

Board Minutes
Oakdale Public School Board of Education Regular Meeting
Tuesday, October 11, 2022 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 a Quorum**
- **Possible consideration and vote to approve Agenda**

Attendance Taken at 6:00 PM.

Mr. Todd
Corbin: Present

Erin
Hulsey: Present

Kimber
Shoop: Present

Present: 3.

Motion to approve agenda. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd
Corbin: Yea

Erin
Hulsey: Yea

Kimber
Shoop: Yea

Yea: 3, Nay: 0

2. **PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE**
3. **STAFF REPORTS**

- Superintendent's Report: Dr. Joe Pierce
- Principals' Reports

4. **RECOGNITIONS: Oakdale's "Shining Stars"**

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

5. **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.

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:

Vote to approve the Consent agenda. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 3, Nay: 0

1. Approve minutes of the September 13, 2022 regular board meeting.
2. Approve minutes of the September 29, 2022 special board meeting.
3. Accept Treasurer's Report including: Financial statements, fund balances, expenditures, revenue, warrants, bank summary, bond reports, and investments) for the month ending September 30, 2022.
4. Approve Encumbrances
5. General Fund Payments #476-#633
 1. Child Nutrition Payments are included with General Fund Payments
6. Building Fund Payments #51-#71
7. Activity Fund #28-#75
8. Bond 35 Payments NONE
9. Bond 36 Payments #9-#12

7. **PRESENTATION & ACTION ITEM:**

Presentation and possible action on the Gifted & Talented District Plan for 2022-23.

Vote to approve Gifted & Talented District Plan for 2022-23. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Kimber
Shoop: Yea

Yea: 3, Nay: 0

8. **PROPOSED EXECUTIVE SESSION: Motion to enter into executive session to:**

A.) Discuss hiring of certified personnel as listed in Exhibit A pursuant to 25 O.S. Section 307 (B)(1); B.) Discuss the hiring of a Superintendent pursuant to 25 O.S. Section 307 (B)(1); C.) Discuss real estate matters and investigating potential land acquisition pursuant to 25 O.S. Section 307 (B)(3).

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

The Board voted to convene into executive session @ 6:27 p.m. This motion, made by Kimber Shoop and seconded by Erin Hulsey, passed.

Mr.
Todd
Corb Yea
in:

Erin
Huls Yea
ey:

Kim
ber Yea
Shoo
p:

Yea: 3, Nay: 0

2. The board returned to open session @ 7:07 p.m.

3. Executive Session compliance announcement read by Todd Corbin, President.

9. **BUSINESS ACTION ITEMS: The following items will be considered, discussed, and possible action may be taken on each one separately.**

1. Discussion, consideration, and possible action on personnel report as listed in Exhibit A: Personnel Report.

Vote to approve personnel report as listed in Exhibit A: Personnel Report and recommended by the Superintendent. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr.
Todd
Corb Yea
in:

Erin
Huls Yea
ey:

Kim
ber Yea
Shoo
p:

Yea: 3, Nay: 0

2. Discussion on the process of hiring a Superintendent.
No Action needed.

3. Discussion and possible action to authorize a board member to enter into a contract with a third-party vendor to assist the Board of Education in the Superintendent search process.

Vote to authorize a board member to enter into a contract with a third-party vendor to assist the Board of Education in the Superintendent search process with OPSRC. This motion, made by Kimber Shoop and seconded by Erin Hulsey, passed.

Mr.

Todd Yea

Corb

in:

Erin

Huls Yea

ey:

Kim

ber

Shoo Yea

p:

Yea: 3, Nay: 0

10. **ADJOURN: Possible consideration, discussion, and vote to adjourn.**

Adjourn meeting @ 7:15 p.m. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Yea

Corbin:

Erin

Hulsey: Yea

Kimber

Shoop: Yea

Yea: 3, Nay: 0

BOARD OF EDUCATION MEETING PUBLIC PARTICIPATION

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

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

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

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

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

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

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

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

CROSS REFERENCE: Policy GF

REFERENCE: 70 O.S. §5-118

Board Minutes
Oakdale Public School Board of Education Regular Meeting
Tuesday, September 13, 2022 6:00 PM
Fine Arts Building - Auditorium

President – Todd Corbin

Vice President – Kimber Shoop

Clerk – Erin Hulsey

Minutes Clerk - Marlene Martinez-Dunn

1. Routine Items:

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

Attendance Taken at 6:00 PM.

Mr. Todd Corbin: Absent

Erin Hulsey: Present

Kimber Shoop: Present

Present: 2, Absent: 1.

Motion to approve agenda. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Absent

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

2. Pledge of Allegiance & Moment of Silence

3. Public Comment:

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

4. Staff Reports, Presentations, and/or Recognitions

- Superintendent's Report: Dr. Joe Pierce
- Principals' Reports
- Sanctioned Organization Reports

5. Consent Agenda:

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

Motion to approve consent agenda. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Absent

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

1. Approve minutes of the August 17, 2022 special 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, 2022.
3. General Fund Payments #324-#366
4. Building Fund Payments #34-#49
5. Activity Fund payments #3-#27
6. Bond 36 Payments #7-#8

6. Information & Discussion: Possible discussion regarding OSSBA and K20 Continuous Strategic Improvement process. (Sharon Dean, OSSBA)

7. 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 Estimate of Needs (Budget) for 2022-23 as prepared by Putnam and Company CPA.

Approve Estimate of Needs (Budget) for 2022-23 as prepared by Putnam and Company CPA. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Absent

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

2. 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, 2022.

Approve and establish the number of transfer students the district has the capacity to accept in each grade level within the district effective October 1, 2022. As recommended by the Superintendent. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Absent

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

3. Discussion, consideration, and possible action upon the Oakdale Parent-Teacher Club sanctioning application for 2022-23.

Approve the Oakdale Parent-Teacher Club sanctioning application for 2022-23. This motion, made by Erin Hulseley and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Absent

Erin Hulseley: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

4. Discussion, consideration, and possible action upon the Oakdale School Foundation's sanctioning application for 2022-23.

Approve the Oakdale School Foundation's sanctioning application for 2022-23. This motion, made by Erin Hulseley and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Absent

Erin Hulseley: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

5. Discussion, consideration and possible action on the LEA Parental Involvement Policy and the School Parental Involvement Policy as reviewed and recommended by the Title 1 planning team.

Approve the LEA Parental Involvement Policy and the School Parental Involvement Policy as reviewed and recommended by the Title 1 planning team. This motion, made by Kimber Shoop and seconded by Erin Hulseley, passed.

Mr. Todd Corbin: Absent

Erin Hulseley: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

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

Approve the Oakdale Alternative Education Statutory Waiver Application. Approval contingent on review by legal counsel. This motion, made by Kimber Shoop and seconded by Erin Hulseley, passed.

Mr. Todd Corbin: Absent

Erin Hulseley: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

7. Discussion, consideration, and possible action on personnel report as listed in Exhibit A: Personnel Report.

Approve personnel report as listed in Exhibit A: Personnel Report. This motion, made by Kimber Shoop and seconded by Erin Hulseley, passed.

Mr. Todd Corbin: Absent

Erin Hulseley: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

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

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

Motion to adjourn @ 7:40 p.m. This motion, made by Erin Hulseby and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Absent

Erin Hulseby: Yea

Kimber Shoop: Yea

Yea: 2, Nay: 0, Absent: 1

Board Minutes
Oakdale Public School Board of Education Special Meeting
Thursday, September 29, 2022 6:00 PM
Fine Arts Building

President – Todd Corbin

Vice President – Kimber Shoop

Clerk – Erin Hulsey

Minutes Clerk - Marlene Martinez-Dunn

1. Routine Items:

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

Attendance Taken at 6:00 PM.

Mr. Todd Corbin: Present

Erin Hulsey: Present

Kimber Shoop: Present

Present: 3.

Approve agenda. This motion, made by Erin Hulsey and seconded by Kimber Shoop, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 3, Nay: 0

2. Proposed Executive Session:

Motion to enter into executive session to (1) discuss the resignation of the Superintendent, (2) discuss the possible employment of an Interim Superintendent, and (3) discuss the hiring process for a Superintendent pursuant to 25 O.S. Section 307 (B)(1):

1. **Vote to convene or not convene in executive session.**
2. **Acknowledge the board's return to open session.**
3. **Executive Session compliance announcement**

Motion to convene into executive session @ 6:15 p.m. Acknowledge the board's return to open session @ 7:44 p.m. Compliance announcement read by Todd Corbin, President. No action taken in executive session. This motion, made by Kimber Shoop and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 3, Nay: 0

3. Discussion and possible action on acceptance of the Superintendent's resignation.

The board approved and accepted the Superintendent's resignation. This motion, made by Kimber Shoop and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 3, Nay: 0

4. Discussion on the process of hiring a Superintendent.

5. Discussion to authorize a board member to lead the Superintendent search process on behalf of the Board of Education.

6. Discussion to authorize a board member to enter into a contract with a third-party vendor to assist the Board of Education in the Superintendent search process.

7. Adjourn

Motion to adjourn @ 7:55 p.m. This motion, made by Kimber Shoop and seconded by Erin Hulsey, passed.

Mr. Todd Corbin: Yea

Erin Hulsey: Yea

Kimber Shoop: Yea

Yea: 3, Nay: 0



Oakdale School
55-C029

FY23 Financial Report
September 30, 2022

**Oakdale Public School
Cash Balances - Appropriated Funds
September 30, 2022**

	Balance 9/30/2022	Less: O/S Warrants 9/30/2022	Cash Balances 9/30/2022	Comparison 9/30/2021	Comparison 9/30/2020
General Fund					
FY 2022-23	743,325.08	25,035.05	718,290.03		
FY 2021-22	5,715.44	5,714.84	0.60		
Total	749,040.52	30,749.89	718,290.63	613,074.28	599,594.79
Building Fund					
FY 2022-23	(143,810.20)	0.00	(143,810.20)		
FY 2021-22	0.00	0.00	0.00		
Total	(143,810.20)	0.00	(143,810.20)	(105,429.96)	(40,286.59)
Building Bond Funds					
BBF (Fund 34)	117.48	-	117.48		
BBF (Fund 35)	90,493.80	-	90,493.80		
BBF (Fund 36)	1,714,549.47	-	1,714,549.47		
Total	1,805,160.75	0.00	1,805,160.75	4,425,467.39	348,627.14
Sinking Fund	1,429,285.50	-	1,429,285.50	582,928.26	1,105,592.97
Total Cash Balances	3,839,676.57	30,749.89	3,808,926.68	5,516,039.97	2,013,528.31

FY23 Non-Recurring (One Time) Funds		
Program	Claimed	Remaining
Project 615		\$ 500.00
Project 627		\$ 35,373.41
Project 723		\$ 56,022.00
Project 795	-	\$ 138,399.86
TOTALS	\$ -	\$ 230,295.27

**All Appropriated Funds
Treasurer's Activity
7/1/2022 to 9/30/2022**

<u>ASSETS</u>	Beginning Balance	Deposits	Net Transfers	Disbursements	Ending Balance
FNB of MWC					
Checking - General Fund	6,021,066.21	672,693.55	(1,258.61)	2,852,824.58	3,839,676.57
Fiscal Agent - Sinking Fund	-	-	-	-	-
Total Assets	6,021,066.21	672,693.55	(1,258.61)	2,852,824.58	3,839,676.57
<u>LIABILITIES</u>					
General Fund					
2022-23 FY	1,127,800.45	636,484.40	(1,258.61)	1,019,701.16	743,325.08
2021-22 FY	162,734.76	-	-	157,019.32	5,715.44
Total General Fund	1,290,535.21	636,484.40	(1,258.61)	1,176,720.48	749,040.52
Building Fund					
2022-23 FY	116,070.54	7,816.09	-	267,696.83	(143,810.20)
2021-22 FY	12,927.82	-	-	12,927.82	-
Total Building Fund	128,998.36	7,816.09	-	280,624.65	(143,810.20)
Building Bond Funds					
BBF (Fund 34)	117.48	-	-	-	117.48
BBF (Fund 35)	90,493.80	-	-	-	90,493.80
BBF (Fund 36)	3,110,028.92	-	-	1,395,479.45	1,714,549.47
Total BBF	3,200,640.20	-	-	1,395,479.45	1,805,160.75
Sinking Fund	1,400,892.44	28,393.06	-	-	1,429,285.50
Total Liabilities	6,021,066.21	672,693.55	(1,258.61)	2,852,824.58	3,839,676.57
<u>Investment Report</u>	604.69				

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**General Fund Expenditures
September 30, 2022**

	FY21 Expenditures		FY22 Expenditures		FY23 Expenditures	
	Payroll	Non-Payroll	Payroll	Non-Payroll	Payroll	Non-Payroll
July	63,359.78	64,614.63	58,841.77	98,858.68	72,985.68	60,432.72
August	228,498.51	88,565.10	232,033.80	81,888.65	242,864.01	119,128.52
September	400,876.84	40,258.26	410,250.76	75,701.98	429,723.97	75,597.43
October	413,857.93	46,631.57	423,288.82	119,191.75		
November	433,423.02	52,272.55	421,057.70	88,063.27		
December	408,313.10	28,914.69	418,434.39	68,703.38		
January	402,304.32	19,955.53	422,218.11	54,799.30		
February	414,846.55	48,212.45	427,343.57	41,853.76		
March	404,371.32	31,110.82	419,101.03	44,395.89		
April	420,678.77	42,008.18	432,544.61	47,063.92		
May	454,645.16	51,689.83	1,320,988.62	61,259.21		
June	918,342.86	57,230.34	79,779.12	43,159.70		
TOTALS	4,963,518.16	571,463.95	5,065,882.30	824,939.49	745,573.66	255,158.67
		5,534,982.11		5,890,821.79	745,573.66	1,000,732.33

YTD Comparison

	FY21 Expenditures		FY22 Expenditures		FY23 Expenditures	
	Payroll	Non-Payroll	Payroll	Non-Payroll	Payroll	Non-Payroll
July	63,359.78	64,614.63	58,841.77	98,858.68	72,985.68	60,432.72
August	228,498.51	88,565.10	232,033.80	81,888.65	242,864.01	119,128.52
September	400,876.84	40,258.26	410,250.76	75,701.98	429,723.97	75,597.43
October						
November						
December						
January						
February						
March						
April						
May						
June						
TOTALS	692,735.13	193,437.99	701,126.33	256,449.31	745,573.66	255,158.67
		886,173.12		957,575.64		1,000,732.33

**Oakdale Public School
General Fund Expenditures
September 30, 2022**

Personnel Expenses		2022-23	SEPT	2022-23	% of YTD
OBJECT	DESCRIPTION	BUDGET	2022	YEAR-TO-DATE	TO BUDGET
100-299	Personnel	5,111,495.81	429,723.97	745,573.66	14.59%
	Total Personnel	5,111,495.81	429,723.97	745,573.66	14.59%
Non-Personnel Expenses					
310	Administrative Services	41,000.00	-	11,219.00	27.4%
320	Professional Education Services	56,000.00	5,170.00	5,170.00	9.2%
321	Instructional Program Improvement	6,000.00	-	-	0.0%
322	Instructional svcs	120.00	-	-	0.0%
331	Accounting & Audit Services	6,300.00	125.00	197.70	3.1%
336	Medical Services	41,000.00	3,763.75	3,763.75	9.2%
337	Othe Professional Services	48,000.00	-	-	0.0%
340	Technical Services	500.00	-	-	0.0%
344	Game Security Services	26,000.00	8,300.00	9,125.00	35.1%
346	Technology Services	43,000.00	7,262.74	12,101.14	28.1%
358	Legal Services	12,000.00	2,362.50	6,225.00	51.9%
359	Employee Training	6,000.00	455.00	595.00	9.9%
432	Tech Svcs Computer	900.00	-	-	0.0%
433	Cooling Services	2,500.00	-	-	0.0%
436	Office Machine Svcs	700.00	-	-	0.0%
438	Other Building Svcs	4,500.00	-	-	0.0%
440	Rentals	700.00	-	-	0.0%
450	Construction Services	13,000.00	-	-	0.0%
522	Liability Insurance	11,000.00	-	10,798.00	98.2%
524	Vehicle Insurance	9,100.00	-	9,037.00	99.3%
525	Surety Bonds	1,600.00	-	750.00	46.9%
530	Communication Services	25,000.00	1,801.97	16,576.76	66.3%
540	Advertising	1,500.00	-	-	0.0%
550	Printing and Binding	4,000.00	-	-	0.0%
580	Staff Travel	1,500.00	-	-	0.0%
611	Copy Supplies	7,500.00	5,145.00	8,121.05	108.3%
612	Automotive & Bus Supplies	9,000.00	76.95	6,242.42	69.4%
614	Testing Supplies	8,000.00	-	4,620.00	57.8%
615	Audiovisual Supplies	100.00	-	-	0.0%
616	First Aid	500.00	385.99	385.99	77.2%
617	Kitchen Supplies	14,000.00	2,711.77	2,711.77	19.4%
618	Maintenance Supplies	2,500.00	1,042.54	2,139.92	85.6%
619	Classroom/Office Supplies	25,000.00	2,776.85	8,893.01	35.6%
625	Gasoline	18,000.00	1,577.46	1,998.68	11.1%
630	Food and Milk	120,000.00	12,896.95	12,896.95	10.7%
639	Other Food Costs	6,000.00	1,304.73	1,304.73	21.7%
641	Books	7,000.00	248.52	1,307.84	18.7%
641	Books (Library)	8,000.00	-	-	0.0%
643	Textbooks	58,823.20	6,527.96	65,351.16	111.1%
645	Workbooks	500.00	-	-	0.0%
646	Binding	1,000.00	-	-	0.0%
651	Appliances, Pots and Pans	2,000.00	-	-	0.0%
652	Audiovisual	10,000.00	-	457.50	4.6%
653	Technology Related Supplies	165,000.00	9,815.75	43,777.78	26.5%
654	Furniture and Fixtures	2,000.00	294.89	1,327.41	66.4%
760	Vehicles	8,000.00	-	-	0.0%
810	Dues and Fees	12,000.00	8.00	6,129.00	51.1%
850	Game Contracts & Guarantees	1,000.00	1,150.00	1,150.00	115.0%
860	Staff Registration & Tuition	250.00	-	100.00	40.0%
930	Reimbursement	2,500.00	-	292.00	11.7%
	Total Non-Personnel	850,593.20	75,597.43	255,158.67	30.0%
TOTALS		5,962,089.01	505,321.40	1,000,732.33	16.8%

**Oakdale Public School
Summary of Monthly Revenue - By Fund
2022-23 FY**

Month	Total	General Fund	Building Fund	BBF (Fund 34)	BBF (Fund 35)	BBF (Fund 36)	Sinking Fund
7-2022	284,024.29	270,428.22	2,886.22				10,709.85
8	248,584.73	240,292.84	1,773.74				6,518.15
9	140,084.53	125,763.34	3,156.13				11,165.06
10	0.00						
11	0.00						
12	0.00						
1-2023	0.00						
2	0.00						
3	0.00						
4	0.00						
5	0.00						
6	0.00						
Total	672,693.55	636,484.40	7,816.09	0.00	0.00	0.00	28,393.06

**Oakdale Public School
Warrants Issued By Month - By Fund
2022-23 FY**

Month	Total	<u>General Fund</u> 2022-23 FY	<u>Building Fund</u> 2022-23 FY	(Fund 34) BBF	(Fund 35) BBF	(Fund 36) BBF	Sinking Fund
7-2022	369,099.25	139,560.80	182,956.76			46,581.69	
8	686,859.32	399,854.01	59,454.01			227,551.30	
9	848,152.39	505,321.40	25,286.06			317,544.93	
10	0.00						
11	0.00						
12	0.00						
1-2023	0.00						
2	0.00						
3	0.00						
4	0.00						
5	0.00						
6	0.00						
Totals	1,904,110.96	1,044,736.21	267,696.83	0.00	0.00	591,677.92	0.00

**Oakdale Public School
Warrants Paid By Month - By Fund
2022-23 FY**

Month	Total	General Fund		Building Fund		(Fund 34)	(Fund 35)	(Fund 36)	Sinking Fund
		2022-23 FY	2021-22 FY	2022-23 FY	2021-22 FY	BBF	BBF	BBF	
7-2022	1,205,806.94	117,128.74	60,915.40	182,956.76	12,927.82			831,878.22	
8	742,657.81	357,554.38	95,414.92	58,354.01				231,334.50	
9	904,359.83	545,018.04	689.00	26,386.06				332,266.73	
10	0.00								
11	0.00								
12	0.00								
1-2023	0.00								
2	0.00								
3	0.00								
4	0.00								
5	0.00								
6	0.00								
Total	2,852,824.58	1,019,701.16	157,019.32	267,696.83	12,927.82	0.00	0.00	1,395,479.45	0.00

**Oakdale Public School
Warrant Accounts - By Funds
2022-23 FY**

2022-23 FY	Total	General	Building	BBF (34)	BBF (35)	BBF (36)	Sinking (41)
O/S @ 7-01-22	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Issued to Date	1,904,110.96	1,044,736.21	267,696.83	0.00	0.00	591,677.92	0.00
Less: Paid to Date	1,879,075.91	1,019,701.16	267,696.83	0.00	0.00	591,677.92	0.00
O/S @ 7-31/2022	25,035.05	25,035.05	0.00	0.00	0.00	0.00	0.00

2021-22 FY	Total	General	Building	BBF (34)	BBF (35)	BBF (36)	Sinking (41)
O/S @ 7-01-22	979,463.51	162,734.16	12,927.82	0.00	0.00	803,801.53	0.00
Issued to Date	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Less: Paid to Date	973,748.67	157,019.32	12,927.82	0.00	0.00	803,801.53	0.00
O/S @ 7/31/2022	5,714.84	5,714.84	0.00	0.00	0.00	0.00	0.00

All Years	Total	General	Building	BBF (34)	BBF (35)	BBF (36)	Sinking (41)
O/S @ 7-01-22	979,463.51	162,734.16	12,927.82	0.00	0.00	803,801.53	0.00
Issued to Date	1,904,110.96	1,044,736.21	267,696.83	0.00	0.00	591,677.92	0.00
Less: Paid to Date	2,852,824.58	1,176,720.48	280,624.65	0.00	0.00	1,395,479.45	0.00
O/S @ 7/31/2022	30,749.89	30,749.89	0.00	0.00	0.00	0.00	0.00

**Oakdale Public Schools
Bank Summary
General Fund
2022-23 FY**

Month	Beginning Balance	Deposits	Transfers In	Transfers Out	Disbursements	Ending Balance	
7-2022	6,021,066.21	284,024.29		GW 27.95 SC 70.00	1,205,806.94	5,099,185.61	
8	5,099,185.61	248,584.73		GW 199.56 SC 70.00	742,657.81	4,604,842.97	
9	4,604,842.97	140,084.53		GW 821.10 SC 70.00	904,359.83	3,839,676.57	
10				GW SC	0.00	0.00	
11				GW SC	0.00	0.00	
12				GW SC	0.00	0.00	
1-2023				GW SC	0.00	0.00	
2				GW SC	0.00	0.00	
3				GW SC	0.00	0.00	
4				GW SC	0.00	0.00	
5				GW SC	0.00	0.00	
6				GW SC	0.00	0.00	
Total	<u>6,021,066.21</u>	<u>672,693.55</u>	<u>0.00</u>		<u>1,258.61</u>	<u>2,852,824.58</u>	<u>3,839,676.57</u>

RC = Returned checks

SC = Bank service charges-ACH

GW = Gateway and Credit Card Processing

HL = Heartland Processing

BE = Bank Error

BC = Bank Correction

PR1 = PAYROLL ACH RETURNED

DD1 = DIRECT DEPOSIT CORRECTION FROM FY 21

BOND PRINCIPAL AND INTEREST SCHEDULE 9/30/2022

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		
6/1/2023	\$ 1,200,000.00	\$ 15,750.00	\$ 1,215,750.00		RETIRES BOND

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		
6/1/2023	\$ 2,250,000.00	\$ 10,125.00	\$ 2,260,125.00		
12/1/2023	\$ -	\$ 3,937.50	\$ 3,937.50		
6/1/2024	\$ 2,250,000.00	\$ 3,937.50	\$ 2,253,937.50		RETIRES BOND

Payment Register

Options: Year: 2022-2023, Fund: GEN FUND-FOR OP, Date Range: 9/19/2022 - 10/11/2022, Print Payroll Payments: False,
Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
476	09/19/2022	4298	AUDREA GEORGE				\$150.00
477	09/19/2022	4449	CAITLIN MOONEY				\$412.50
478	09/19/2022	4465	ERIC LONG				\$412.50
479	09/19/2022	4294	FELIX A VALADEZ				\$200.00
480	09/19/2022	4353	KARCH BULLARD				\$825.00
481	09/26/2022	481	OMES				\$335.52
482	09/28/2022	85	AMERICAN FIDELITY				\$33.40
593	10/04/2022	3380	APPLE INC. EDUCATION				\$2,319.00
594	10/04/2022	4298	AUDREA GEORGE				\$150.00
595	10/04/2022	4451	CORTLAND B GLOVER				\$412.50
596	10/04/2022	4465	ERIC LONG				\$412.50
597	10/04/2022	4294	FELIX A VALADEZ				\$425.00
598	10/04/2022	4452	GARRETT GOBLE				\$825.00
599	10/04/2022	4450	GARY DAVIS				\$412.50
600	10/04/2022	4353	KARCH BULLARD				\$412.50
601	10/04/2022	4079	ON BROADWAY PIZZA CO				\$802.75
602	10/04/2022	4297	STEVEN JOHNSON				\$150.00
603	10/07/2022	4471	ANAKAREN KENNEDYE				\$300.00
604	10/07/2022	4470	ASHLEY SHRIVER				\$16.50
605	10/07/2022	3045	AT&T				\$10.85
606	10/07/2022	58	AT&T MOBILITY				\$81.97
607	10/07/2022	30	BEST OF BOOKS				\$13.59
608	10/07/2022	3795	BIMBO BAKERIES USA				\$784.96
609	10/07/2022	3488	BUDDY'S PRODUCE, INC.				\$1,802.85
610	10/07/2022	123	COX BUSINESS				\$1,720.00
611	10/07/2022	3737	FOLLETT SCHOOL SOLUTIONS LLC				\$1,541.00
612	10/07/2022	4270	HICKMAN LAW GROUP				\$1,904.42
613	10/07/2022	4366	MOORE THERAPY SERVICES, INC				\$4,566.25
614	10/07/2022	3289	TEEL OSWALD, M.ED				\$1,250.00
615	10/07/2022	941	OKLAHOMA TURNPIKE AUTHORI				\$15.45
616	10/07/2022	80717	JOSEPH M PIERCE				\$28.04
617	10/07/2022	4042	HILAND DAIRY FOODS COMPANY				\$2,693.81
618	10/07/2022	204	QUILL CORPORATION				\$61.66
619	10/07/2022	649	RAINBOW PENNANT, INC.				\$768.00
620	10/07/2022	942	RENAISSANCE LEARNING				\$390.00
621	10/07/2022	4351	DR. RENE D. AXTELL				\$1,755.00
622	10/07/2022	3637	SHELLEY RYLAND				\$4,440.00
623	10/07/2022	119	SAM'S CLUB MC/SYNCB				\$666.70
624	10/07/2022	3162	SCHOOL HEALTH CORPORATION				\$120.88
625	10/07/2022	70017	SYSCO OKLAHOMA LLC				\$6,071.42
626	10/07/2022	4010	CAPITAL ONE				\$609.08
627	10/07/2022	3243	ARCHWAY				\$787.24
628	10/07/2022	4079	ON BROADWAY PIZZA CO				\$613.75
629	10/11/2022	1054	CCOSA				\$265.00
630	10/11/2022	4414	EXCEL FOOD MART, INC				\$1,768.94
631	10/11/2022	1038	PRECISION BUSINESS MACHINES,				\$3,580.61
632	10/11/2022	3693	PROSPERITY BANK				\$3,237.32
633	10/11/2022	4341	QUO VADIMUS LLC				\$1,686.25

Payment Register

Options: Year: 2022-2023, Fund: GEN FUND-FOR OP, Date Range: 9/19/2022 - 10/11/2022, Print Payroll Payments: False,
Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
				Non-Payroll Total:			\$52,242.21
				Payroll Total:			\$432,197.21
				Balance Foward:			\$826,469.12
				Total:			\$1,310,908.54

Corporate Account Name: OAKDALE SCHOOL
Account Name: OAKDALE SCHOOL

Corporate Number: 00005015
Account Ending In: 1955

Corporate Account Summary

Previous Account Balance	\$4,622.94	Statement Closing Date	09/30/2022
Payments and Credits	\$4,726.39	Days This Period	30
Purchases and Debits	\$6,036.44	Credit Limit	\$20,000.00
Cash Advances	\$0.00	Available Credit	\$13,949.00
Fees	\$0.00	Cash Limit	\$0.00
Finance Charges	\$0.00	Available Cash	\$0.00
New Ending Balance	\$5,932.99		
		Payment Due Date	10/26/2022
Total Amount of Disputes	\$0.00	Payment Amount Due	\$5,932.99

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 #350, P. O. Box 21228, Tulsa, OK 74121-1228

Important Information

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

Act. Fund # 2,240.67

Foundation 455.00

Gen. Fund 3,237.32

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
09/19	09/19	7421703LN00XV70LP	PAYMENT BY MAIL ABILINE TX	4,622.94-
Total Activity				4,622.94-
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
Amount Due \$5,932.99
MARLENE DUNN
Card Ending In 4392
Total Amount \$1,182.09

Post Date	Tran Date	Reference Number	Transaction Description	\$Amount
09/01	08/31	7468808L30T5178RL	SUPER DUPER PUBLICATIONS GREENVIL CREDIT	3.87-
09/01	08/31		MCC: 7399 MERCHANT ZIP:	
09/08	09/07	7427539LAS66G7EJA	CHEERLEADING COMPANY 800-4114 CREDIT	36.66- ✓
09/08	09/07		MCC: 5941 MERCHANT ZIP:	
09/01	08/31	2401339L30001SD4L	220 BRAUMS STORE EDMOND OK	14.94 ✓
09/01	08/31		MCC: 5812 MERCHANT ZIP:	
09/06	09/06	2427539L9S66G0H1E	CHEERLEADING COMPANY 800-4114105 TX	461.66 ✓
09/06	09/06		MCC: 5941 MERCHANT ZIP: 75243	
09/13	09/13	2405523LH2LY6P8JD	ALL AMERICAN PIZZA EDMOND OK	224.25 ✓
09/13	09/13		MCC: 5814 MERCHANT ZIP: 73013	
09/15	09/15	2443106LKB6NVK6D	OK REGENTS FOR HIGHER ED EGOV.COM OK	30.00
09/15	09/15		MCC: 9399 MERCHANT ZIP: 73104	
09/20	09/20	2405523LR2LY1054T	ALL AMERICAN PIZZA EDMOND OK	39.00 ✓
09/20	09/20		MCC: 5814 MERCHANT ZIP: 73013	
09/21	09/21	2443099LRR3TW7BNE	APPLE.COM/BILL 800-275-2273 CA	9.99 ✓
09/21	09/21		MCC: 5735 MERCHANT ZIP: 95014	
09/26	09/26	2421073LX2DZELAHD	IDENTOGO - OK FINGERPRINT BILLERICA MA	58.25 ✓
09/26	09/26		MCC: 9399 MERCHANT ZIP: 01821	
09/27	09/27	2401339LY02Y6H3T7	220 BRAUMS STORE EDMOND OK	15.54 ✓
09/27	09/27		MCC: 5812 MERCHANT ZIP:	
09/27	09/27	2469216LY31RKDB0S	APPLE.COM/BILL 866-712-7753 CA	4.99 ✓
09/27	09/27		MCC: 5815 MERCHANT ZIP: 95014	
09/28	09/28	2469216LZ32APBRVG	SQ *BLUE72 PRINTING CO. Choctaw OK	364.00
09/28	09/28		MCC: 5691 MERCHANT ZIP: 73020	

JOSEPH PIERCE
Card Ending In 3741
Total Amount \$4,750.90

Post Date	Tran Date	Reference Number	Transaction Description	\$Amount
09/04	09/03	7469216L634AFGWRA	AMZN Mktp US Amzn.com/bill WA CREDIT	11.94 ✓

Account Name: OAKDALE SCHOOL

Account Number Ending In: 1955

Cardholder Account Activity (continued)

Post Date	Tran Date	Reference Number	Transaction Description	\$Amount
09/04	09/03		MCC: 5942 MERCHANT ZIP: 98109	
09/04	09/03	7469216L6343Z3XYN	AMZN Mktp US Amzn.com/bill WA CREDIT	19.00 ✓
09/04	09/03		MCC: 5942 MERCHANT ZIP: 98109	
09/14	09/13	7469216LG31LJ8HPQ	AMZN Mktp US Amzn.com/bill WA CREDIT	31.98 ✓
09/14	09/13		MCC: 5942 MERCHANT ZIP: 98109	
09/01	09/01	2469216L4327KBGZT	AMZN Mktp US*KG8YS5H23 Amzn.com/bill WA	44.59 ✓
09/01	09/01		MCC: 5942 MERCHANT ZIP: 98109	
09/03	09/03	2469216L634AB5993	AMZN Mktp US*OQ6K020Z3 Amzn.com/bill WA	10.99 ✓
09/03	09/03		MCC: 5942 MERCHANT ZIP: 98109	
09/05	09/05	2469216L835F6A4L8	AMZN Mktp US*1V5WA4290 Amzn.com/bill WA	156.06 ✓
09/05	09/05		MCC: 5942 MERCHANT ZIP: 98109	
09/05	09/05	2469216L835417EMZ	Amazon.com*GS16C7RK3 Amzn.com/bill WA	55.54 ✓
09/05	09/05		MCC: 5942 MERCHANT ZIP: 98109	
09/07	09/07	2422638LBARW066ZY	SAMSClub.COM 888-746-7726 AR	338.94 ✓
09/07	09/07		MCC: 5300 MERCHANT ZIP: 72712	
09/07	09/07	2422638LB2LR85RDS	SAMSClub #6267 EDMOND OK	109.92 ✓
09/07	09/07		MCC: 5300 MERCHANT ZIP: 73034	
09/07	09/07	2469216LA2XEZ878F	AMZN Mktp US*1V13Z7QK2 Amzn.com/bill WA	129.00 ✓
09/07	09/07		MCC: 5942 MERCHANT ZIP: 98109	
09/11	09/11	2443106LE2DL2RV2L	AMZN MKTP US*1FOYX6QB0 AM AMZN.COM/BILL WA	73.98 ✓
09/11	09/11		MCC: 5942 MERCHANT ZIP: 98109	
09/11	09/11	2469216LE2ZS3R1A1	AMZN Mktp US*1F3QQ55J0 Amzn.com/bill WA	93.90 ✓
09/11	09/11		MCC: 5942 MERCHANT ZIP: 98109	
09/11	09/11	2469216LE3087DDVN	AMZN Mktp US*1F7WB1WK1 Amzn.com/bill WA	68.97 ✓
09/11	09/11		MCC: 5942 MERCHANT ZIP: 98109	
09/13	09/13	2443106LG2DYM6D2H	AMAZON.COM*1F98V07U0 AMZN AMZN.COM/BILL WA	160.99 ✓
09/13	09/13		MCC: 5942 MERCHANT ZIP: 98109	
09/13	09/13	2469216LG314YBYQ9	AMZN Mktp US*1F7V05V92 Amzn.com/bill WA	117.03 ✓
09/13	09/13		MCC: 5942 MERCHANT ZIP: 98109	
09/14	09/14	2401339LH01FQGG8A	220 BRAUMS STORE EDMOND OK	14.94 ✓
09/14	09/14		MCC: 5812 MERCHANT ZIP:	
09/14	09/14	2469216LH31NFP8J	Amazon.com*1M7AJ3JG1 Amzn.com/bill WA	81.98 ✓
09/14	09/14		MCC: 5942 MERCHANT ZIP: 98109	
09/14	09/14	2469216LH31NQM5VQ	AMZN Mktp US*1F7JB8BT2 Amzn.com/bill WA	39.99 ✓
09/14	09/14		MCC: 5942 MERCHANT ZIP: 98109	
09/14	09/14	2469216LH31RSWK55	AMZN Mktp US*1F0YS7WW0 Amzn.com/bill WA	61.41 ✓
09/14	09/14		MCC: 5942 MERCHANT ZIP: 98109	
09/15	09/15	2469216LJ32WWTSVP	AMZN Mktp US*1M0FB83G0 Amzn.com/bill WA	119.99 ✓
09/15	09/15		MCC: 5942 MERCHANT ZIP: 98109	
09/16	09/16	2443099LLBMBWX1DY	DNH*GODADDY.COM https://www.g AZ	230.96 ✓
09/16	09/16		MCC: 4816 MERCHANT ZIP: 85260	
09/19	09/19	2420429LN0017MRJ4	Microsoft G014026716 701-2817490 WA	39.66 ✓
09/19	09/19		MCC: 5045 MERCHANT ZIP: 98052	
09/19	09/19	2469216LN35K1QMN3	AMZN Mktp US*1M8OP1RO1 Amzn.com/bill WA	35.95 ✓
09/19	09/19		MCC: 5942 MERCHANT ZIP: 98109	

Lost Receipt

Food

Account Name: OAKDALE SCHOOL

Account Number Ending In: 1955

Cardholder Account Activity (continued)

Post Date	Tran Date	Reference Number	Transaction Description	\$Amount
09/19	09/19	2469216LN355LR8N6	AMZN Mktp US*1M72G9EO2 Amzn.com/bill WA MCC: 5942 MERCHANT ZIP: 98109	141.95 ✓
09/23	09/23	2443106LS2DZD0V99	AMZN MKTP US*1U8GN4TR0 AM AMZN.COM/BILL WA MCC: 5942 MERCHANT ZIP: 98109	206.66 ✓
09/23	09/23	2443106LS2DZTWDEN	AMZN MKTP US*1M3VI4WA2 AM AMZN.COM/BILL WA MCC: 5942 MERCHANT ZIP: 98109	6.29 ✓
09/23	09/23	2475076LXS66HS97P	PRIME DUMPSTER 630-2519183 IL MCC: 4900 MERCHANT ZIP: 60136	830.18 ✓
09/25	09/25	2490641LW4J5KMELB	DNH*GODADDY.COM 480-5058855 AZ MCC: 4816 MERCHANT ZIP: 85284	31.16 ✓
09/26	09/26	2494135LYN4RTQL1N	DICK'S SPORTING GOODS OKLAHOMA CITY OK MCC: 5941 MERCHANT ZIP: 73134	799.90 ✓
09/27	09/27	2405523LZ2LY4S7DP	ALL AMERICAN PIZZA EDMOND OK MCC: 5814 MERCHANT ZIP: 73013	261.63 ✓
09/27	09/27	2443106LY2DK7E7WV	AMAZON.COM*1U82B16B2 AMZN AMZN.COM/BILL WA MCC: 5942 MERCHANT ZIP: 98109	159.98 ✓
09/27	09/27	2469216LY31A50E96	Amazon.com*1U86H0951 Amzn.com/bill WA MCC: 5942 MERCHANT ZIP: 98109	41.89 ✓
09/29	09/29	2469216M032KWNTNT	AMZN Mktp US*142396FD1 Amzn.com/bill WA MCC: 5942 MERCHANT ZIP: 98109	80.69 ✓
09/30	09/30	2469216M1334VVE5F	AMZN Mktp US*145LQ8N71 Amzn.com/bill WA MCC: 5942 MERCHANT ZIP: 98109	12.29 ✓
09/30	09/30	2469216M13346F5L8	AMZN Mktp US*1U6HD0YV2 Amzn.com/bill WA MCC: 5942 MERCHANT ZIP: 98109	229.84 ✓
09/30	09/30	2469216M1337MNV61	AMZN Mktp US*146TF0CS2 Amzn.com/bill WA MCC: 5942 MERCHANT ZIP: 98109	26.57 ✓

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

2022 Total Year-to-Date

Total fees charged in 2022	\$0.00
Total interest charged in 2022	\$0.00

Payment Register

Options: Year: 2022-2023, Fund: Building, Date Range: 10/7/2022 - 10/11/2022, Print Payroll Payments: False, Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
51	10/07/2022	695	A1 NW VACUUM & JANITOR SUP				\$71.97
52	10/07/2022	49	ALERT 360				\$158.72
53	10/07/2022	474	BROOKS INDUSTRIES				\$392.11
54	10/07/2022	4196	EDGE COMMUNICATIONS				\$102.75
55	10/07/2022	3578	ENDEX OF OKLAHOMA, INC.				\$170.45
56	10/07/2022	3823	FER WASTE SERVICES LLC				\$396.00
57	10/07/2022	3932	GREEN COUNTRY ELECTRIC AND				\$160.00
58	10/07/2022	4000	GREENTURF INC				\$5,444.16
59	10/07/2022	494	THE HOME DEPOT				\$327.32
60	10/07/2022	4412	JACKSON LOCKSMITH OKC LLC				\$145.00
61	10/07/2022	3	OKLAHOMA GAS& ELECTRIC				\$19,901.23
62	10/07/2022	4	OKLAHOMA NATURAL GAS				\$958.96
63	10/07/2022	3644	SUPERIOR LINEN				\$379.74
64	10/07/2022	3554	TLC ENTERPRISES LLC				\$3,259.65
65	10/07/2022	4415	TRUE SOLUTIONS MANAGEMENT				\$10,975.00
66	10/07/2022	4385	WAXIE'S ENTERPRISES LLC				\$24.74
67	10/11/2022	4472	AYS LLC				\$385.00
68	10/11/2022	3346	CITY GREASE				\$300.00
69	10/11/2022	3352	CLASSIC PAPER SUPPLY, INC.				\$56.45
70	10/11/2022	4299	CORNERSTONE PLUMBING				\$5,745.00
71	10/11/2022	4436	MCCLARY ENTERPRISES				\$275.00
Non-Payroll Total:						<hr/>	\$49,629.25
Payroll Total:							\$0.00
Balance Foward:						<hr/>	\$267,696.83
Total:						<hr/> <hr/>	\$317,326.08

Payment Register

Options: Year: 2022-2023, Fund: ACTIVITY FUND, Date Range: 9/1/2022 - 9/30/2022, Print Payroll Payments: False, Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
28	09/01/2022	4281	CERENA MERCY ANN CHANEY				\$300.00
29	09/01/2022	4207	ISABELLA PICA				\$240.00
30	09/01/2022	4059	KAREN PICA				\$500.00
31	09/01/2022	3632	MALISA M RADDATZ				\$500.00
32	09/01/2022	4206	NICOLAS PICA				\$160.00
33	09/01/2022	4357	NORTH ROCK CREEK				\$120.00
34	09/01/2022	4458	JOE FERRICK				\$80.00
35	09/02/2022	3693	PROSPERITY BANK				\$896.86
36	09/06/2022	4460	BERNARD KAHAO				\$80.00
37	09/06/2022	4459	MALISA G. RADDATZ				\$152.08
38	09/07/2022	119	SAM'S CLUB MC/SYNCB				\$692.03
39	09/08/2022	4207	ISABELLA PICA				\$240.00
40	09/08/2022	3632	MALISA M RADDATZ				\$500.00
41	09/08/2022	4206	NICOLAS PICA				\$160.00
42	09/08/2022	3702	NATIONAL ASSOC FOR MUSIC ED				\$135.00
43	09/09/2022	3747	COFDA				\$30.00
44	09/09/2022	3749	OKLAHOMA CHORAL DIRECTORS				\$30.00
45	09/09/2022	3120	THE LIBRARY STORE				\$78.57
46	09/09/2022	80404	TIMOTHY WELCH				\$95.00
47	09/13/2022	4461	BOBBY UPSHAW				\$45.00
48	09/13/2022	4462	LOGAN STECKEL				\$45.00
49	09/13/2022	4368	TODD MCKINSEY				\$45.00
50	09/13/2022	4463	SCOTT GIVENS				\$45.00
51	09/15/2022	2055	CENTRAL OKLAHOMA DIRECTOR				\$410.00
52	09/15/2022	4207	ISABELLA PICA				\$300.00
53	09/15/2022	4059	KAREN PICA				\$500.00
54	09/15/2022	3632	MALISA M RADDATZ				\$500.00
55	09/15/2022	4206	NICOLAS PICA				\$200.00
56	09/15/2022	3588	OK JUNIOR ACADEMIC BOWL AS				\$150.00
57	09/19/2022	4207	ISABELLA PICA				\$300.00
58	09/19/2022	4059	KAREN PICA				\$500.00
59	09/19/2022	3632	MALISA M RADDATZ				\$500.00
60	09/19/2022	4206	NICOLAS PICA				\$200.00
61	09/22/2022	4232	SPECIAL OLYMPICS OKLAHOMA				\$25.00
62	09/27/2022	4339	CHEERLEADING COMPANY, INC				\$2,657.92
63	09/27/2022	4083	CUSTOM INK				\$1,228.75
64	09/27/2022	4207	ISABELLA PICA				\$300.00
65	09/27/2022	3473	J & T RUNNING ASSOCIATION				\$300.00
66	09/27/2022	4467	KADY HANSEN				\$80.00
67	09/27/2022	4059	KAREN PICA				\$400.00
68	09/27/2022	3632	MALISA M RADDATZ				\$400.00
69	09/27/2022	80759	MADISON L WILLIAMS				\$80.00
70	09/27/2022	4206	NICOLAS PICA				\$200.00
71	09/27/2022	4468	LEROY HASKINS				\$45.00
72	09/27/2022	4142	MICHAEL HATFIELD				\$45.00
73	09/27/2022	648	PAUL MENGWASSER				\$45.00
74	09/27/2022	4304	PHILLIP WOLFE				\$45.00
75	09/30/2022	3749	OKLAHOMA CHORAL DIRECTORS				\$30.00

Payment Register

Options: Year: 2022-2023, Fund: ACTIVITY FUND, Date Range: 9/1/2022 - 9/30/2022, Print Payroll Payments: False, Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
				Non-Payroll Total:			\$14,611.21
				Payroll Total:			\$0.00
				Balance Foward:			\$10,074.66
				Total:			\$24,685.87

Oakdale Public School

Revenue/Expenditure Summary

Options: Fund: 61, Date Range: 7/1/2022 - 6/30/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
801 SPORTS	\$0.00	\$10,812.28	\$15,656.68	\$8,408.61	\$18,060.35	\$0.00	\$18,060.35
810 CHEER	\$0.00	\$0.00	\$484.47	\$0.00	\$484.47	\$0.00	\$484.47
831 CONCESSIONS	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
901 CLASS PROJECTS	\$0.00	\$334.84	\$307.11	\$225.00	\$416.95	\$60.00	\$356.95
930 DAYCARE	\$0.00	\$15,775.56	\$1,826.83	\$12,522.10	\$5,080.29	\$0.00	\$5,080.29
940 BOX TOPS/TARGET	\$0.00	\$0.00	\$1,087.06	\$0.00	\$1,087.06	\$0.00	\$1,087.06
950 BAND - STUDENTS	\$0.00	\$850.00	\$2,123.84	\$410.00	\$2,563.84	\$0.00	\$2,563.84
960 STEM PROGRAM	\$0.00	\$0.00	\$4,656.23	\$150.00	\$4,506.23	\$0.00	\$4,506.23
980 YEARBOOK	\$0.00	\$0.00	\$4,030.14	\$893.98	\$3,136.16	\$0.00	\$3,136.16
988 ADMINISTRATION	\$0.00	\$2,724.58	\$10,737.75	\$3,795.91	\$9,666.42	\$0.00	\$9,666.42
990 LIBRARY	\$0.00	\$17.00	\$18,005.49	\$347.86	\$17,674.63	\$9,100.00	\$8,574.63
991 BUILDERS CLUB	\$0.00	\$2,213.40	\$3,957.53	\$254.55	\$5,916.38	\$0.00	\$5,916.38
992 LEADERSHIP	\$0.00	\$402.00	\$2,920.63	\$0.00	\$3,322.63	\$0.00	\$3,322.63
995 ART CLASS	\$0.00	\$0.00	\$825.01	\$0.00	\$825.01	\$0.00	\$825.01
Total	\$0.00	\$33,129.66	\$69,618.77	\$27,008.01	\$75,740.42	\$9,160.00	\$66,580.42

Payment Register

Options: Year: 2022-2023, Fund: BOND FUND #36, Date Range: 10/4/2022 - 10/7/2022, Print Payroll Payments: False, Print Details: False

Payment No	Date	Vendor No	Vendor	Type	Date Voided	Void Amount	Amount
9	10/04/2022	842	CMS WILLOWBROOK INC				\$782,988.21
10	10/07/2022	4416	COGENT, INC				\$4,093.25
11	10/07/2022	3950	COMFORT WORKS INC				\$1,378.36
12	10/07/2022	644	LWPB ARCHITECTS				\$4,018.10
Non-Payroll Total:							\$792,477.92
Payroll Total:							\$0.00
Balance Foward:							\$591,677.92
Total:							\$1,384,155.84

Gifted and Talented Education Plan



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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



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

Total Number in Strong Evidence _____

x3 = _____

Total Number in Some Evidence _____

x2 = _____

Total Number in Little Evidence _____

x1 = _____

Total Points in Creativity: _____

LEADERSHIP

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

Total Number in Strong Evidence _____

x3 = _____

Total Number in Some Evidence _____

x2 = _____

Total Number in Little Evidence _____

x1 = _____

Total Points in Leadership: _____

VISUAL AND PERFORMING ARTS

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

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

Total Points in Visual and Performing Arts: _____

ADDITIONAL COMMENTS:

Please list your child's advanced abilities.

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

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

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

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

Appendix E

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



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

Student Name: _____ Current Grade: _____

Person Completing the Checklist:

Name: _____ Title: _____ Date: _____

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

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

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

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

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

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



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

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

Additional Comments:

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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.

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