.com/bill WA | 36.91 |
| 09/17 | 09/17 | | PURCHASE ID: | |
| 09/17 | 09/17 | | ORDER DATE :000000 | |
| 09/18 | 09/18 | 2443106852DZ9R26P | AMAZON.COM*TX7ZN52S2 SEATTLE WA | 12.86 |
| 09/18 | 09/18 | | PURCHASE ID: | |
| 09/18 | 09/18 | | ORDER DATE :09/18/2023 | |
| 09/19 | 09/19 | 2469216862YWRJ65T | AMZN Mktp US*TX2VJ48N0 Amzn.com/bill WA | 108.27 |
| 09/19 | 09/19 | | PURCHASE ID: | |
| 09/19 | 09/19 | | ORDER DATE :000000 | |
| 09/19 | 09/19 | 2469216862Z5ANK81 | AMZN Mktp US*TX05C5371 Amzn.com/bill WA | 8.99 |
| 09/19 | 09/19 | | PURCHASE ID: | |
| 09/19 | 09/19 | | ORDER DATE :000000 | |
| 09/23 | 09/23 | 24692168A31YN5LKP | AMZN Mktp US*TX2Q196N1 Amzn.com/bill WA | 46.96 |
| 09/23 | 09/23 | | PURCHASE ID: | |
| 09/23 | 09/23 | | ORDER DATE :000000 | |
| 09/24 | 09/24 | 24692168B32R8FTFD | Amazon.com*T159D6TD0 Amzn.com/bill WA | 77.92 |
| 09/24 | 09/24 | | PURCHASE ID: | |
| 09/24 | 09/24 | | ORDER DATE :000000 | |
| 09/27 | 09/27 | 24692168E34LQ1H94 | AMZN Mktp US*T92KS94K2 Amzn.com/bill WA | 38.52 |
| 09/27 | 09/27 | | PURCHASE ID: | |
| 09/27 | 09/27 | | ORDER DATE :000000 | |
| 09/28 | 09/28 | 24430998GBMBS28HQ | DNH*GODADDY.COM https://www.g AZ | 36.16 |
| 09/28 | 09/28 | | PURCHASE ID: | |
| 09/28 | 09/28 | | ORDER DATE :09/28/2023 | |
| 09/28 | 09/28 | 24692168F35BFA913 | AMZN Mktp US*T18JN32N0 Amzn.com/bill WA | 22.89 |
| 09/28 | 09/28 | | PURCHASE ID: | |
| 09/28 | 09/28 | | ORDER DATE :000000 | |
| CARL JOHNSON | | | | |
| Card Ending In 3369 | | | | |
| | | | | Total Amount \$40.88- |
| Post Date | Tran Date | Reference Number | Transaction Description | \$Amount |
| 09/15 | 09/15 | 7443106822D9T0BA2 | AMAZON.COM SEATTLE WA CREDIT | 231.08- |
| 09/15 | 09/15 | | PURCHASE ID: | |
| 09/15 | 09/15 | | ORDER DATE :09/15/2023 | |
| 09/19 | 09/19 | 7469216862Z4XWXKE | AMZN Mktp US Amzn.com/bill WA CREDIT | 49.98- |
| 09/19 | 09/19 | | PURCHASE ID: | |
| 09/19 | 09/19 | | ORDER DATE :000000 | |
| 09/04 | 09/04 | 24692167P2XQVBA9Z | AMZN Mktp US*TL65I0HE0 Amzn.com/bill WA | 69.60 |
| 09/04 | 09/04 | | PURCHASE ID: | |
| 09/04 | 09/04 | | ORDER DATE :000000 | |
| 09/08 | 09/08 | 24122597V0T50XADB | CAMPS QUICK CHANGE OIL EDMOND OK | 80.89 |
| 09/09 | 09/09 | 24430997W2MF87V7Y | MICROSOFT#G028855941 MSBILL.INFO WA | 39.66 |
| 09/09 | 09/09 | | PURCHASE ID: | |
| 09/09 | 09/09 | | ORDER DATE :09/09/2023 | |



Account Name: OAKDALE SCHOOL

Account Number Ending In: 1955

Cardholder Account Activity (continued)

| Post Date | Tran Date | Reference Number | Transaction Description | \$Amount |
|-----------|-----------|-------------------|--|----------|
| 09/13 | 09/13 | 24692168134H5Y7PV | QT 38 SAPULPA OK | 50.03 |
| 09/13 | 09/13 | | PURCHASE ID: | |
| 09/13 | 09/13 | | ORDER DATE :09/13/2023 | |
| 09/13 | 09/13 | | ITEM DESCRIPTION:UNLEADED REGULAR 86 OR 87 | |
| 09/13 | 09/13 | | ITEM QUANTITY: 133460 | |
| 09/13 | 09/13 | | UNIT COST: 3.7490 | |

Finance Charges

| Type of Balance | Annual Percentage Rate (APR) | Balance Subject To Interest Rate | Interest Charge |
|------------------|------------------------------|----------------------------------|-----------------|
| Purchases | 0.00% | \$0.00 | \$0.00 |
| Cash Advance | 0.00% | \$0.00 | \$0.00 |
| Balance Transfer | 0.00% | \$0.00 | \$0.00 |

2023 Total Year-to-Date

| | |
|--------------------------------|--------|
| Total fees charged in 2023 | \$0.00 |
| Total interest charged in 2023 | \$0.00 |

Payment Register

Options: Year: 2023-2024, Fund: Building, Date Range: 10/6/2023 - 10/10/2023, Print Payroll Payments: False, Print Details: False

| Payment No | Date | Vendor No | Vendor | Type | Date Voided | Void Amount | Amount |
|---------------------------|------------|-----------|----------------------------|------|-------------|-------------|---------------------|
| 52 | 10/06/2023 | 49 | ALERT 360 | | | | \$654.78 |
| 53 | 10/06/2023 | 3352 | CLASSIC PAPER SUPPLY, INC. | | | | \$180.37 |
| 54 | 10/06/2023 | 3950 | COMFORT WORKS INC | | | | \$2,080.00 |
| 55 | 10/06/2023 | 538 | EAGLE MECHANICAL, INC. | | | | \$115.00 |
| 56 | 10/06/2023 | 3314 | EARTHSMART CONTROLS | | | | \$630.00 |
| 57 | 10/06/2023 | 4196 | EDGE COMMUNICATIONS | | | | \$102.75 |
| 58 | 10/06/2023 | 3823 | FER, INC | | | | \$471.00 |
| 59 | 10/06/2023 | 4562 | ANTHONY D HUDSON | | | | \$3,500.00 |
| 60 | 10/06/2023 | 3932 | GREEN COUNTRY ELECTRIC AND | | | | \$715.00 |
| 61 | 10/06/2023 | 4000 | GREENTURF INC | | | | \$4,382.33 |
| 62 | 10/06/2023 | 597 | HAGAR RESTAURANT | | | | \$244.00 |
| 63 | 10/06/2023 | 4412 | JACKSON LOCKSMITH OKC LLC | | | | \$770.00 |
| 64 | 10/06/2023 | 503 | LOWE'S | | | | \$5,680.94 |
| 65 | 10/06/2023 | 3 | OKLAHOMA GAS& ELECTRIC | | | | \$20,205.18 |
| 66 | 10/06/2023 | 4 | OKLAHOMA NATURAL GAS | | | | \$587.79 |
| 67 | 10/06/2023 | 4299 | CORNERSTONE PLUMBING | | | | \$3,819.00 |
| 68 | 10/06/2023 | 3644 | SUPERIOR LINEN | | | | \$851.80 |
| 69 | 10/06/2023 | 3554 | TLC ENTERPRISES LLC | | | | \$3,544.25 |
| 70 | 10/06/2023 | 4415 | TRUE SOLUTIONS MANAGEMENT | | | | \$11,304.25 |
| 71 | 10/10/2023 | 3346 | CITY GREASE | | | | \$300.00 |
| 72 | 10/10/2023 | 70038 | CITY OF OKLAHOMA CITY | | | | \$1,696.47 |
| 73 | 10/10/2023 | 597 | HAGAR RESTAURANT | | | | \$327.97 |
| Non-Payroll Total: | | | | | | | \$62,162.88 |
| Payroll Total: | | | | | | | \$0.00 |
| Balance Foward: | | | | | | | \$314,984.10 |
| Total: | | | | | | | \$377,146.98 |

Payment Register

Options: Year: 2023-2024, Fund: ACTIVITY FUND, Date Range: 9/1/2023 - 9/30/2023, Print Payroll Payments: False, Print Details: False

| Payment No | Date | Vendor No | Vendor | Type | Date Voided | Void Amount | Amount |
|---------------------------|------------|-----------|---------------------------|------|-------------|-------------|--------------------|
| 19 | 09/01/2023 | 4566 | JEFFREY LARSON | | | | \$60.00 |
| 20 | 09/01/2023 | 4565 | KOLE GOLDSBERRY | | | | \$60.00 |
| 21 | 09/01/2023 | 4462 | LOGAN STECKEL | | | | \$60.00 |
| 22 | 09/05/2023 | 2054 | OAHPERD | | | | \$330.00 |
| 23 | 09/05/2023 | 119 | SAM'S CLUB MC/SYNCB | | | | \$1,053.94 |
| 24 | 09/05/2023 | 690 | CAPITAL ONE | | | | \$40.16 |
| 25 | 09/06/2023 | 4207 | ISABELLA PICA | | | | \$180.00 |
| 26 | 09/06/2023 | 4059 | KAREN PICA | | | | \$400.00 |
| 27 | 09/06/2023 | 3632 | MALISA M RADDATZ | | | | \$400.00 |
| 28 | 09/06/2023 | 4206 | NICOLAS PICA | | | | \$120.00 |
| 29 | 09/07/2023 | 4567 | JAY LESSEIG | | | | \$60.00 |
| 30 | 09/07/2023 | 4568 | KRISTAL SHIELDS | | | | \$80.00 |
| 31 | 09/07/2023 | 4542 | S.S. APPAREL | | | | \$744.00 |
| 32 | 09/07/2023 | 3693 | PROSPERITY BANK | | | | \$991.63 |
| 33 | 09/14/2023 | 260 | BSN SPORTS LLC | | | | \$478.33 |
| 34 | 09/14/2023 | 2055 | CENTRAL OKLAHOMA DIRECTOR | | | | \$520.00 |
| 35 | 09/14/2023 | 4207 | ISABELLA PICA | | | | \$240.00 |
| 36 | 09/14/2023 | 4059 | KAREN PICA | | | | \$500.00 |
| 37 | 09/14/2023 | 3632 | MALISA M RADDATZ | | | | \$500.00 |
| 38 | 09/14/2023 | 4206 | NICOLAS PICA | | | | \$180.00 |
| 39 | 09/14/2023 | 3125 | OKLAHOMA COACHES ASSN. | | | | \$715.00 |
| 40 | 09/21/2023 | 4207 | ISABELLA PICA | | | | \$240.00 |
| 41 | 09/21/2023 | 4059 | KAREN PICA | | | | \$500.00 |
| 42 | 09/21/2023 | 3773 | MARINA LANIER | | | | \$40.00 |
| 43 | 09/21/2023 | 3632 | MALISA M RADDATZ | | | | \$500.00 |
| 44 | 09/21/2023 | 4206 | NICOLAS PICA | | | | \$180.00 |
| 45 | 09/26/2023 | 3473 | J & T RUNNING ASSOCIATION | | | | \$300.00 |
| 46 | 09/26/2023 | 4577 | CHASE WETWISKA | | | | \$60.00 |
| 47 | 09/26/2023 | 4576 | DANIEL R SCOTT | | | | \$60.00 |
| 48 | 09/26/2023 | 4575 | ELAINE SHAW | | | | \$80.00 |
| 49 | 09/26/2023 | 4473 | ERIC MOSS | | | | \$60.00 |
| 50 | 09/26/2023 | 4468 | LEROY HASKINS | | | | \$60.00 |
| 51 | 09/26/2023 | 3125 | OKLAHOMA COACHES ASSN. | | | | \$225.00 |
| 52 | 09/26/2023 | 70035 | SCHOLASTIC BOOK FAIRS | | | | \$4,149.35 |
| 53 | 09/28/2023 | 4207 | ISABELLA PICA | | | | \$240.00 |
| 54 | 09/28/2023 | 4059 | KAREN PICA | | | | \$500.00 |
| 55 | 09/28/2023 | 3632 | MALISA M RADDATZ | | | | \$500.00 |
| 56 | 09/28/2023 | 4206 | NICOLAS PICA | | | | \$180.00 |
| Non-Payroll Total: | | | | | | <hr/> | \$15,587.41 |
| Payroll Total: | | | | | | | \$0.00 |
| Balance Foward: | | | | | | <hr/> | \$10,992.61 |
| Total: | | | | | | <hr/> <hr/> | \$26,580.02 |

Oakdale Public School

Revenue/Expenditure Summary

Options: Fund: 61, Date Range: 7/1/2023 - 6/30/2024

| | Begin Balance | Receipts | Adjusting Entries | Payments | Cash End Balance | Unpaid POs | End Balance |
|---------------------|--------------------------|--------------------|------------------------------|--------------------|-----------------------------|-------------------|--------------------|
| 801 SPORTS | \$0.00 | \$12,357.47 | \$19,772.01 | \$12,272.27 | \$19,857.21 | \$100.39 | \$19,756.82 |
| 810 CHEER | \$0.00 | \$0.00 | \$1,705.47 | \$0.00 | \$1,705.47 | \$861.30 | \$844.17 |
| 831 CONCESSIONS | \$0.00 | \$615.00 | \$5,158.61 | \$0.00 | \$5,773.61 | \$0.00 | \$5,773.61 |
| 901 CLASS PROJECTS | \$0.00 | \$0.00 | \$45.56 | \$0.00 | \$45.56 | \$0.00 | \$45.56 |
| 930 DAYCARE | \$0.00 | \$15,626.44 | \$2,710.68 | \$10,332.82 | \$8,004.30 | \$0.00 | \$8,004.30 |
| 940 BOX TOPS/TARGET | \$0.00 | \$0.00 | \$1,087.04 | \$0.00 | \$1,087.04 | \$650.00 | \$437.04 |
| 950 BAND - STUDENTS | \$0.00 | \$1,340.00 | \$2,237.98 | \$520.00 | \$3,057.98 | \$0.00 | \$3,057.98 |
| 960 STEM PROGRAM | \$0.00 | \$16.00 | \$3,243.81 | \$0.00 | \$3,259.81 | \$0.00 | \$3,259.81 |
| 970 WILLHOITE GRANT | \$0.00 | \$0.00 | \$77.00 | \$0.00 | \$77.00 | \$0.00 | \$77.00 |
| 980 YEARBOOK | \$0.00 | \$2,893.63 | \$0.00 | \$0.00 | \$2,893.63 | \$0.00 | \$2,893.63 |
| 988 ADMINISTRATION | \$0.00 | \$2,655.50 | \$5,925.56 | \$1,856.25 | \$6,724.81 | \$3,219.73 | \$3,505.08 |
| 990 LIBRARY | \$0.00 | \$7,587.67 | \$11,751.04 | \$4,665.13 | \$14,673.58 | \$0.00 | \$14,673.58 |
| 991 BUILDERS CLUB | \$0.00 | \$2,088.00 | \$4,663.37 | \$325.60 | \$6,425.77 | \$0.00 | \$6,425.77 |
| 992 LEADERSHIP | \$0.00 | \$0.00 | \$2,691.25 | \$0.00 | \$2,691.25 | \$0.00 | \$2,691.25 |
| 995 ART CLASS | \$0.00 | \$0.00 | \$825.01 | \$0.00 | \$825.01 | \$0.00 | \$825.01 |
| Total | \$0.00 | \$45,179.71 | \$61,894.39 | \$29,972.07 | \$77,102.03 | \$4,831.42 | \$72,270.61 |

Payment Register

Options: Year: 2023-2024, Fund: BOND FUND #36, Date Range: 10/6/2023 - 10/6/2023, Payment Range: 7 - 9, Print Payroll
Payments: False, Print Details: False

| Payment No | Date | Vendor No | Vendor | Type | Date Voided | Void Amount | Amount |
|------------|------------|-----------|-----------------------------|------|-------------|---------------------------|---------------------|
| 7 | 10/06/2023 | 4537 | DAVIS DEMOGRAPHICS MGT, LLC | | | | \$17,079.75 |
| 8 | 10/06/2023 | 4572 | ADAM HAWES | | | | \$21,100.00 |
| 9 | 10/06/2023 | 3950 | COMFORT WORKS INC | | | | \$8,630.00 |
| | | | | | | Non-Payroll Total: | \$46,809.75 |
| | | | | | | Payroll Total: | \$0.00 |
| | | | | | | Balance Foward: | \$64,890.99 |
| | | | | | | Total: | \$111,700.74 |

ANNUAL ELECTION RESOLUTION

TO: Oklahoma County Election Board

FROM: The Oakdale School District, Independent School
District No. C029 of Oklahoma, County, Oklahoma

The Board of Education of the Oakdale School District has approved the following resolution calling for an election to be submitted to the voters of the district.

Date of the Election:

An election shall be held to vote to elect a board member (3-year term) for board position seat number 2

- A. If only one candidate files for the office, that candidate will be deemed elected and no election will be held.
- B. If only two candidates file for the office, the Board of Education General election will be held the first Tuesday in April, that being April 2, 2024.
- C. If three or more candidates file for the office,
 - a. The Board of Education Primary Election will be held on the second Tuesday in February, that being February 13, 2024.
 - b. If a candidate receives at least one vote more than 50% of the votes cast in the Primary Election, that candidate is elected.
 - c. If no candidate receives at least one more vote than 50% in the Primary Election, the two candidates with the highest number of votes will proceed to the Board of Education General Election held on the first Tuesday in April, that being April 2, 2024.

The polling places for all Board of Education elections shall be open from 7:00 a.m. to 7:00 p.m.

Board Member Position On Ballot:

The voters shall elect a board member for board position seat No. 2, which has a 3-year term of office.

Qualifications of Candidates for Office:

To be eligible to be a candidate for member of the board of education of a school district, a person must have resided in the district for at least six months preceding the first day of the filing period, and have been a registered voter registered with the county election board at an address located within the geographical boundaries of the district for six months preceding the first day of the filing period.

No person shall be eligible to be a candidate for or elected to be a member of the board of education of a school district unless the person has been awarded a high school diploma or certificate of high school equivalency.

A person who has been convicted of a misdemeanor involving embezzlement or a felony under the laws of this state or of the United States or who has entered a plea of guilty or nolo contendere to such misdemeanor involving embezzlement or felony or who has been convicted of a crime in another state which would have been a misdemeanor involving embezzlement or a felony under the laws of this state

or has entered a plea of guilty or nolo contendere to such crime shall not be eligible to be a candidate for or be elected to any school board office for a period of fifteen years following completion of his sentence or during the pendency of an appeal of such conviction or plea.

No person shall be eligible to be a candidate for or serve on a board of education if he or she is currently employed by the school district governed by the board of education or is related within the second degree by affinity or consanguinity to any other member of the board of education or to any employee of the school district. The following are relatives within the second degree: A candidate's spouse, child, parent, grandchild, grandparent, brother, sister, spouse's child, spouse's grandchild, spouse's brother, spouse's sister, spouse's grandparent, grandchild's spouse, parent's spouse, and child's spouse. The prohibitions in this paragraph shall not apply if the board member candidate is related within the second degree of affinity or consanguinity to an individual employed as a substitute teacher by the school district or as a temporary substitute support employee if the school district has an Average Daily Membership of less than five thousand (5,000).

Candidates must affirm that upon being elected as a new member of the Board of Education, within fifteen (15) months of election, they will complete at least twelve (12) hours of instruction on education issues, including school finance, Oklahoma education laws, and ethics, duties and responsibilities of district board of education members. Three (3) of these twelve (12) credits must be earned as follows: one (1) credit in ethics, one (1) credit in open meeting act and open records act, and one (1) credit in school finance. Incumbents must affirm that they will complete six (6) hours of instruction within fifteen (15) months of election emphasizing changes in school law. Three (3) of these six (6) credits must be earned as follows: one (1) credit in ethics, one (1) credit in open meeting act and open records act, and one (1) credit in school finance.

The Filing Period for candidates for Oakdale Board Position Seat No. 2 will be from the opening time at 8 a.m. to the closing time of 5 p.m. at the Oklahoma County Election Board December 4, 2023 through December 6, 2023.

Voters Eligible to Vote:

To be eligible to vote, a voter must be registered with the county election board at an address within the geographical boundaries of the district.

Ballot Titles:

The ballot to be submitted to the voter's, shall call for the voters to:

1. Select one candidate for Oakdale School Board Position Seat No. 2

Approved by the Oakdale Board of Education this 10th day of October, 2023.

President of the Board of Education

Clerk of the Board of Education

CONTESTING CANDIDACY

With regard to contesting the candidacy of a candidate, the following is the current status of the law in Oklahoma:

1. If there is more than one candidate for a position, any of the candidates may file a petition concerning the candidacy of another candidate.
2. If there is only one candidate, a protest contesting that individual's candidacy may be filed by any registered voter who is eligible to vote for the candidate.

A petition (to contest candidacy) must be filed by 5:00 p.m. on the second day following the close of the filing period. The petition must allege that the candidate was not qualified by law to be a candidate and must contain the reasons why the candidate was not qualified. Any reasons which do not appear on the face of the petition are deemed waived and cannot later be added.

The petition is to be filed with the Secretary of the County Election Board who accepted the declaration of candidacy. The contesting of candidacy requires a \$250 deposit.

Upon the filing of a petition, the secretary of the appropriate election board must set the matter for a hearing. The hearing cannot be held fewer than three (3) days from the filing of the petition.

It is the obligation of the petitioner to have the candidate served with a copy of the petition. The service must be made in person, where possible, within twenty-four (24) hours after the date and place of the hearing has been set by the county election board secretary. Service must be made by the Sheriff of the county of residence of the individual whose candidacy is being contested.

The petition may be heard without formal pleadings being filed in answer or reply to the contesting petition. The election board may serve subpoenas and compel the attendance of witnesses and production of evidence. At the conclusion of the hearing, the board shall render its decision and the vote of the individual members in writing. The decision of the board shall be final.

If the board determines that the candidate was not qualified, it may order the candidacy stricken and the individual's name shall not be placed on the ballot. If possible, the board may order the candidate to amend the declaration of candidacy to conform with law.

Should the candidate whose candidacy is being challenged desire to appear in answer to the contest, the candidate is required to deposit with the secretary of the election board a cashier's check or certified check in the same amount as that filed by the petitioner (\$250).

The burden of proof remains on the petitioner to sustain the allegations in the petition. Failure of the candidate to appear or answer shall be deemed default and shall constitute an admission of the allegation in the petition.

In the event the petitioner is successful, his deposit shall be returned to him and all costs of the hearing shall be deducted from the deposit of the candidate whose candidacy was contested. If the candidate does not appear or answer the costs shall be deducted from the deposit made by the petitioner and the balance, if any, shall be returned to the petitioner.

26 O.S. §5-118, et seq.

COUNTY ELECTION BOARD
PETITION TO CONTEST CANDIDACY

I, _____, a candidate for _____ School Board Member Office No. _____, contest the candidacy of another candidate for the same office, _____, on the grounds that he/she is not qualified as a candidate for the office because:

_____ he/she has not been a resident of the school election district for that office for at least six (6) months immediately preceding the filing period for the office.

_____ he/she has not been a registered voter with the county election board at an address located within the geographical boundaries of the district for six (6) months preceding the first day of the filing period.

_____ he/she has not been awarded a high school diploma or certificate of high school equivalency.

_____ he/she had pled guilty, nolo contendere, or been found guilty of a crime that prohibits him/her from holding office.

This petition is filed this _____ day of December, _____.

26 O.S. §13A-106 provides:

To be eligible to be a candidate for member of the board of education of a school district or career-technical school district, a person must have resided in the district for at least six (6) months preceding the first day of the filing period, and have been a registered voter with the county election board at an address located within the geographical boundaries of the district for a six (6) months preceding the first day of the filing period. Beginning May 1, 1990, no person shall be eligible to be a candidate for election to be a member of the board of education of a school district or career-technical school district unless the person has been awarded a high school diploma or certificate of high school equivalency. In school districts that are divided into election districts, a candidate must have resided in the district for at least six (6) months preceding the first day of the filing period and have been a registered voter registered with the county election board at an address located within the geographical boundaries of the election district for six (6) months preceding the first day of the filing period. Beginning May 1, 1990, no person shall be eligible to be a candidate for or elected to be a member of the board of education unless the person has been awarded a high school diploma or certificate of high school equivalency.

Specifically, _____ is not qualified to be a candidate for the aforementioned office for the following reasons:

WHEREFORE, Petitioner requests the election board set a hearing for this matter and after such hearing declare _____ not to be a qualified candidate for the office.

Respectfully submitted,

Gifted and Talented Education Plan

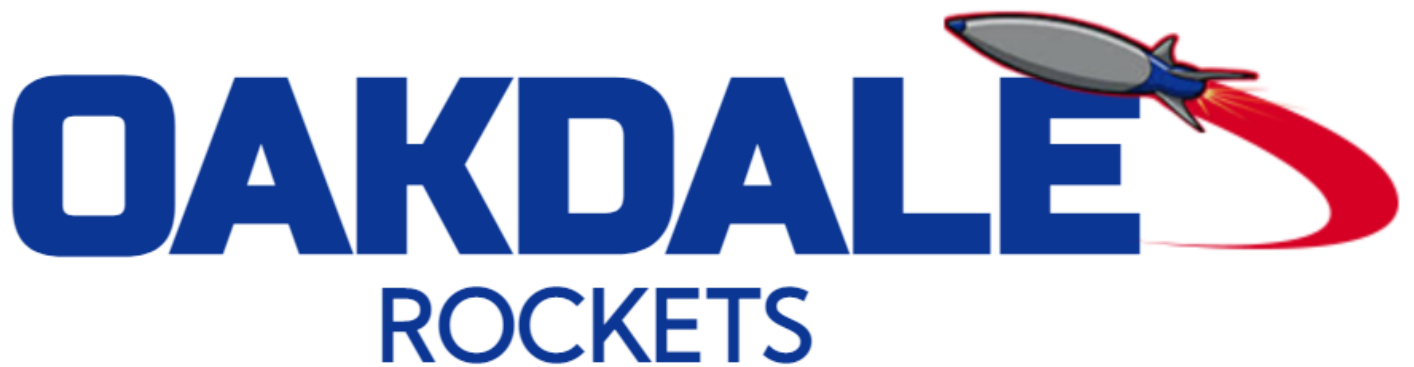




Table of Contents

Mission Statement

Rationale

Definition

Categories

Program Goals

Identification Procedures

Steps in the Identification Process

Procedural Safeguards

Parent/Guardian Notification and Information

Review of Progress

Due Process Procedures

Gifted Services

Professional Development

Parent Involvement and Education

Evaluation

Gifted and Talented Local Advisory Committee

Gifted Education Program Staff

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



Appendices

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

Appendix BGT Indicators Checklist for Teachers Grades K-3

Appendix C.GT Identification Matrix Grades K-3

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

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

Appendix F.GT Identification Matrix Grades 4-8

Mission Statement

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

Rationale

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

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

Definition

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

Categories

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

Program Goals

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

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

Type I Enrichment includes the following features:

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

Type II Enrichment includes the following feature:

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

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

Type III Enrichment

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

Identification Procedures

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

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

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

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

Steps in the Identification Process

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

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

Procedural Safeguards

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

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

Parent/Guardian Notification and Information

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

Review of the Progress

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

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

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

Due Process Procedures

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

Gifted Services

Programming Description

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

Differentiated Education

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

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

Appropriate Flexible Pacing

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

Enrichment Strategies

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

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

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

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

Enrichment Examples:

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

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

Affective Support Strategies

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

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

Professional Development

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

Professional development opportunities may be obtained through:

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

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

Parent Involvement and Education

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

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

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

Evaluation

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

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

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

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

Gifted and Talented Local Advisory Committee

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

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

Gifted and Talented Committee

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

Gifted Education Program Staff

Qualifications of Staff

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

Responsibilities of Gifted Education Program Staff

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

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

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

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

Appendix A

GT Learning Behaviors Parent/Guardian Form Grades K-3

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

Parent/Guardian Name: _____

Address: _____

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

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

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

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

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

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

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

As the parent or guardian you have the right to:

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

Parent/Guardian Signature

Date

Student Name: _____ Grade _____

Person Completing Form: _____

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

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

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

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

Total Number in Observed Every so Often

Total Number in Occasionally Observed

Total Number in Observed Often

Total Number in Consistently Observed

Additional Comments:

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

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

Appendix B

GT Indicators Checklist for Teachers
Grades K-3

Student Name: _____ Current Grade _____

Person Completing the Checklist:

Name : _____ Title: _____ Date: _____

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

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

LEADERSHIP

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

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

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

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

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



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

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

Appendix C

GT Identification Matrix Grades K-3

Gifted and Talented Identification Matrix Grades K-3



Student Name: _____ Current Grade: _____ Date _____

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

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

Appendix D

GT Parent Nomination Form Grades 4-8



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

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

Parent/Guardian Name: _____

Address: _____

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

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

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

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

Strong evidence of the trait

Some evidence of the trait

Little evidence of the trait

Person Completing Form: _____

In what capacity do you know the student?

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

Signature

Date

HIGH ACADEMIC ABILITY IN A SPECIFIC SUBJECT

Subject: _____

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

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

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

CREATIVITY

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

Total Number in Strong Evidence _____

x3 = _____

Total Number in Some Evidence _____

x2 = _____

Total Number in Little Evidence _____

x1 = _____

Total Points in Creativity: _____

LEADERSHIP

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

Total Number in Strong Evidence _____

x3 = _____

Total Number in Some Evidence _____

x2 = _____

Total Number in Little Evidence _____

x1 = _____

Total Points in Leadership: _____

VISUAL AND PERFORMING ARTS

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

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

Total Points in Visual and Performing Arts: _____

ADDITIONAL COMMENTS:

Please list your child's advanced abilities.

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

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

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

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

Appendix E

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

Student Name: _____ Current Grade: _____

Person Completing the Checklist:

Name: _____ Title: _____ Date: _____

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

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

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

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

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

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



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

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

Additional Comments:

—

Appendix F

GT Identification Matrix Grades 4-8

Gifted and Talented Identification Matrix Grades 4-8



Student Name: _____ Current Grade: _____ Date: _____

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

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



Oakdale Public School:

Safe Return and Continuity of Services Plan

Approved: June 8, 2021



Our Safe Return & Continuity of Services plan addresses the nine components as required in the OSDE guidance. Oakdale previously developed a plan in 2020 with the feedback and guidance of the Oakdale Public Health Advisory Team.

The Advisory Team met multiple times during the FY21 school year to review, modify, and offer additional feedback to the school. Additionally, each plan revision was presented publicly to the Board of Education at a regularly scheduled meeting that included the opportunity for public comment.



Oakdale School successfully navigated 2020 -21 while keeping school open five days per week! Numerous lessons were learned and teachers were able to navigate numerous challenges successfully.

The administrators and faculty persevered through many changes while learning new skills and protocols. Through those challenging times, the staff has begun reflecting on new learning and best practices.



Finally, we will continue to monitor data and best practices over the course of this school year. We ask for your support and cooperation as we modify plans and perhaps progressively increase (or decrease) layered procedures as permitted by state law, health department regulations, and/or other local guidelines.

Dr. Joe Pierce, Superintendent



Introduction & Review

At this time, Oakdale plans to return to normal operations in August 2021... with a back-up plan ready, should it become necessary.

During the most recent 2020-21 legislative session, a new state law (SB 658) was created that will influence our plans in succeeding school years. We acknowledge our duty to comply with state law and will modify our plan as necessary.

The following slides review our 2020 Return to Learn Plan. The plan has been revised based on our reflections, our experiences, and best practices learned during the global pandemic of 2020.



Oakdale Public Health Advisory Team

The Oakdale Public Health Advisory Team is a group of parents and medical and/or public health experts. The team is advisory in nature and does not make policy. It responds to specific questions posed by the Board or by the Administration and reviews, from time to time, particular matters as are helpful to the conducting of school business.

- **Paul Dasari, MD, MPH:** Pediatric endocrinologist at Oklahoma City Indian Clinic
- **Jennifer Lepard, PhD, MPH:** With a doctorate in Public Health, Jennifer is the Chief Operating Officer at the Oklahoma State Department of Health
- **Lynn Mitchell, MD, MPH:** Chief Medical Officer, Chief Wellness Officer, OU Physicians Associate Dean for Clinical Practice, OU Health Sciences Center. Dr. Mitchell is the former Prevention and Preparedness Director for the Oklahoma State Department of Health
- **Brian Plaxico, DO:** Emergency Medicine physician at Oklahoma ER & Hospital



Masks

The 2021-22 school year will begin with no masks required:

- Mask mandates may only be enacted under certain conditions as provided in [SB658](#).
- Any student or employee may wear a mask at any time, even if masks are not mandated.
- If a mask is worn, students must provide their own clean mask each day and must be able to use it appropriately and independently.
- If a mask mandate is issued, additional appropriate procedures and regular breaks will be created in each classroom.



School Nurse

- Our new full-time school nurse is **Mrs. Peggy Cain, RN**
- She is the point of contact for all health-related issues at Oakdale.
- Mrs. Cain will maintain data/documentation related to all contract tracing, in combination with isolation and quarantine, in cooperation with the OCCHD.
- As in previous years, on-site vaccination clinics (e.g. flu shots) for staff and community may be coordinated by the nurse.
- The nurse has numerous resources posted on our website, including information about diagnostic and screening testing.
- Nurse Cain may be reached at [**pcain@oakdale.org**](mailto:pcain@oakdale.org)



Social-Emotional Health

Oakdale has two main points of contact for assistance with students' social-emotional learning, mental health assistance, as well as other needs such as health and/or food services.

- **Counselor:** **Ms. Gina McCarty, LPC** gmccarty@oakdale.org
- **Dean of Students:** **Mr. Charlie Burns** cburns@oakdale.org

The Dean is a new part-time position designed to address student's S/E health and foster relationships at school. These two educators work together on a variety of projects and services to benefit all students and staff:

- Cohort Team Time (gr. 4-8)
- Guest speakers and visits
- Book study, monthly themes, events, activities



The following slides review Oakdale's 2020 Plan:

Updated: June 2021



Risk Levels: Original Plan

What will happen if there is another increase in COVID-19, or a variant?

Our decision-making framework includes consideration of state law, input from our Oakdale Public Health Advisory Team, the epidemiologist assigned to Oakdale from the OKC-County Health Department, as well as any current guidance from the CDC, the State Department of Education, and other state/local government orders. Data trends, patterns of community spread, and school transmission rates influence our decision-making, if we must reinstitute our original plans from 2020-21.

- The success of our framework is contingent on the degree to which our community complies with the layered precautions outlined in the plan.
- In each case, we will take extra steps to learn about the timeframe, the context, the type of contacts, etc. which will inform our next steps.
- Full consideration is given to our ability to have adequate staff and employees at the school.
- Teacher availability and our ability to secure substitute teachers, bus drivers, and other personnel is critical if school is to remain open.



**GREEN LEVEL:
0.0 - 1.43**

This risk phase means positive cases are presently at a manageable level.

All students attend school in-person 5 day/week as normal.

Masks & physical distancing are *encouraged*, but not required.



YELLOW LEVEL

1.44 - 14.29

All students attend school in-person with added precautions:

- Masks & physical distancing begin under certain conditions
- Teachers teach in-person in their classrooms
- Multiple layers of precautions
- Students rotate to other classes, if applicable.
- Teachers have consistent seating charts for all classes and students may rotate
- Athletics and activities offered only per governing body or organization recommendations. Spectators at 50% capacity of facility.



ORANGE LEVEL - 1

13.3 - 25.0

In-person instruction in cohorts and block schedule:

- Attend in person every day
- Masks & social distancing under certain conditions
- Students in PreK-5th attend cohort groups all day.
- Only teachers rotate to the students.
- Cohort groups for lunch/recess.
- Middle school implements block scheduling
- All identified special needs populations attend in-person daily for services
- Extracurricular activities and athletics only if able to physically distance.



ORANGE LEVEL- 2

25.1 - 50.0

Family Cohort Model:

- Attend in person every day.
- Masks & physical distancing under certain conditions..
- Teachers maintain physical distance from students and wear masks.
- Parents monitor symptoms at home.
- All students attend in cohort groups including specials, lunch, and recess.
- Middle school students stay in their advisory teacher's classroom (their cohort).
- Athletics: Practice in cohort groups of 5 or less, but competitions are on hold until back on Orange 1.
- No spectators until yellow.
- Bus seating charts will be implemented
- This model provides better contact tracing when there is an exposure, diagnosis, or quarantine.



RED LEVEL

>50.0

or School Outbreak

School closed. Students switch to Oakdale Distance Learning:

- All students pivot to Distance Learning using Google Classroom or SeeSaw.
- Teachers report to school for Distance Learning and provide instruction.
- Limited special needs populations may attend in-person on campus.
- No extra curricular activities or athletics.



Classrooms & Hallways

If we are required to revert to our original 2020 mitigation plans, we have a successful plan in place. It includes:

- Teachers will physically distance classroom seating/desks and face them in the same direction as much as feasible and practical.
- Students will not share common school supplies.
- Until class begins, classroom doors will remain open to minimize touching handles and door knobs.
- Students will clean/wipe off their own desks and chairs before leaving a classroom.
- Amplification systems are available in every classroom.

Teacher Face Coverings & Masks:

Will teachers wear a face covering?

Under certain conditions (SB658), a mask mandate may be reinstated.

Any student or employee may wear a mask, even if they are not required.

Will teachers wear a badge to identify themselves?

All teachers and staff will wear an Oakdale School badge to identify themselves.

Can teachers wear something other than a mask?

Face shields WITH a mask are acceptable. See [CDC guidelines for masks](#).

All classrooms have a sound amplification device, so that teachers may be more easily heard through a mask.

IF students are required to wear masks...

What does teacher discretion mean?

At the teacher's discretion, they may give students a mask "break," if conditions make it safe.

All teachers will require students to wear masks at school.

Most classrooms are large and provide adequate room to social distance.

What about recess and lunch?

Students will not be required to wear masks on the playground, if they are physically distanced or while eating in the cafeteria.

They **will** wear them going to/from these areas and in common or congested spaces.

What if my child does not want to? Or I don't want them to?

In order to attend school, students are expected to comply with school policy. They will not be "shamed" or punished for not wearing a mask, but will be provided with one and educated about the importance of wearing masks. The principals will handle repeated violations.

Health Screenings:

Why isn't Oakdale checking student temps?

As always, parents should monitor their child's health symptoms and should check temperatures at home before children are sent to school.

Are teachers required to check their temperature?

Staff members are expected to self-monitor their health symptoms and take temperatures at home before coming to work.

What is the temperature limit?

100 degrees fahrenheit

Students or teachers with 100 or higher will be referred to the school nurse and sent home with an information flowchart of steps to take prior to returning to the school.



Symptoms & Exposures

Temperature checks will not be required for students to enter the school. We must balance the practicality of performing these checks for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings

Therefore, we ask PARENTS to monitor their children's health and other symptoms *before* coming to school.

- The OCCHD determines the extent to which we must quarantine our Rockets, not the school nurse or administrators..
- Plans are in place for confirmed exposure or diagnosed with the virus.
- Additional PPE supplies are available.
- Various communication letters are created and ready to use if/when an exposure or quarantine occurs.

What happens when?

Oakdale Public School | Edmond, OK

Contact: Peggy Cain, RN
pcain@oakdale.org



CLINICAL CRITERIA for COVID-19



PROBABLE OR POSITIVE TEST FOR COVID-19?



WHAT HAPPENS NEXT?

- Contact the School Nurse ASAP!
- Health Dept contacts the school & contract tracing begins
- Stay home for required number of days
- Isolate and follow health official's directions
- Wear a mask! Wash/sanitize hands often
- Check temperature 2x a day
- Follow CDC guidance, if symptoms develop
- Health Dept works with school/possible school closure

RETURN TO SCHOOL:

- After required number of quarantine days and
- 24hr fever-free w/o fever reducing medicine and
- Improvement in symptoms
- Re-entry meeting with school nurse required





Entry to School

If we must revert to our original 2020 prevention plans, we have a successful plan in place. It includes:

- Students will enter through the usual entrances.
- Doors will open at 8:00 AM. Classes start at 8:15AM.
- Administrators and staff will be on duty at the exterior doors.
- Upon entry, students will go directly to their designated area or to breakfast.
- Before & after care will remain available with additional procedures, if needed.
- Visitors & guests will be permitted in the school and may wear a mask.
- All visitors will be sign-in at the front office kiosk when they arrive.
- PALS and Library volunteers will be welcomed and will follow procedures.
- Lunch guests and meal deliveries are discouraged.



Cafeteria

If we must revert to our original 2020 prevention plans, we have a successful plan in place. It includes:

Orange-1 Level: Students alternate seats/tables for physical distancing and served using appropriate distancing procedures.

- Grades or classes will alternate eating in classrooms or in lunchroom.
- 8th graders will eat in the middle school pod using physical distancing
- Hand washing/sanitizing will occur before eating.
- Tables will be cleaned between lunches.
- Students may bring a lunch from home or purchase a meal at school.
- Students must independently open their own packaged foods
- No guests/visitors may join children for lunch at school at this time.
- Lunch deliveries are discouraged.
- Teachers and administrators will be on lunch duty.

Orange-2 Level: All students will eat in classrooms with their cohort group. Other precautions are the same as in Orange-1 Level.



Outdoor Recesses

If we must revert to our original 2020 prevention plans, we have a successful plan in place. It includes:

- **Elementary School:**

- If on level Orange 2, each cohort group by grade level will play at a different play space (rotated).
- High risk/touch activities will be discouraged.
- Indoor recess, when necessary, with preventative procedures developed by the teachers.

- **Middle School:**

- For outdoor recess, students will go to the track/football area.
- If on level Orange 2, each cohort group by grade level will play at a different play space (rotated).
- High risk/touch activities will be discouraged.
- For indoor recess, students stay in their 4th hour classrooms.
- All students will go outside for fresh air/exercise as much as possible, unless they have indoor recess or occasional club meetings.

- Strict physical distancing will not be emphasized when there is ample outdoor space.
- Students need as much fresh air as possible; teachers may take students outdoors as needed.
- Masks may not be needed during some outdoor activities if there is 6ft physical distancing.
- Parents may ask their child to wear a mask outdoors. High-risk activities will be discouraged.



After School Dismissal

If we must revert to our original 2020 prevention plans, we have a successful plan in place. It includes:

- Students wait in classrooms and their number (name/photo) displays on a screen announcing their ride's arrival
- They then go to the loading exit and pick-up zones. Car & bus dismissal using our car notification system
- Student will wear masks when:
 - Walking to/from the bus
 - Exiting the school
 - Waiting for a car in the parent pick-up line



Extra-curricular & Athletics

If we must revert to our original 2020 prevention plans, we have a successful plan in place. It includes:

- We will encourage participation in extracurricular activities such as athletics.
- Specific guidelines have been written to align with our color-coded plan levels, if necessary.
- Participation in activities is *voluntary* and we want parents and students to be informed of the risk associated with choosing to participate in these activities.
- A waiver regarding COVID will be added to athletic permission forms. We will follow the guidance from conferences and other organizations.
- If on level **Orange 2**, only practices are permitted and only within cohort groups plus additional screenings. No competitions played. No spectators (allow 50% if on Yellow Level).
- On the **Red Level** there will be no extracurricular activities or athletics at all.





Cleaning & Sanitizing

If we must revert to our original 2020 prevention plans, we have a successful plan in place. It includes:

- Proper hand hygiene and respiratory etiquette will be encouraged.
- Hand-sanitizer will be available in each classroom and may be offered at the door.
- Students are encouraged to bring their own personal water bottles daily.
- Hands-free water bottle refill stations will be cleaned regularly during the day.
- Buses will be sanitized between routes.
- Custodians have a work schedule that includes after-hours cleaning and deep cleaning during holidays/breaks.
 - Electrostatic sanitizing sprayers may be used during deep cleaning of rooms.
 - High touch areas will be cleaned during the school day.
 - Restrooms will be monitored and sanitized through the school day and cleaned at night.
 - Lockers will be sanitized at least once a week.
 - Lunch tables will be cleaned between each lunch period.



Facilities & Events

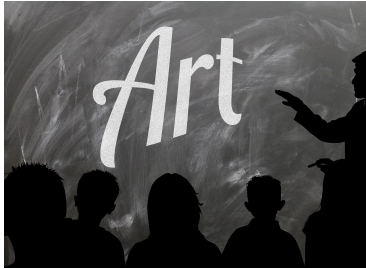
If we are must revert to our original 2020 prevention plans, we have a successful plan in place. It includes:

- **Facility Usage:** No facility rentals. The football field, track, tennis courts, and other play areas will remain open after hours for public use, if feasible.
- **Contests** will be determined by level status. We will also consider guidance from the advisory team and the host.
- **Assemblies:** We will not host large gatherings or assemblies.
- **Events:** Some events will be rescheduled, modified, or held in other creative ways.
- **Field Trips:** We will not take field trips. Virtual alternatives will be explored.
- **Class Parties:** We will use alternatives such as going outdoors and involve only a limited number of homeroom parents to help organize.
- **Snacks & Treats:** Classroom snacks must be individually purchased and brought from home, no group snacks or treats from parents or teachers.



Co-Curricular Classes

If we are required to revert to our original 2020 prevention plans, we have a successful plan in place. It includes:



- Specials classes teachers (band, music, art, etc.) have created their own protocols.
- Curriculum may need to be modified to lessen risks.
- Read their plan [here](#).



Oakdale Public School:

Safe Return and Continuity of Services Plan

Approved: June 8, 2021



Oakdale School ARP-ESSER Funding Plan

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief requires that school districts that receive funding from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 are required to post on its website a plan summarizing how these funds will be spent.

Oklahoma has been allocated nearly \$1.4 billion in federal funds and its American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) allocation.

How can these funds be used?

ARP ESSER allocations may be used for mitigation strategies in preparing schools for reopening; addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year; hiring staff and avoiding layoffs; and testing, repairing, and upgrading projects to improve air quality in school buildings.

ARP ESSER allocations may be used in the following ways:

1. Schools shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and
2. Schools shall use the remaining funds for any of the following:
 - a. Any activity authorized by the Elementary and Secondary Education Act of 1965.
 - b. Any activity authorized by the Individuals with Disabilities Education Act.
 - c. Any activity authorized by the Adult Education and Family Literacy Act.

- d. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- e. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- f. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- g. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- h. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- i. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated
- j. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- k. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- l. Providing mental health services and supports, including through the implementation of evidence-based full-service.
- m. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- n. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - i. administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - ii. implementing evidence-based activities to meet the comprehensive needs of students;
 - iii. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - iv. Tracking student attendance and improving student engagement in distance education.
- o. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- p. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- r. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

How will Oakdale School utilize these funds to ensure the safe return of students to in-person instruction?

Oakdale School will continue to implement protocols established by the Oklahoma City-County Health Department and the Centers for Disease Control and Prevention (as permitted by state law) to ensure the safety of students, staff, and community members. ARP ESSER funds will be used to fund expenditures for personal protective equipment, sanitation/cleaning supplies, equipment, and staff.

How will Oakdale School utilize these funds to maximize in-person instruction time?

Oakdale School will use funding to support the following programs to maximize in-person instruction time including, but not limited to the following: online subscriptions to enhance the curriculum with extension/individualization, online formative assessments to monitor progress, summer instructional programming, retention of staff, use of teachers on special assignment, and the implementation of after school, extended-day, extended-year, tutoring and/or instructional programs. The school may also use funding to continue implementation of COVID protocols, including purchase of personal protective equipment, cleaning supplies or equipment, barriers, furniture, and storage.

How will Oakdale School utilize these funds to promote continued operation of schools and meet the needs of students?

Oakdale School may use the following programs to operate and meet the needs of students including the following: purchasing technology including laptops/chromebooks/ipads and curriculum; continuing to employ existing staff, continuing implementation of COVID protocols, including the purchase of personal protective equipment, cleaning supplies and equipment, barriers, furniture, and storage, costs to restructure instructional space, funding subscriptions for WiFi hotspots, and delivering meals and instructional materials.

How will Oakdale School utilize these funds to purchase educational technology?

Oakdale School may use funds for the purchase of educational technology such as laptops/chromebooks/ipads, to fund subscriptions for WiFi hotspots, to purchase licenses for remote and online learning curriculum materials and tools, to acquire email encryption, technology security, and instructional technology applications.

How will Oakdale School utilize these funds to address the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness?

Oakdale School may use funds to address the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness by securing subscriptions for WiFi hotspots, securing translation services for communications to non-English speaking parents, offering tutoring-on-request programs, and/or coordinating field trips.

How will Oakdale School utilize these funds to implement evidence-based strategies to meet students' social, emotional, mental health and academic needs?

Oakdale School may use funds to implement evidence-based strategies to meet students' social, emotional, mental health and academic needs through employment of additional personnel to implement school culture/community-building activities through "Crew Time," a homeroom advisory period, curriculum development pertaining to social-emotional learning, securing professional speakers for student engagement and implementing staff development programs focusing on improving students' social, emotional, mental health and academic needs.

How will Oakdale School utilize these funds to offer evidence-based summer, afterschool, and other extended learning and enrichment programs?

Oakdale School may use funds to offer evidence-based summer, afterschool and other extended learning and enrichment programs such as summer instructional programming and implementation of after school tutoring/instructional programs.