

AGENDA WITH COMMENTARY

**GUTHRIE PUBLIC SCHOOLS
BOARD OF EDUCATION
REGULAR MONTHLY MEETING
802 EAST VILAS
GUTHRIE, OKLAHOMA**

**MONDAY
MAY 9, 2016
7:00 P.M.**

AGENDA:

- 1. Call to Order**
- 2. Roll Call**
- 3. Establish a Quorum**
- 4. Pledge of Allegiance**
- 5. Presentation of Certified and Support Employee of the Month**
- 6. Comments to the Board by:**
 - A. Citizens registered to speak to the Board**
 - B. Board Members**
- 7. Superintendent's Reports**
- 8. Presentation by Oklahoma LED**
- 9. Consent Agenda:.....Pages 6-80**

All of the following items, those items of a routine nature normally approved at Board meetings, will be approved by one vote unless any Board member desires to have a separate vote on any or all of these items. The Consent Agenda consists of the discussion, consideration and action on the following items:

 - A. Minutes of regular meeting held on April 11, 2016**
 - B. Treasurer's Report**
 - C. Withdraw approval for International Travel Account**
 - D. New Activity Fund Account requests by Guthrie High School and Guthrie Junior High School**
 - E. Activity Fund Fundraisers as per attached list**

- F. Activity Fund Transfers as per attached list**
- G. Declare listed items as surplus**
- H. Fuel bid as recommended by bid committee**
- I. Encumbrances for General Fund #'s 998-1027, and Building Fund #'s 130-138, Child Nutrition Fund #'s 36-38 and listed change orders and Activity Fund Reports**
- J. Transportation request from Guthrie YMCA for May 23rd through August 12th for various summer field trips**

Commentary:

Many students from our district attend the YMCA summer camp. Field trips are done Tuesdays through Thursdays of most every week and are anywhere from Stillwater to Oklahoma City. The YMCA will be charged \$.60 per mile beginning at the bus lot and will also be charged \$15.82 per hour for drivers. A representative from the Transportation Department has confirmed we have buses and drivers available on these dates.

Dennis Schulz will answer any questions.

RECOMMENDED ACTION:

The Superintendent recommends approval.

- K. Out-of-State Trip Request:
Dr. Mike Simpson – NFHS Summer Meetings – June 28-July 2, 2016 – Reno, NV**
- L. Contracts/Agreements under \$10,000**
 - 1. Agreement with the Oklahoma State Department of Education for the 2016 Summer Food Service Program**

Commentary:

The summer feeding program consists of breakfast and lunch and is available to students ages one to eighteen. The program provides meals for students during the summer months. There is no cost to the student. The District receives federal reimbursement from the USDA. **Dennis Schulz will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- 2. Agreement with the State of Oklahoma, Department of Rehabilitation Services for Transition School-to-Work for 2016-2017**

Commentary:

The transition school-to-work program is for eligible students with disabilities. The purpose of the agreement is to provide work-readiness training and work experiences for the students. They cannot work more than 18 hours a week. They will receive school credit for participation and will be paid a stipend based on the

federal minimum wage. The Department of Rehabilitation will reimburse the District for stipends paid to the students in the school work study program
Eldona Woodruff will answer any questions.

RECOMMENDED ACTION:

The Superintendent recommends approval.

10. Business Agenda:

- A. Recommendation, consideration and possible action to authorize the Superintendent to proceed with formulating an agreement with Oklahoma LED**

Commentary:

This action will allow Oklahoma LED to begin the verification process with OG&E to determine eligibility for applicable rebates that would be derived from a district wide conversion to LED lighting. **Dr. Simpson will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- B. Recommendation, consideration and action upon amendment to renew agreement with Clearwater Enterprises for the purchase of third party natural gas for 2016-2017.....Pages 81-90**

Commentary:

This agreement would extend our contract with Clearwater Enterprises and lock in our natural gas price for the 2016-2017 school year. We have contracted with Clearwater for several years and have saved significant costs by doing so. **Dennis Schulz will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- C. Recommendation, consideration and action upon renewal with National Purchasing Cooperative Interlocal Participation Agreement with BuyBoard National Purchasing Cooperative for 2016-2017.....Pages 91-98**

Commentary:

This purchasing cooperative allows schools to streamline the purchasing process and take advantage of bulk pricing. It is a free program that saves time and money. **Dennis Schulz will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- D. Recommendation, consideration and action to approve teachers, administrator and coordinator as listed for 2016 K-8 Remedial Summer School.....Page 99**

Commentary:

Included in your packet is the list of employees recommended for the Remedial Summer School Program which was Board Approved on March 7, 2016. **Carmen Walters will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- E. Recommendation, consideration and action upon School Improvement Plan for 2015-2016.....Pages 100-178**

Commentary:

In order to comply with accreditation requirements of the Oklahoma State Department of Education, the local Board of Education has to complete a yearly review and approve a School Improvement Plan (previously called the Comprehensive Local Education Plan or “CLEP”). Each school site completes an annual School Improvement Plan. Because of the size of the Plan, it has already been sent to you in a separate e-mail. **Carmen Walters will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- F. Recommendation, consideration and action upon Edgenuity Virtual Classroom Consortium Contract with Meridian Technology Center for 2016-2017.....Page 179**

Commentary:

Edgenuity is our online instruction vendor. We purchase this through a consortium of other public schools administered by Meridian Technology Center. There is an annual decrease of \$500 from last year. **Doug Ogle will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- G. Recommendation, consideration and action upon nonrenewal of TransPar Group Contract with Guthrie Public Schools for transportation management services for 2016-2017.....Page 180**

Commentary:

TransPar Group was notified on April 19, 2016 of the recommendation to the Board of Education of nonrenewal of the contract between TransPar Group and Guthrie Public Schools. Please see the referenced letter in the Board Packet. **Dr. Simpson will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- 11. Proposed executive session for the purpose of discussing employment of personnel, FMLA requests, resignation/separation from employment and transfer of position requests all as set out on the Personnel Reports, discussion of possible employment of a Director of Operations, discussion of possible employment of a Maintenance Supervisor,**

rehiring of support personnel as listed for 2016-2017, employment of career and probationary contract teachers as listed for 2016-2017, discussion of district level administrator's contract as listed for 2016-2017, discussion of teacher negotiations for 2016-2017, disclosure of which information would violate the confidentiality requirements of state and/or federal law all pursuant to 25 OKLA. STAT. Section 307 (B) 1, 2 and 7

- A. Vote to go into executive session
- B. Acknowledge Board's return to open session
- C. Statement of minutes of executive session

- 12. Vote on action as set out on the Personnel Reports.....Page 181
- 13. Action upon recommendation to rehire support personnel as listed for 2016-2017
Pages 182-186
- 14. Action upon recommendation to employ career and probationary contract teachers as listed for 2016-2017.....Pages 187-190
- 15. Recommendation, consideration and action upon district level administrator's contract as listed for 2016-2017 without specification for salary or assignment.....Page 191
- 16. Recommendation, consideration and possible action on employment of a Director of Operations for 2016-2017
- 17. Recommendation, consideration and possible action on employment of a Maintenance Supervisor for 2016-2017
- 18. Recommendation, consideration and action to accept any resignations offered since the posting of the agenda
- 19. Discussion and possible action on new business not known about or could not have been reasonably foreseen at the time of the agenda posting
- 20. Adjourn

Dr. Mike Simpson
Superintendent

jf

Posted by: _____

Date: _____ Time: _____

Place: _____

**GUTHRIE PUBLIC SCHOOLS
BOARD MINUTES
REGULAR MEETING
APRIL 11, 2016**

MINUTES OF THE GUTHRIE PUBLIC SCHOOLS BOARD OF EDUCATION REGULAR MEETING HELD AT 7:00 P.M. IN THE OFFICE OF THE BOARD, 802 EAST VILAS, GUTHRIE, OKLAHOMA ON APRIL 11, 2016

Board Members Present: Jennifer Bennett-Johnson, Terry Pennington, Janna Pierson, Travis Sallee, Tina Smedley and Sharon Watts

Board Member Absent: Gail Davis

District Level School Officials Present: Dr. Mike Simpson, Superintendent
Dennis Schulz, Ass't Superintendent
Doug Ogle, Executive Director of Personnel/Secondary Ed
Carmen Walters, Executive Director of Federal Programs/Elementary Ed
Eldona Woodruff, Director of Special Education
Jerry Gammill, Director of Facilities
Dee Benson, Director of Technology
Dale Dorsey, Interim Director of Transportation
Jessica Callaway, Director of Child Nutrition
Jean Watts, Deputy Minutes Clerk

1. The meeting was called to order by President Watts.
2. Members Jennifer Bennett-Johnson, Terry Pennington, Janna Pierson, Travis Sallee, Tina Smedley, and Sharon Watts were present for roll call.

Member Gail Davis was not present for roll call.
3. A quorum was established.
4. President Watts asked everyone present to stand and join her in the Pledge of Allegiance.
5. President Watts called for presentation of Certified and Support Employee of the Month.

Mr. Doug Ogle, Executive Director of Personnel and Secondary Education, announced the award winners for March: Mr. Dusty Throckmorton, GHS Assistant Principal, as certified employee of the month and Ms. Michele Bufford, Fogarty Elementary Library Aide, as

support employee of the month. Nomination letters were read by the staff member who submitted the nominations: Ms. Kim Barrett, GHS History Teacher, for Mr. Throckmorton and Ms. Sherryl Green, Fogarty 2nd Grade Teacher, for Ms. Bufford.

Mr. Ogle presented the award winners a plaque and a \$25.00 Sonic Gift Card donated by the Guthrie Lions Club.

- 6A. President Watts asked the Superintendent if there were any citizens registered to speak to the Board.

Superintendent Simpson stated there were no citizens registered to speak to the Board.

- 6B. President Watts called for any comments to the Board by Board members.

There were no comments by Board members.

7. President Watts called for the Superintendent's Reports.

Superintendent Simpson reported on the following:

Congratulated GHS Math Teacher Monetta Fields for being named the Oklahoma Math Teacher of the Year by the Mathematical Association of America.

Stated he had the privilege of attending the GHS Vocal Department's performance of Les Miserables. The diverse talent exhibited by these students was amazing.

Announced that on Friday, April 8th, the Guthrie Chamber of Commerce Education and Workforce Development Committee went to all of our schools recognizing our support staff. The support personnel were treated to snacks from the Guthrie Trolley. Thanked the Chamber and the Guthrie Trolley for making this event happen.

Thanked the Guthrie Kiwanis Club for bringing Lt. Adam Flowers from the Canadian County Sherriff's Office to speak to parents on internet safety with their children.

Congratulated GUES students who recently placed 2nd overall in the Regional Academic Competition sponsored by the Oklahoma Association for Academic Competition. They brought home 1st place in Science and tied for 2nd place in Language Arts.

Thanked the Guthrie Fire Department for organizing the Touch the Trucks event at the High School on Sunday. Also thanked the other local agencies who participated in this great event.

8. President Watts called for the Superintendent's Presentation Regarding School Budget Issues.

Dr. Simpson presented a power point presentation called *The Perfect Storm* which addressed the current state of public education funding within Oklahoma as it affects our District, as well as everything our District has done to prepare for the loss of funding for this year and the year to come.

- 9. President Watts called for any items to be removed on the Consent Agenda for discussion.**

Agenda Item 9A, Minutes of regular meeting held on March 7, 2016, was pulled from the Consent Agenda for discussion.

A motion was made by Sallee and seconded by Pierson to approve the Consent Agenda excluding Item 9A, Minutes of regular meeting held on March 7, 2016.

The motion carried with 4 ayes and 2 abstentions-Members Bennett-Johnson and Pennington abstaining.

A motion was made by Sallee and seconded by Pierson to approve Agenda Item 9A of the Consent Agenda.

The motion carried with 4 ayes and 2 abstentions-Members Bennett-Johnson and Pennington abstaining.

- 10A. President Watts called for recommendation, consideration and action upon contract for auditing services for 2016-2017 for fiscal year 2015-2016.**

Discussion followed.

A motion was made by Pierson and seconded by Smedley to approve the contract for auditing services for 2016-2017 for fiscal year 2015-2016.

The motion carried with 4 ayes and 2 nays-Members Pennington and Sallee voting nay.

- 10B. President Watts called for recommendation, consideration and action upon \$.10 increase for all paid student lunch meals.**

A motion was made by Pennington and seconded by Pierson to approve the \$.10 increase for all paid student lunch meals.

The motion carried with 6 ayes and 0 nays.

- 10C. President Watts called for recommendation, consideration and action upon 2016 Guthrie High School Summer School and End of Instruction Test Dates.**

A motion was made by Pennington and seconded by Smedley to approve the 2016 Guthrie High School Summer School and End of Instruction Test Dates.

The motion carried with 6 ayes and 0 nays.

- 10D. President Watts called for recommendation, consideration and action upon Growth and Development presentation by Ms. Debbie Blan R.N. for 5th grade students at Guthrie Upper Elementary.**

Discussion followed.

A motion was made by Pennington and seconded by Sallee to approve the Growth and Development presentation by Ms. Debbie Blan R.N. for 5th grade students at Guthrie Upper Elementary.

The motion carried with 6 ayes and 0 nays.

- 10E. President Watts called for recommendation, consideration and action upon approval of E-rate Technology Plan for 2016-2019.

A motion was made by Pierson and seconded by Smedley to approve the E-rate Technology Plan for 2016-2019.

The motion carried with 6 ayes and 0 nays.

- 10F. President Watts called for recommendation, consideration and action upon approval of E-rate contracts for 2016-2017.

A motion was made by Smedley and seconded by Sallee to approve the E-rate contracts for 2016-2017.

The motion carried with 6 ayes and 0 nays.

- 10G. President Watts called for recommendation, consideration and action upon new District Policies:

- C-27 *Administration of Federal Programs*
- C-27A *Federal Programs Complaint Policy*

Discussion followed.

A motion was made by Smedley and seconded by Pennington to approve new District Policies:

- C-27 *Administration of Federal Programs*
- C-27A *Federal Programs Complaint Policy*

The motion carried with 6 ayes and 0 nays.

- 10H. President Watts called for recommendation, consideration and action upon contract renewal with Southwest Foodservice Excellence, LLC for 2016-2017.

Discussion followed.

A motion was made by Pennington and seconded by Smedley to approve contract renewal with Southwest Foodservice Excellence, LLC for 2016-2017.

The motion carried with 6 ayes and 0 nays.

- 10I. President Watts called for recommendation, consideration and action upon ratification of a one year extension of the existing Group Purchasing Participation Agreement with American Purchasing Consortium for 2016-2017.

A motion was made by Pennington and seconded by Pierson to approve ratification of a one year extension of the existing Group Purchasing Participation Agreement with American Purchasing Consortium for 2016-2017.

The motion carried with 6 ayes and 0 nays.

- 11. President Watts called for proposed executive session for the purpose of discussing employment of personnel, FMLA requests, resignation/separation from employment and transfer of position requests all as set out on the Personnel Reports, discussion of all building level administrator's contracts as listed for 2016-2017, discussion of all district level administrator's contracts as listed for 2016-2017 and discussion of teacher negotiations for 2016-2017, disclosure of which information would violate the confidentiality requirements of state and/or federal law all pursuant to 25 OKLA. STAT. Section 307 (B) 1, 2 and 7.**

- 11A. A motion was made by Sallee and seconded by Bennett-Johnson to go into executive session.**

The motion carried with 6 ayes and 0 nays. Executive session began at 8:12 p.m.

- 11B. President Watts acknowledged the Board's return to open session at 9:03 p.m.**

- 11C. President Watts stated that in executive session only those items listed in Agenda Item 11 were discussed and no votes were taken.**

- 12. President Watts called for a vote on action as set out on the Personnel Reports.**

A motion was made by Pierson and seconded by Bennett-Johnson to approve action as set out on the Personnel Reports.

The motion carried with 6 ayes and 0 nays.

- 13. President Watts called for recommendation, consideration and action upon building level administrator's contracts as listed for 2016-2017 without specification for salary or assignment.**

A motion was made by Smedley and seconded by Pierson to approve action upon building level administrator's contracts as listed for 2016-2017 without specification for salary or assignment.

The motion carried with 6 ayes and 0 nays.

- 14. President Watts called for recommendation, consideration and action upon district level administrator's contracts as listed for 2016-2017 without specification for salary or assignment.**

A motion was made by Pierson and seconded by Smedley to approve action upon district level administrator's contracts as listed for 2016-2017 without specification for salary or assignment.

The motion carried with 6 ayes and 0 nays.

- 15. President Watts called for recommendation, consideration and action to accept any resignations offered since the posting of the agenda.**

Superintendent Simpson stated he had received one resignation: Mr. Jerry Gammill, Director of Facilities, announced his retirement effective June 30, 2016.

A motion was made by Sallee and seconded by Smedley to approve the retirement of Mr. Jerry Gammill effective June 30, 2016.

The motion carried with 6 ayes and 0 nays.

- 16. President Watts called for discussion and possible action on new business not known about or could not have been reasonably foreseen at the time of the agenda posting.**

Superintendent Simpson stated there was no new business.

- 17. A motion was made by Sallee and seconded by Smedley to adjourn the meeting.**

The motion carried with 6 ayes and 0 nays.

The meeting adjourned at 9:07 p.m.

Jana Frey, Minutes Clerk

E. Sharon Watts, Board President

WARRANTS PAID

GENERAL FUND:

2014-2015 \$ 0.00
2015-2016 \$1,715,857.16

GIFTS & ENDOWMENTS FUND:

INS. LOSS RECOVERY FUND:

BUILDING FUND:

2014-2015 \$ 0.00
2015-2016 \$ 26,578.12

\$10,185.62

CHILD NUTRITION FUND:

2014-2015 \$ 0.00
2015-2016 \$ 130,727.81

BOND FUND:

\$194.61

SCHOLARSHIPS:

89ers & Smithson – F&M Bank

Balance \$ 7,897.88

Keri Fisher – F&M Bank

Balance \$ 4,976.24

Paula Bearden – F&M Bank

Balance \$ 6,281.90

Randy Biggs - F&M Bank

Balance \$ 1,731.08

Total Monies in F&M Bank \$ 8,876,158.13

Pledged \$ 250,000.00 FDIC

Pledged \$ 10,455,000.00

\$ 250,000.00 FDIC

APR 27 2016

Guthrie Public Schools
ACTIVITY FUND REQUEST FOR NEW ACCOUNT
Effective 7-2014

Date 4-26-2016

Site 705

Desired Name of new Account Class of 2020

Purpose of account to deposit class dues and pay expenditures incurred during the four years the student will be at the High School.

Types of BOE allowable expenditures the account will incur (See page 11 of AF Handbook)
activity fund operations expenses, banquet/reception expenses and supplies, t-shirts, sweatshirts, hats, dues and fees, change, club refreshments, parties, luncheons, contest entry fees, donations, ribbons, trophies, awards & plaques, fundraising expenses, graduation expenses, homecoming expenses, student transportation, substitutes, and bus drivers. incentive trips, postage, printing expenses, refunds, registrations, student store, concession stand supplies, etc.

Source of BOE allowable income that will support this account (See page 13 of AF Handbook)
on site food sales, on site dance, donations, dues, fees and registrations, face painting on site, field trips, holiday grams, payments from students for resale items, penny drives, prom fees, registration fees, scholarships, supply fees, testing fees, tournament entry fees, t-shirts, sweatshirts, hats, etc.

**Be specific as all financial activity will be based on your response.
This form does NOT replace the fundraiser request form as required.**

X *Daylan Edwards*

Sponsor Signature

X *Christi G. Edwards*

Principal/Administrator Signature

Approved by _____

Date _____

New Account Name _____

New Account Number _____

Board of Education Approval Date _____

APR 29 2016

Guthrie Public Schools
ACTIVITY FUND REQUEST FOR NEW ACCOUNT
Effective 7-2014

Date April 28, 2016

Site 610 - Guthrie Junior High

Desired Name of new Account Learn-2-Love

Purpose of account To create a fund for student needs

Types of BOE allowable expenditures the account will incur (See page 11 of AF Handbook)
To help with anything a student may be in need of: Food, Shelter, Clothing, Utilities, Fees, Dues,
Incentives, Classroom Supplies, Band Instruments, and Athletic Gear, etc.

Source of BOE allowable income that will support this account (See page 13 of AF Handbook) Fundraising and/or Donations

Be specific as all financial activity will be based on your response.
This form does NOT replace the fundraiser request form as required.

X Vicky Lawson

Sponsor Signature

X [Signature]

Principal/Administrator Signature

Approved by _____

Date _____

New Account Name _____

New Account Number _____

Board of Education Approval Date _____

**GUTHRIE PUBLIC SCHOOLS
ACTIVITY FUND FUNDRAISER REQUEST
May 09, 2016**

- | | |
|------------------------------|----------------|
| a. Academic Team, 850 | Team dues |
| b. Fogarty | Donor's Choose |
| c. Fogarty | Donor's Choose |

***Request for new account**

APR 29 2016

a.



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST

All fundraiser requests must be **approved** by the Board of Education 45 days prior to the start date of the fundraiser. Requests to the BOE must be received by the Activity Fund Clerk in the Board Office no later than the Tuesday before a regularly scheduled meeting.

Site Name: High School Date of Request: 04/26/2016

Account Name & Number: Academic Team-850

Source of Revenue (type of fundraiser); BE SPECIFIC – company name, product, etc.:

Team dues

Purpose of Fundraiser (types of expenditures being funded with proceeds ; BE SPECIFIC):

Quiz bowls, transportation, and t-shirts

Current Unobligated Account Balance (Cash Balance less Open PO's): 40.10 *ap 4/29/16*

Location of Sales: School Facility Community Both

Start / End Dates of Fundraiser: 08/01/2016 -05/20/2017

| | | | | |
|-------------------|-----------|---------------------------|----------|--------|
| Profit Prediction | a - b = c | a. Estimated INCOME: | 500.00 | Notes: |
| | | b. Less Estimated EXPENSE | | |
| | | c. Estimated PROFIT: | \$500.00 | |

I understand that when this fundraiser is completed, an **After Sale Accountability Form** must be completed and submitted to the BOE within 30 days of the close date of the fundraiser.

| | | |
|-----------------------|------------|--|
| | 04/26/2016 | Jessica Palmer |
| Sponsor's Signature | Date | Sponsor's Name Printed DS |
| | 4-28-16 | |
| Principal's Signature | Date | Activity Fund Custodian's Signature |

Athletic Director's Signature (if applicable)

Board Approval Date



APR 29 2016

GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST

b.

All fundraiser requests must be **approved** by the Board of Education 45 days prior to the start date of the fundraiser. Requests to the BOE must be received by the Activity Fund Clerk in the Board Office no later than the Tuesday before a regularly scheduled meeting.

Site Name: Fogarty Elementary Date of Request: 4/12/2016

Account Name & Number: n/a (nofinancial revenue)

Source of Revenue (type of fundraiser); BE SPECIFIC – company name, product, etc.:

Donors Choose:
math manipulatives for money centers, measuring centers, time centers, number operation centers, fraction centers, and math fact fluency centers

Purpose of Fundraiser (types of expenditures being funded with proceeds ; BE SPECIFIC):

The purpose of this Donor's Choose is to add more math manipulatives to my classroom.

Current Unobligated Account Balance (Cash Balance less Open PO's): n/a

Location of Sales: School Facility Community Both

Start / End Dates of Fundraiser: May 13th - August 31st

| | | | | |
|----------------------|------------------|---------------------------|--------|--------|
| Profit Prediction | a - b = c | a. Estimated INCOME: | 0.00 | Notes: |
| | | b. Less Estimated EXPENSE | 0.00 | |
| | | c. Estimated PROFIT: | \$0.00 | |

I understand that when this fundraiser is completed, an **After Sale Accountability Form** must be completed and submitted to the BOE within 30 days of the close date of the fundraiser.

Jenea Midgett
Sponsor's Signature
Marsha K. Todd
Principal's Signature

4/12/2016
Date
4/12/2016
Date

Jenea Midgett
Sponsor's Name Printed
Christa Paul DS
Activity Fund Custodian's Signature

Athletic Director's Signature (if applicable)

Board Approval Date

C.



**GUTHRIE PUBLIC SCHOOLS
ACTIVITY FUND
FUNDRAISER REQUEST**

All fundraiser requests must be **approved** by the Board of Education 45 days prior to the start date of the fundraiser. Requests to the BOE must be received by the Activity Fund Clerk in the Board Office no later than the Tuesday before a regularly scheduled meeting.

Site Name: Fogarty Elementary Date of Request: 4-5-16

Account Name & Number: Fogarty

Source of Revenue (type of fundraiser); BE SPECIFIC – company name, product, etc.:

Donors Choose-Alternative seating supplies for my classroom. (exercise balls, stability stools, peanut balls, etc.)

Purpose of Fundraiser (types of expenditures being funded with proceeds ; BE SPECIFIC):

The purpose for this fundraiser is to receive a donors choose grant for alternative seating for my classroom. The different choices of seating would allow students to work in an area that will help them to be successful.

Current Unobligated Account Balance (Cash Balance less Open PO's): _____

Location of Sales: School Facility Community Both

Start / End Dates of Fundraiser: 5/20/16 until 9-20-16

| | | | | |
|----------------------|-----------|---------------------------|--------|--------|
| Profit Prediction | a - b = c | a. Estimated INCOME: | | Notes: |
| | | b. Less Estimated EXPENSE | | |
| | | c. Estimated PROFIT: | \$0.00 | |

I understand that when this fundraiser is completed, an **After Sale Accountability Form** must be completed and submitted to the BOE within 30 days of the close date of the fundraiser.

| | | |
|------------------------|---------------|--|
| <u>Megan Breshears</u> | <u>4-5-16</u> | Megan Breshears |
| Sponsor's Signature | Date | Sponsor's Name Printed |
| <u>Marsha Jodd</u> | <u>4-5-16</u> | <u>Clula Paul</u> DS |
| Principal's Signature | Date | Activity Fund Custodian's Signature |

Athletic Director's Signature (if applicable) _____

Board Approval Date _____

TRANSFERS FOR BOARD APPROVAL
May 09, 2016

| TO: | FROM: | REASON | \$AMOUNT |
|---------------------|--------------------|-----------------------------|-----------------|
| HS Athletic, 852 | Tennis, 855 | Out of state transport fees | \$783.00 |
| FFA, 877 | Faver, 933 | Flowers | 100.00 |
| HS Activity, 884 | Honor Society, 886 | NHS Renewal Dues | 385.00 |
| 925, GF Refund, 925 | FFA, 877 | Banquet invitation postage | 57.46 |

APR 07 REC'D



Guthrie Public Schools
ACTIVITY FUND
REQUEST FOR TRANSFER OF FUNDS
(Effective 2006)

Amount 783.00

Date Requested 4-6- 2016

Transfer to: Athletic #852
Account Name & Number

Transfer from: Tennis #855
Account Name & Number

State Reason for Transfer Below

Funds taken out of Athletic #852. Need to be taken out Tennis #855 (trip request tennis) February 19- 21, 2016.

Sponsor's Signature: Mary Hudson

President / Vice-Pres. Signature: _____

Treasurer/Secretary's Signature: _____

Principal's Signature: D. Choune

Transfer # _____

Board Approved _____

APR 11 REC'D



Guthrie Public Schools
ACTIVITY FUND
REQUEST FOR TRANSFER OF FUNDS
(Effective 2006)

Amount 100.00

Date Requested 4/8/16

Transfer to: #877/FFA
Account Name & Number

Transfer from: #933/Activity
Account Name & Number

State Reason for Transfer Below

Campus Beautification

Sponsor's Signature: Pat H. J. [Signature] Kylie Woodson [Signature]

President / Vice-Pres. Signature: _____

Treasurer/Secretary's Signature: _____

Principal's Signature: Pat H. J. [Signature]

Transfer # _____

Board Approved _____



**Guthrie Public Schools
ACTIVITY FUND
REQUEST FOR TRANSFER OF FUNDS
(Effective 2006)**

APR 19 REC'D

Amount 385.00 Date Requested 4-15-16

Transfer to: # 884 HS Activity
Account Name & Number

Transfer from: # 886 Honor Society
Account Name & Number

State Reason for Transfer Below

Reimbursement for NHS Chapter Renewal Dues

Sponsor's Signature: Juanita Benson

President / Vice-Pres. Signature: _____

Treasurer/Secretary's Signature: _____

Principal's Signature: Chris Grande

Transfer # _____

Board Approved _____

MAY 03 ...



Guthrie Public Schools
ACTIVITY FUND
REQUEST FOR TRANSFER OF FUNDS
(Effective 2006)

Amount 57.⁴⁶

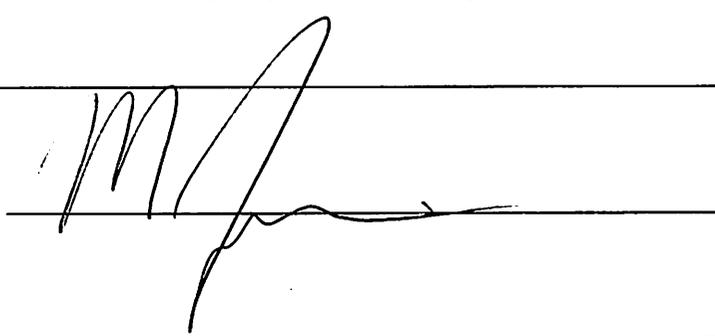
Date Requested 04/28/16

Transfer to: 925, General Fund Refund
Account Name & Number

Transfer from: 877, FFA
Account Name & Number

State Reason for Transfer Below

Postage for Banquet invitations 169 x .34¢

Sponsor's Signature: 

President / Vice-Pres. Signature: _____

Treasurer/Secretary's Signature: _____

Principal's Signature: 

Transfer # _____

Board Approved _____



Staking A Claim in Our Students' Future

Jerry Gammill
Director of Facilities

Phone 405-282-5944
jerry.gammill@guthrieps.net

To: Dr. Mike Simpson and
Board of Education

Date: May 4, 2016

We would like to declare the following surplus:

Misc. computers and computer parts

Thank you,

Jerry Gammill

**Transportation Department
Fuel Bids
2015-2016**

| | | |
|-----------------------|-----------------------------------|----------------------|
| DATE: <u>04/19/16</u> | TIME BIDS BEGAN: <u>8:20 A.M.</u> | AMOUNT NEEDED: |
| PO#: | TIME BIDS CLOSED: <u>8:30 AM</u> | DIESEL: <u>7000.</u> |
| | | UNLEADED: <u>-0-</u> |

| COMPANY NAME | CONTACT PERSON | PHONE | UNLEADED | DIESEL |
|-------------------------|--|----------------|----------|--------|
| FUEL MASTERS | <u>Scott</u> KIT, BRIAN, GODY or HARDIN | 1-866-455-3835 | | 1.2975 |
| PENLEY OIL COMPANY | MIKE, SCOTT or <u>GEORGEANN</u> | 235-7553 | | 1.2935 |
| RED ROCK | JOANIE or <u>TRICHA</u> | 677-3373 | | 1.2839 |
| TRUMAN ARNOLD COMPANIES | CASEY <u>Dugan</u> | 1-800-808-6500 | | 1.3438 |

| | | |
|------------------------------|--|-----------------------------------|
| AMOUNT OF FUEL PURCHASED: | COMPANY BID AWARDED TO: <u>Red Rock</u> | |
| UNLEADED FUEL: <u>-0-</u> | PRICE PER GALLON: <u>-0-</u> | TOTAL AMT: <u>-0-</u> |
| DIESEL FUEL: <u>7000</u> | PRICE PER GALLON: <u>1.2839</u> | TOTAL AMT: <u>8987.30</u> |
| | | TOTAL PURCHASE: <u>8987.30</u> |

| | |
|---|-----------|
| PER TELEPHONE BIDS RECEIVED BY: <u>Susan Bisdell</u> <u>Vicki Biggs</u> | COMMENTS: |
|---|-----------|

Purchase Order Register

Options: Year: 2015-2016, Fund: GEN FUND-FOR OP, Date Range: 7/1/2015 - 6/30/2016, PO Range: 998 - 1027

| PO No | Date | Vendor No | Vendor | Description | Amount |
|-------|------------|-----------|-------------------------------------|--|----------|
| 998 | 04/07/2016 | 17817 | SOUTHWEST FOODSERVICE EXCELLENCE | CHILD NUTRITION MANAGEMENT | 6,000.00 |
| 999 | 04/08/2016 | 16091 | USSA | REGISTRATION | 0.00 |
| 1000 | 04/15/2016 | 11933 | JOHN VANCE AUTO GROUP | REPAIRS/TRANSPORTATION | 2,417.39 |
| 1001 | 04/15/2016 | 83615 | PATTI JO BOHLMAN | MILEAGE FOR HOMEBOUND INSTRUCTION | 250.00 |
| 1002 | 04/19/2016 | 13286 | RED ROCK DISTRIBUTING CO. | FUEL PER BID/TRANSPORTATION | 8,987.30 |
| 1003 | 04/20/2016 | 16611 | ACT HOLDCO | BLANKET FOR PARTS/TRANSPORTATION | 2,000.00 |
| 1004 | 04/20/2016 | 43510 | HOOTEN OIL COMPANY, INC | SUPPLIES/TRANSPORTATION | 398.75 |
| 1005 | 04/21/2016 | 43669 | WEST IOWA TECHNOLOGY LLC | Erate Wireless | 1,126.40 |
| 1006 | 04/21/2016 | 10922 | SCHOOL SPECIALTY SCIENCE | SUPPLIES/FOUNDATION GRANT/OGLE/JH | 1,504.90 |
| 1007 | 04/25/2016 | 17940 | PROSPERITY BANK | SUPPLIES/FOUNDATION GRANT/J. BENSON/HS | 419.97 |
| 1008 | 04/26/2016 | 13138 | HERTZBERT-NEW METHOD, INC | BOOKS/FOUNDATION GRANT/LIBRARY/JH | 693.30 |
| 1009 | 04/26/2016 | 14377 | FOLLETT SCHOOL SOLUTIONS, INC | BOOKS/FOUNDATION GRANT/LIBRARY/JH | 300.00 |
| 1010 | 04/26/2016 | 43580 | DIGI SECURITY SYSTEMS LLC | DOOR REPAIRS/TECHNOLOGY | 3,874.00 |
| 1011 | 04/26/2016 | 15678 | SCHOLASTIC READING COUNTS | SUPPLIES/FOUNDATION GRANT/BALL/GUES | 136.75 |
| 1012 | 04/26/2016 | 15678 | SCHOLASTIC READING COUNTS | SUPPLIES/FOUNDATION GRANT/BALL/GUES | 201.88 |
| 1013 | 04/27/2016 | 14377 | FOLLETT SCHOOL SOLUTIONS, INC | INSTRUCTIONAL MATERIALS A/V TITLES FOR LIBRARY | 699.94 |
| 1014 | 04/27/2016 | 15408 | SCHOOL SPECIALTY, INC. | SUPPLIES/FOUNDATION GRANT/PRIVETTE/FOGARTY | 376.02 |
| 1015 | 04/28/2016 | 11642 | HOUGHTON MIFFLIN HARCOURT PUBLISHIN | BIG DAY FOR PREK ENGLISH EDITION/GRANT/COTTERAL | 2,699.00 |
| 1016 | 04/28/2016 | 15408 | SCHOOL SPECIALTY, INC. | CALIFONE MUSIC LEARNING CENTER/GRANT/WALSWORTH | 376.15 |
| 1017 | 04/28/2016 | 17940 | PROSPERITY BANK | SHADE CANOPY/FOUNDATION GRANT/PERRING/HS | 371.70 |
| 1018 | 04/28/2016 | 12171 | LAKESHORE LEARNING MATERIALS | READ A LONG/FOUNDATION GRANT/WALSWORTH/COTTERAL | 103.85 |
| 1019 | 04/28/2016 | 41840 | LAMINATOR.COM, INC. | Laminator Signature 27 Pro-27" Roll Laminator | 1,299.99 |
| 1020 | 04/29/2016 | 43746 | BRAINPOP LLC | 1 YEAR ON-LINE SUBSCRIPTION/GRANT/WATSON/CENTRAL | 1,350.00 |
| 1021 | 04/29/2016 | 12171 | LAKESHORE LEARNING MATERIALS | READ ALONG KIT/FOUND. GRANT/GREEN/FOGARTY | 488.00 |
| 1022 | 04/29/2016 | 15724 | COUGHLAN COMPANIES, INC. | 1 YEAR ONLINE SUB. FOR PEBBLEGO/GRANT/CREED | 1,040.25 |
| 1023 | 04/29/2016 | 17932 | AFFORDABLE COMPUTER PRODUCTS,INC | KEYBOARD COVERS/GRANT/REYNOLDS/HS | 273.35 |
| 1024 | 04/29/2016 | 14207 | WALMART COMMUNITY | SUPPLIES/OPAT | 360.00 |
| 1025 | 04/29/2016 | 14693 | SCHOLASTIC, INC. | BOOKS/FOUNDATION GRANT/BROWN/FOGARTY | 900.00 |

Purchase Order Register

Options: Year: 2015-2016, Fund: GEN FUND-FOR OP, Date Range: 7/1/2015 - 6/30/2016, PO Range: 998 - 1027

| PO No | Date | Vendor No | Vendor | Description | Amount |
|---------------------------|------------|-----------|--------------------------|--------------------------------|--------------------|
| 1026 | 05/03/2016 | 12899 | O'REILLY AUTOMOTIVE INC. | BLANKET FOR PARTS | 2,500.00 |
| 1027 | 05/03/2016 | 43489 | PIRAINO CONSULTING, INC. | Smartboards / Title VII / GUES | 2,345.71 |
| Non-Payroll Total: | | | | | \$43,494.60 |
| Payroll Total: | | | | | \$0.00 |
| Report Total: | | | | | \$43,494.60 |

Purchase Order Register

Options: Year: 2015-2016, Fund: Building, Date Range: 7/1/2015 - 6/30/2016, PO Range: 130 - 138

| PO No | Date | Vendor No | Vendor | Description | Amount |
|---------------------------|------------|-----------|------------------------------|-----------------------------|--------------------|
| 130 | 04/07/2016 | 12568 | MAINTENANCE SUPPLY CO, INC. | BUFFERS | 1,230.00 |
| 131 | 04/07/2016 | 17940 | PROSPERITY BANK | ICE CHEST FREEZERS FOR CN | 1,294.10 |
| 132 | 04/07/2016 | 11511 | H & H ENTERPRISES INT'L WIGS | SUMMER FLOOR PRODUCTS | 8,381.56 |
| 133 | 04/12/2016 | 17719 | TKE CORPORATION | ELEVATOR REPAIRS | 2,000.00 |
| 134 | 04/19/2016 | 11163 | H-I-S PAINT MFG. CO, LLC | SUMMER PAINT SUPPLIES | 5,829.47 |
| 135 | 04/21/2016 | 11626 | HOME DEPOT/GEFCF | WI-FI THERMOSTATS | 792.00 |
| 136 | 04/26/2016 | 17990 | REECE APPLIANCE | APPLIEANCE REPAIRS | 200.00 |
| 137 | 04/28/2016 | 15969 | SOUTHWEST PAPER | DISTRICT CUSTODIAL SUPPLIES | 4,000.00 |
| 138 | 05/03/2016 | 12886 | O G & E | ELECTRIC SERVICE | 48,918.64 |
| Non-Payroll Total: | | | | | \$72,645.77 |
| Payroll Total: | | | | | \$0.00 |
| Report Total: | | | | | \$72,645.77 |

Purchase Order Register

Options: Year: 2015-2016, Fund: CHILD NUTRITION FUND, Date Range: 7/1/2015 - 6/30/2016, PO Range: 36 - 41

| PO No | Date | Vendor No | Vendor | Description | Amount |
|---------------------------|-------------|------------------|---------------------|----------------------------|-----------------|
| 36 | 04/07/2016 | 43718 | REBECCA STUART | MEAL REFUND/PARENT REQUEST | 154.70 |
| 37 | 04/07/2016 | 15100 | KRAUS SERVICE, INC. | EQUIPMENT REPAIRS | 600.00 |
| 38 | 04/26/2016 | 43742 | DAVID MAIN | MEAL REFUND/MOVED | 3.55 |
| Non-Payroll Total: | | | | | \$758.25 |
| Payroll Total: | | | | | \$0.00 |
| Report Total: | | | | | \$758.25 |

Change Order Listing

Options: Fund: GEN FUND-FOR OP, Year: 2015-2016, ReferenceDate: PO Date, Date Range: 4/5/2016 - 5/3/2016, PO Range: 1 - 997, Include Negative Changes: False

| PO No | Date | Vendor No | Vendor | Description | Amount | | |
|-------|------------|-----------|--|--|------------|------------|-----------|
| 14 | 07/01/2015 | 13958 | THE DAILY OKLAHOMAN | SUBSCRIPTION/ADS FOR 2015-16 | 1,000.00 | | |
| | | | ADS FOR 2015-16 | 041-2571-540-000-0000-000-050 | 04/15/2016 | 1,000.00 | |
| 16 | 07/01/2015 | 14316 | AHP OF OKLAHOMA | SUBSCRIPTION/ADS/INFO FOR 201 | 50.00 | | |
| | | | ADS FOR 2015-16 | 041-2511-530-000-0000-000-050 | 04/06/2016 | 50.00 | |
| 18 | 07/01/2015 | 15661 | OKLAHOMA EMPLOYMENT SECURITY COMM | UNEMPLOYMENT FOR 2015-16 | 1,252.27 | | |
| | | | UNEMPLOYMENT FOR 2015-16 | 002-1000-271-100-0000-210-125 | 03/09/2016 | 04/14/2016 | -1,500.00 |
| | | | | 003-2620-281-000-0000-954-050 | 03/09/2016 | 04/14/2016 | -1,500.00 |
| | | | | 002-1000-271-100-4000-210-610 | 04/14/2016 | | 1,337.27 |
| | | | | 003-2620-281-000-0000-954-050 | 04/14/2016 | | 2,915.00 |
| 48 | 07/01/2015 | 17261 | OKLAHOMA SCHOOLS INSURANCE GROUP | ADDITIONAL INSURANCE FOR 2015- | 120.00 | | |
| | | | ADDITIONAL INSURANCE FOR 2015-16 | 021-2620-523-000-0000-000-050 | 04/12/2016 | | 120.00 |
| 195 | 07/01/2015 | 80796 | JAMIE LYNN MUNGAI | HOMEBOUND MILEAGE REIMB. | 100.00 | | |
| | | | TRAVEL REIMBURSEMENT | 044-1000-580-239-1050-000-050 | 07/01/2015 | 04/27/2016 | -41.92 |
| | | | | 044-1000-580-239-1050-000-050 | 04/27/2016 | | 141.92 |
| 215 | 07/10/2015 | 17940 | PROSPERITY BANK | FUEL FOR OUT OF DIST. TR/AG/HS | 20.00 | | |
| | | | FUEL FOR TRIPS | 412-2650-623-311-8000-000-705 | 04/13/2016 | | 20.00 |
| 222 | 07/10/2015 | 43240 | ENGHOUSE INTERACTIVE, INC | SOFTWARE SUPPORT/TECHNOLOGY | 297.50 | | |
| | | | SOFTWARE SUPPORT/TECHNOLOGY | 026-2230-653-000-0000-000-050 | 04/21/2016 | | 297.50 |
| 757 | 10/30/2015 | 11849 | JERRY D JONES | BLANKET FOR WRECKER SERVICE/TR | 275.00 | | |
| | | | BLANKET FOR TOWING AND WRECKER SERVICE | 018-2740-340-000-0000-000-070 | 10/30/2015 | 04/26/2016 | -550.00 |
| | | | | 018-2740-340-000-0000-000-070 | 04/26/2016 | | 825.00 |
| 761 | 11/06/2015 | 17332 | MAYER-JOHNSON LLC | REPLACEMENT DISC | 80.00 | | |
| | | | SHIPPING | 621-1000-653-239-1060-000-705 | 11/06/2015 | 04/12/2016 | -5.00 |
| | | | | 621-1000-653-239-1060-000-705 | 04/12/2016 | | 10.00 |
| | | | ITEM 145WRPV6 BOARDMAKER WITH SPEAKING DYNAMICALLY PRO | 621-1000-653-239-1060-000-705 | 11/06/2015 | 04/12/2016 | -25.00 |
| | | | | 621-1000-653-239-1060-000-705 | 04/12/2016 | | 100.00 |
| 798 | 12/01/2015 | 16611 | ACT HOLDCO | BLANKET FOR BUS PARTS/TRANSPORTATION | 120.71 | | |
| | | | BLANKET FOR BUS PARTS AND SUPPLIES | 018-2740-612-000-0000-000-070 | 12/01/2015 | 04/12/2016 | -830.83 |
| | | | | 018-2740-612-000-0000-000-070 | 04/12/2016 | | 951.54 |
| 958 | 03/08/2016 | 16667 | CDW DIRECT LLC | BROADCASTING EQUIPMENT/CARL PERKINS/VO-AG/DRAKE/HS | 69.02 | | |
| | | | SHURE C129 | 421-1000-652-332-8000-000-705 | 03/08/2016 | 04/12/2016 | -29.00 |
| | | | | 421-1000-652-332-8000-000-705 | 04/12/2016 | | 30.00 |
| | | | KOSS SB 45 HEADSET | 421-1000-652-332-8000-000-705 | 03/08/2016 | 04/12/2016 | -53.00 |
| | | | | 421-1000-652-332-8000-000-705 | 04/12/2016 | | 72.00 |
| | | | CANON CAMCORDER | 421-1000-652-332-8000-000-705 | 03/08/2016 | 04/12/2016 | -1,200.98 |
| | | | | 421-1000-652-332-8000-000-705 | 04/12/2016 | | 1,250.00 |
| 964 | 03/09/2016 | 15444 | SCHOOL SPECIALTY | CLASSROOM SUPPLIES/GRAHAM/COTTERAL | 26.87 | | |
| | | | WHITE SCHOOL SMART TEMPRA PAINT-1 GALLON | 051-1000-619-100-0000-000-120 | 03/09/2016 | 04/12/2016 | -32.68 |
| | | | | 051-1000-619-100-0000-000-120 | 04/12/2016 | | 38.96 |
| | | | POST IT NOTES 3 X 3 MULTICOLOR | 051-1000-619-100-0000-000-120 | 03/09/2016 | 04/12/2016 | -8.66 |

Change Order Listing

Options: Fund: GEN FUND-FOR OP, Year: 2015-2016, ReferenceDate: PO Date, Date Range: 4/5/2016 - 5/3/2016, PO Range: 1 - 997, Include Negative Changes: False

| PO No | Date | Vendor No | Vendor | Description | Amount | |
|-------|------------|-------------------------------|-------------------------------|------------------------|------------|-----------|
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -22.54 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 23.00 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -27.88 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 36.36 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -76.35 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 78.95 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -0.68 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -8.85 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 16.20 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -107.88 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 111.76 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -80.36 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 83.44 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -7.94 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 9.08 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -27.51 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 27.87 |
| | | 051-1000-619-100-0000-000-120 | | 03/09/2016 | 04/12/2016 | -10.62 |
| | | 051-1000-619-100-0000-000-120 | | 04/12/2016 | | 13.20 |
| 971 | 03/23/2016 | 17336 | CUMMINGS SOUTHERN PLAINS, LTD | REPAIRS/TRANSPORTATION | | 1,075.72 |
| | | 018-2740-430-000-0000-000-070 | | 03/23/2016 | 04/13/2016 | -4,924.28 |
| | | 018-2740-430-000-0000-000-070 | | 04/13/2016 | | 6,000.00 |
| 979 | 03/30/2016 | 13229 | QUILL CORPORATION | SUPPLIES/TODD/FOGARTY | | 0.46 |
| | | 062-2199-619-100-1050-000-110 | | 03/30/2016 | 04/12/2016 | -161.00 |
| | | 062-2199-619-100-1050-000-110 | | 04/12/2016 | | 161.46 |

Non-Payroll Total: \$4,487.55
Payroll Total: \$0.00
Report Total: \$4,487.55

Project Totals

| | | |
|-----|--------------------------------|----------|
| 002 | CERTIFIED SALARIES | -162.73 |
| 003 | SUPPORT SALARIES | 1,415.00 |
| 018 | TRANSPORTATION | 1,471.43 |
| 021 | INSURANCE/BONDS | 120.00 |
| 026 | DIRECTOR OF TECHNOLOGY | 297.50 |
| 041 | ADMINISTRATION | 1,050.00 |
| 044 | SPECIAL ED. DIR. | 100.00 |
| 051 | COTTERAL BUDGET | 26.87 |
| 062 | FOGARTY BUDGET | 0.46 |
| 412 | VOC.PROG.INCENTIVE GRANTS | 20.00 |
| 421 | SECONDARY | 69.02 |
| 621 | FLOW THRU P.L. 105-17 IDEA PTB | 80.00 |

Unit Totals

| | | |
|-----|----------------|----------|
| 050 | DISTRICT WIDE | 2,982.50 |
| 070 | TRANSPORTATION | 1,471.43 |
| 110 | FOGARTY | 0.46 |
| 120 | COTTERAL | 26.87 |

Change Order Listing

Options: Fund: GEN FUND-FOR OP, Year: 2015-2016, ReferenceDate: PO Date, Date Range: 4/5/2016 - 5/3/2016, PO Range: 1 - 997, Include Negative Changes: False

| | | |
|-----|-------------|-----------|
| 125 | GUES | -1,500.00 |
| 610 | JR. HIGH | 1,337.27 |
| 705 | HIGH SCHOOL | 169.02 |

Change Order Listing

Options: Fund: Building, Year: 2015-2016, ReferenceDate: PO Date, Date Range: 4/5/2016 - 5/3/2016, PO Range: 1 - 129,
 Include Negative Changes: False

| PO No | Date | Vendor No | Vendor | Description | Amount | |
|---------------------------|------------|-----------------------------|-------------------------------|-----------------------------|-----------------|-----------|
| 108 | 01/13/2016 | 15969 | SOUTHWEST PAPER | DISTRICT CUSTODIAL SUPPLIES | 252.54 | |
| | | DISTRICT CUSTODIAL SUPPLIES | 013-2620-618-000-0000-000-002 | 01/13/2016 | 04/13/2016 | -2,105.72 |
| | | | 013-2620-618-000-0000-000-002 | 04/13/2016 | | 2,358.26 |
| Non-Payroll Total: | | | | | \$252.54 | |
| Payroll Total: | | | | | \$0.00 | |
| Report Total: | | | | | \$252.54 | |

Project Totals

| | | |
|-----|-----------------------|--------|
| 013 | MAINTENANCE/CUSTODIAL | 252.54 |
|-----|-----------------------|--------|

Unit Totals

| | | |
|-----|-------------|--------|
| 002 | MAINTENANCE | 252.54 |
|-----|-------------|--------|

Change Order Listing

Options: Fund: CHILD NUTRITION FUND, Year: 2015-2016, ReferenceDate: PO Date, Date Range: 4/5/2016 - 5/3/2016, PO Range: 1 - 35, Include Negative Changes: False

| PO No | Date | Vendor No | Vendor | Description | Amount |
|-------|------------|-------------------------------|-----------------------------------|--------------------------------|-------------|
| 17 | 07/01/2015 | 15100 | KRAUS SERVICE, INC. | BLANKET FOR REPAIRS FOR 2015-1 | 573.71 |
| | | 764-3190-430-700-0000-000-050 | | 09/04/2015 04/13/2016 | -308.85 |
| | | 764-3190-430-700-0000-000-050 | | 04/13/2016 | 882.56 |
| 18 | 07/01/2015 | 17902 | LABATT INSTITIONAL SUPPLY COMPANY | BLANKET FOR FOOD/SUPPLIES FOR | 767.80 |
| | | 000-3110-630-700-0000-000-050 | | 09/11/2015 04/06/2016 | -3,485.72 |
| | | 763-3140-618-700-0000-000-050 | | 09/11/2015 04/06/2016 | -845.96 |
| | | 763-3150-630-700-0000-000-050 | | 09/11/2015 04/06/2016 | -179,602.66 |
| | | 000-3110-617-700-0000-000-050 | | 04/06/2016 | 4,253.52 |
| | | 763-3150-630-700-0000-000-050 | | 04/06/2016 | 144,385.29 |
| | | 764-3140-618-700-0000-000-050 | | 04/06/2016 | 46.76 |
| | | 764-3140-618-700-0000-000-050 | | 04/06/2016 | 799.20 |
| | | 764-3150-630-700-0000-000-050 | | 04/19/2016 | 35,217.37 |

| | |
|---------------------------|-------------------|
| Non-Payroll Total: | \$1,341.51 |
| Payroll Total: | \$0.00 |
| Report Total: | \$1,341.51 |

Project Totals

| | |
|----------------|------------|
| 000 | 767.80 |
| 763 LUNCHES | -36,063.33 |
| 764 BREAKFASTS | 36,637.04 |

Unit Totals

| | |
|-------------------|----------|
| 050 DISTRICT WIDE | 1,341.51 |
|-------------------|----------|

ACTIVITY FUND – FUND 60
BANK RECONCILIATION – FARMERS & MERCHANTS BANK
04/30/2016

| <u>GENERAL LEDGER ACCOUNT</u> | | <u>BANK RECONCILIATION</u> | |
|--------------------------------------|--------------|--|--------------|
| Balance (04/01/16) | \$610,077.54 | Balance per bank statement as of (04/30/16) | \$569,838.01 |
| Add Receipts | \$ 97,057.55 | Add Deposits in Transit | \$ 11,579.76 |
| Less Checks Written | \$153,865.69 | less O/S Checks | \$ 28,148.37 |
| Adjustments | \$ | *Adjustments | \$ |
| | | Bank correction | \$ |
| Balance per Ledger | \$553,269.40 | Balance per Ledger | \$553,269.40 |

Adjustment/Correction explanations:

This information is accurate and correct to the best of my knowledge.



 Activity Fund Clerk

5-2-16

 Date

Guthrie Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 4/1/2016 - 4/30/2016

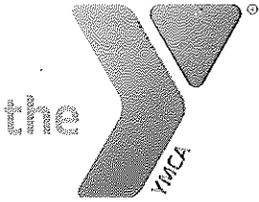
| | Begin Balance | Receipts | Adjusting Entries | Payments | Cash End Balance | Unpaid POs | End Balance |
|---------------------------------|------------------|-------------|----------------------|-------------|---------------------|-------------|--------------|
| 801 CENTRAL FACULTY | \$194.35 | \$15.95 | \$0.00 | \$0.00 | \$210.30 | \$100.00 | \$110.30 |
| 802 CENTRAL ACTIVITY | \$22,154.85 | \$3,177.03 | \$0.00 | \$8,438.77 | \$16,893.11 | \$2,624.00 | \$14,269.11 |
| 803 CENTRAL PTO | \$7,409.17 | \$867.45 | \$0.00 | \$1,466.95 | \$6,809.67 | \$1,337.72 | \$5,471.95 |
| 804 COTTERAL PTO | \$7,031.30 | \$777.50 | \$0.00 | \$384.42 | \$7,424.38 | \$4,557.00 | \$2,867.38 |
| 805 COTTERAL ACTIVITY | \$19,163.09 | \$1,827.57 | \$0.00 | \$4,456.76 | \$16,533.90 | \$10,700.30 | \$5,833.60 |
| 806 COTTERAL FACULTY | \$298.81 | \$0.00 | \$0.00 | \$0.00 | \$298.81 | \$0.00 | \$298.81 |
| 808 FOGARTY PARENTS ORG. | \$11,507.80 | \$656.61 | \$0.00 | \$4,783.10 | \$7,381.31 | \$1,505.99 | \$5,875.32 |
| 809 FOGARTY ACTIVITY | \$13,182.87 | \$20,115.75 | \$0.00 | \$8,404.87 | \$24,893.75 | \$13,855.41 | \$11,038.34 |
| 810 FOGARTY FACULTY | \$348.77 | \$34.75 | \$0.00 | \$0.00 | \$383.52 | \$350.00 | \$33.52 |
| 812 GUES ACTIVITY | \$28,523.18 | \$511.04 | \$0.00 | \$5,257.07 | \$23,777.15 | \$3,751.79 | \$20,025.36 |
| 813 GUES FACULTY | \$570.10 | \$168.80 | \$0.00 | \$0.00 | \$738.90 | \$180.00 | \$558.90 |
| 815 GUES PARENTS ORG. | \$25,665.38 | \$1,543.68 | \$0.00 | \$2,675.75 | \$24,533.31 | \$3,990.22 | \$20,543.09 |
| 816 GHS SPECIAL KIDS | \$64.65 | \$0.00 | \$0.00 | \$0.00 | \$64.65 | \$0.00 | \$64.65 |
| 817 ART JUNIOR HIGH | \$309.56 | \$0.00 | \$0.00 | \$0.00 | \$309.56 | \$0.00 | \$309.56 |
| 818 JH BUILDERS CLUB | \$280.54 | \$22.00 | \$0.00 | \$0.00 | \$302.54 | \$0.00 | \$302.54 |
| 819 ATHLETICS JUNIOR HIGH | \$11,214.51 | \$2,196.00 | \$0.00 | \$3,600.01 | \$9,810.50 | \$1,919.99 | \$7,890.51 |
| 820 GOLF JUNIOR HIGH | \$1,417.13 | \$1,755.00 | \$0.00 | \$885.82 | \$2,286.31 | \$0.00 | \$2,286.31 |
| 821 FHA JUNIOR HIGH | \$3,773.62 | \$332.75 | \$0.00 | \$1,210.82 | \$2,895.55 | \$1,960.20 | \$935.35 |
| 822 HONOR SOCIETY JR HIGH | \$2,232.60 | \$125.00 | \$0.00 | \$0.00 | \$2,357.60 | \$554.00 | \$1,803.60 |
| 823 JR HIGH ACCOUNT | \$9,959.28 | \$1,734.50 | \$0.00 | \$1,093.45 | \$10,600.33 | \$4,680.46 | \$5,919.87 |
| 824 JR HIGH FACULTY | \$574.26 | \$0.00 | \$0.00 | \$126.00 | \$448.26 | \$164.60 | \$283.66 |
| 825 LIBRARY JR HIGH | \$9,222.30 | \$0.00 | \$0.00 | \$0.00 | \$9,222.30 | \$109.06 | \$9,113.24 |
| 827 CHEERLEADERS JR HIGH | \$4,338.04 | \$0.00 | \$0.00 | \$0.00 | \$4,338.04 | \$0.00 | \$4,338.04 |
| 830 STUCO JH | \$3,502.82 | \$0.00 | \$0.00 | \$0.00 | \$3,502.82 | \$880.00 | \$2,622.82 |
| 831 T.S.A. JR HIGH | \$1,960.45 | \$0.00 | \$0.00 | \$0.00 | \$1,960.45 | \$0.00 | \$1,960.45 |
| 832 YEARBOOK JR HIGH | \$2,199.39 | \$70.00 | \$0.00 | \$0.00 | \$2,269.39 | \$5,000.00 | (\$2,730.61) |
| 834 JR HIGH ACADEMIC TEAM | \$213.14 | \$0.00 | \$0.00 | \$0.00 | \$213.14 | \$60.00 | \$153.14 |
| 850 ACADEMIC TEAM HS | \$100.10 | \$0.00 | \$0.00 | \$60.00 | \$40.10 | \$0.00 | \$40.10 |
| 851 ART CLUB HS | \$7,338.64 | \$12.00 | \$0.00 | \$224.30 | \$7,126.34 | \$1,040.79 | \$6,085.55 |
| 852 ATHLETICS HS | \$77,723.07 | \$5,146.68 | \$0.00 | \$19,512.56 | \$63,357.19 | \$29,502.42 | \$33,854.77 |
| 853 HS CHEER | \$4,644.04 | \$1,466.25 | \$0.00 | \$200.00 | \$5,910.29 | \$0.00 | \$5,910.29 |
| 854 FOOTBALL CAMP | \$0.00 | \$2,200.00 | \$0.00 | \$0.00 | \$2,200.00 | \$1,000.00 | \$1,200.00 |
| 855 TENNIS HS | \$10,695.64 | \$6,843.88 | \$0.00 | \$5,511.60 | \$12,027.92 | \$2,904.29 | \$9,123.63 |
| 856 GHS LIBRARY | \$1,641.54 | \$0.00 | \$0.00 | \$0.00 | \$1,641.54 | \$0.00 | \$1,641.54 |
| 857 YOUTH & GOVERNMENT HS | \$291.94 | \$0.00 | \$0.00 | \$240.00 | \$51.94 | \$0.00 | \$51.94 |
| 858 GHS LINK CREW | \$185.99 | \$0.00 | \$0.00 | \$0.00 | \$185.99 | \$0.00 | \$185.99 |
| 859 BAND (OPERATING) HS | \$8,172.53 | \$800.00 | \$0.00 | \$570.83 | \$8,401.70 | \$1,527.62 | \$6,874.08 |
| 860 CLASS OF 2016 HS | \$7,810.31 | \$525.00 | \$0.00 | \$0.00 | \$8,335.31 | \$6,900.00 | \$1,435.31 |
| 861 CLASS OF 2017 HS | \$5,554.70 | \$4,250.00 | \$0.00 | \$1,615.00 | \$8,189.70 | \$4,457.00 | \$3,732.70 |
| 862 CLASS OF 2018 HS | \$4,713.76 | \$0.00 | \$0.00 | \$0.00 | \$4,713.76 | \$0.00 | \$4,713.76 |
| 863 CLASS OF 2019 HS | \$2,290.95 | \$0.00 | \$0.00 | \$0.00 | \$2,290.95 | \$0.00 | \$2,290.95 |
| 867 CLASS OF 2014 HS | \$127.28 | \$0.00 | \$0.00 | \$0.00 | \$127.28 | \$0.00 | \$127.28 |
| 868 CLASS OF 2015 | \$999.49 | \$0.00 | \$0.00 | \$0.00 | \$999.49 | \$0.00 | \$999.49 |
| 869 ENGLISH CLUB | \$1,938.35 | \$0.00 | \$0.00 | \$185.02 | \$1,753.33 | \$214.98 | \$1,538.35 |
| 870 HS FACULTY/COURTESY ACCOUNT | \$1,952.11 | \$51.95 | \$0.00 | \$58.32 | \$1,945.74 | \$749.85 | \$1,195.89 |
| 873 SPEECH HS | \$503.25 | \$0.00 | \$0.00 | \$0.00 | \$503.25 | \$0.00 | \$503.25 |
| 876 FFA 4H BOOSTER CLUB HS | \$58,061.63 | \$0.00 | \$0.00 | \$5,717.38 | \$52,344.25 | \$2,980.00 | \$49,364.25 |
| 877 FFA HS | \$18,339.12 | \$4,864.80 | \$0.00 | \$5,916.64 | \$17,287.28 | \$8,348.27 | \$8,939.01 |
| 878 FCCLA (FHA) HS | \$684.28 | \$20.00 | \$0.00 | \$217.63 | \$486.65 | \$250.37 | \$236.28 |
| 879 FOREIGN LANGUAGE SPAN HS | \$1,647.23 | \$0.00 | \$0.00 | \$0.00 | \$1,647.23 | \$0.00 | \$1,647.23 |
| 882 GUTHRIE RUNNING CLUB HS | \$5,308.68 | \$0.00 | \$0.00 | \$2,039.75 | \$3,268.93 | \$372.40 | \$2,896.53 |
| 883 HERITAGE CLUB HS | \$943.77 | \$0.00 | \$0.00 | \$0.00 | \$943.77 | \$0.00 | \$943.77 |
| 884 HIGH SCHOOL ACCOUNT | \$22,241.23 | \$1,778.97 | \$0.00 | \$7,655.13 | \$16,365.07 | \$5,676.16 | \$10,688.91 |
| 886 HONOR SOCIETY HS | \$2,992.25 | \$790.00 | \$0.00 | \$200.56 | \$3,581.69 | \$1,602.00 | \$1,979.69 |

Guthrie Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 4/1/2016 - 4/30/2016

| | Begin Balance | Receipts | Adjusting Entries | Payments | Cash End Balance | Unpaid POs | End Balance |
|----------------------------------|---------------------|--------------------|----------------------|---------------------|---------------------|---------------------|---------------------|
| 888 JOURNALISM HS | \$387.30 | \$0.00 | \$0.00 | \$0.00 | \$387.30 | \$0.00 | \$387.30 |
| 889 KEY CLUB HS | \$425.67 | \$39.00 | \$0.00 | \$0.00 | \$464.67 | \$0.00 | \$464.67 |
| 893 MU ALPHA THETA HS | \$382.99 | \$0.00 | \$0.00 | \$0.00 | \$382.99 | \$0.00 | \$382.99 |
| 895 JROTC HS | \$7,243.17 | \$50.00 | \$0.00 | \$381.47 | \$6,911.70 | \$380.00 | \$6,531.70 |
| 896 S.A.D.D. HS | \$40.02 | \$0.00 | \$0.00 | \$0.00 | \$40.02 | \$0.00 | \$40.02 |
| 897 SOCCER CLUB HS | \$4,733.17 | \$875.10 | \$0.00 | \$3,733.61 | \$1,874.66 | \$902.39 | \$972.27 |
| 898 SCIENCE CLUB HS | \$6,176.69 | \$288.00 | \$0.00 | \$673.63 | \$5,791.06 | \$288.76 | \$5,502.30 |
| 899 STUDENT COUNCIL HS | \$25,113.51 | \$0.00 | \$0.00 | \$11,148.61 | \$13,964.90 | \$456.39 | \$13,508.51 |
| 900 CAMPUS BEAUTIFICATION HS | \$7,985.89 | \$40.00 | \$0.00 | \$109.00 | \$7,916.89 | \$0.00 | \$7,916.89 |
| 902 VOCAL HS | \$5,856.84 | \$3,529.00 | \$0.00 | \$3,174.59 | \$6,211.25 | \$3,102.96 | \$3,108.29 |
| 904 YEARBOOK HS | \$12,946.36 | \$690.00 | \$0.00 | \$228.03 | \$13,408.33 | \$20,000.00 | (\$6,591.67) |
| 907 HS MEMORIAL FUND | \$73.92 | \$0.00 | \$0.00 | \$0.00 | \$73.92 | \$0.00 | \$73.92 |
| 908 VOCAL TRIP ACCOUNT HS | \$440.94 | \$0.00 | \$0.00 | \$0.00 | \$440.94 | \$0.00 | \$440.94 |
| 911 FFA BUILDING FUND | \$29,277.02 | \$1,000.00 | \$0.00 | \$14,097.06 | \$16,179.96 | \$11,053.59 | \$5,126.37 |
| 912 GHS BUSINESS PROF OF AMERICA | \$597.44 | \$0.00 | \$0.00 | \$0.00 | \$597.44 | \$0.00 | \$597.44 |
| 913 DRAMA HS | \$1,160.34 | \$0.00 | \$0.00 | \$0.00 | \$1,160.34 | \$250.00 | \$910.34 |
| 921 BANQUET ACCOUNT | \$309.01 | \$0.00 | \$0.00 | \$0.00 | \$309.01 | \$0.00 | \$309.01 |
| 922 COURTESY COMMITTEE ADMIN | \$148.87 | \$0.00 | \$0.00 | \$0.00 | \$148.87 | \$40.00 | \$108.87 |
| 925 GENERAL FUND REFUND | \$6,575.53 | \$199.40 | \$0.00 | \$0.00 | \$6,774.93 | \$0.00 | \$6,774.93 |
| 927 HALL OF FAME BANQUET | \$736.17 | \$0.00 | \$0.00 | \$0.00 | \$736.17 | \$0.00 | \$736.17 |
| 929 SPECIAL OLYMPICS | \$29,100.40 | \$15,374.50 | \$0.00 | \$2,804.81 | \$41,670.09 | \$12,725.85 | \$28,944.24 |
| 930 DISTRICT ELEM. PTO | \$175.34 | \$0.00 | \$0.00 | \$0.00 | \$175.34 | \$0.00 | \$175.34 |
| 932 SUMMER SCHOOL HS | \$2,725.00 | \$3,425.00 | \$0.00 | \$0.00 | \$6,150.00 | \$0.00 | \$6,150.00 |
| 933 FAVER C&C | \$154.48 | \$0.00 | \$0.00 | \$0.00 | \$154.48 | \$0.00 | \$154.48 |
| 934 TRANSPORTATION C&C | \$4,127.54 | \$833.00 | \$0.00 | \$1,873.77 | \$3,086.77 | \$493.27 | \$2,593.50 |
| 935 VENDING MACHINE ADMIN | \$391.21 | \$67.55 | \$0.00 | \$108.13 | \$350.63 | \$351.15 | (\$0.52) |
| 936 GUES HONOR CHOIR | \$628.91 | \$0.00 | \$0.00 | \$0.00 | \$628.91 | \$0.00 | \$628.91 |
| 937 FAVER ACTIVITY | \$415.81 | \$0.00 | \$0.00 | \$0.00 | \$415.81 | \$0.00 | \$415.81 |
| 938 NATIVE AMERICAN PARENT COM | \$205.72 | \$0.00 | \$0.00 | \$0.00 | \$205.72 | \$0.00 | \$205.72 |
| 940 ADMINISTRATION MISC | \$11,015.14 | \$266.69 | \$0.00 | \$1,581.77 | \$9,700.06 | \$1,005.49 | \$8,694.57 |
| 942 C.N. CLEARING ACCT | \$16,313.30 | \$5,699.40 | \$0.00 | \$21,242.70 | \$770.00 | \$7,421.80 | (\$6,651.80) |
| Total | \$610,077.54 | \$97,057.55 | \$0.00 | \$153,865.69 | \$553,269.40 | \$184,278.54 | \$368,990.86 |



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

April 11, 2016

To whom it may concern:

The Guthrie YMCA of YMCA Greater of Oklahoma City would like to request the use of the Guthrie Public Schools transportation again for our YMCA Summer Day Camp field trips. In a best case scenario will be having two sites, one at Cottler Elementary and one at GUES elementary. Typically, we go on three Field Trips a week.

Tuesdays – Swim Day: Pick up students from school site at 1:00pm, drive them to the Highland Pool in Guthrie. Take the students back to the school at 4:00pm.

Wednesdays – Field Trip Days: We go on a different field trip each week. We will have a list soon, but we go anywhere from Stillwater to Oklahoma City. We typically leave at 9:00am and return at 4:00pm. These times will vary depending on the trip.

Thursdays – Swim Day: Pick up students from school site at 1:00pm, drive them to the Highland Pool in Guthrie. Take the students back to the school at 4:00pm.

Our Summer Day Camp will operate from Monday, May 23rd thru Friday, August 12th. On Tuesday and Thursday's we would only use one bus and do a shuttle system to get the kids to the pool. We would need two buses for Wednesdays.

Please let me know what other information you may need from me.

Sincerely,

Kristen Merritt
Membership/Program Director
GUTHRIE YMCA



GUTHRIE YMCA
114 E. Oklahoma Ave., Guthrie, OK 73044
P 405 282 8206 F 405 360 0057 YMCAOKC.ORG



SCHEDULE OF EVENTS

TUESDAY, JUNE 28

| | |
|------------------------|---|
| 8:30 a.m. – 3:30 p.m. | NFHS Board of Directors Meeting |
| 12:00 p.m. – 3:30 p.m. | Marketing Luncheon & Summit |
| 12:30 p.m. – 2:00 p.m. | NFHSLearn Luncheon & Summit |
| 1:00 p.m. – 6:00 p.m. | Registration |
| 1:00 p.m. – 6:00 p.m. | Nevada Host Committee Hospitality & Information Desk |
| 2:00 p.m. – 3:15 p.m. | Student Services Meeting |
| 2:00 p.m. – 4:00 p.m. | Officials Advisory Committee |
| 2:00 p.m. – 4:00 p.m. | Spirit Summit |
| 2:00 p.m. – 4:00 p.m. | Technology Summit |
| 3:00 p.m. – 5:30 p.m. | National Records Committee Meeting |
| 3:45 p.m. – 5:45 p.m. | Finance Directors Summit |
| 4:00 p.m. – 5:30 p.m. | Small States Meeting |
| 4:30 p.m. – 5:30 p.m. | First-Time Attendees Orientation |
| 5:00 p.m. – 5:30 p.m. | Moderator/Speaker Orientation |
| 6:00 p.m. | Welcome Dinner – “Reno – More Than You Know” <i>*Families Welcome!</i> |
| 6:00 p.m. – 9:00 p.m. | NFHS Foundation Silent Auction |
| 7:30 p.m. – 9:00 p.m. | BAGGO Tournament |

WEDNESDAY, JUNE 29

| | |
|------------------------|--|
| 7:30 a.m. – 1:30 p.m. | NFHS Foundation Golf Tournament <i>*Bus departs Tuscany Tower lobby at 6:30 a.m.</i> |
| 7:45 a.m. – 9:45 a.m. | Children’s Program |
| 8:00 a.m. – 9:30 a.m. | Spouse/Guest Breakfast |
| 9:45 a.m. – 1:30 p.m. | Historic Virginia City Tour <i>*Bus departs Tuscany Tower lobby at 9:45 a.m.</i> |
| 10:00 a.m. – 3:00 p.m. | Registration |
| 10:00 a.m. – 3:00 p.m. | Nevada Host Committee Hospitality & Information Desk |
| 10:00 a.m. – 3:00 p.m. | Fun Run/Walk Packet Pick-up |
| 10:00 a.m. – 4:30 p.m. | NFHS Foundation Silent Auction |
| 12:30 p.m. – 2:30 p.m. | Sports Information Directors Workshop |
| 2:45 p.m. – 4:30 p.m. | Children’s Program |
| 3:00 p.m. – 4:15 p.m. | Opening General Session Student Program – “We Are High School [®] ,” Spirit of Sport and Heart of the Arts Awards Presentations |
| 4:30 p.m. – 5:30 p.m. | First Workshop Session (General Session) Topic: “The Right Stuff is the Never Give Up Stuff” |



Speaker:

Leland Melvin, Former Virginia High School League Alumnus. First and only NFL draftee to become a NASA Astronaut.

☞ = Recommended Board Member Track ● = Recommended Activities Track

THURSDAY, JUNE 30

- 6:15 a.m. NFHS Foundation Fun Run/Walk
*Depart from Tuscany Tower lobby at 5:45 a.m.
- 8:30 a.m. – 4:30 p.m. NFHS Information Desk
8:30 a.m. – 4:30 p.m. Nevada Host Committee Hospitality & Information Desk
- 9:00 a.m. – 10:15 a.m. **Second General Session**
Board of Directors Report – Tom Welter, President, NFHS
NFHS Update – Bob Gardner, Executive Director, NFHS, and NFHS Staff



Tom Welter

Bob Gardner

10:30 a.m. – 11:30 a.m. **Second Workshop Session**

- ✦ 1. Board Members: Tree Before the Forest or Tree as Part of the Forest
- 2. Innovative Marketing
- 3. 21st Century Operations – Daily Mobility and Accessibility
- 4. Multi-Sport Athletes
- 5. Transgender Inclusion
- 6. Spirit Discussion Forum
- 7. Golf Discussion Forum
- 8. Sports Medicine Discussion Forum

11:45 a.m. – 12:45 p.m. Inclusion Discussion Forum Luncheon

11:45 a.m. – 12:45 p.m. Tennis Luncheon Presented by:



1:00 p.m. – 2:15 p.m. Legal Issues Workshop

2:30 p.m. – 3:45 p.m. **Third Workshop Session** (Roundtables)

- ✦ 9. Board Members Roundtable
- 10. Executive Directors Roundtable
- 11. Assistants/Associates Roundtable
- 12. Finance Roundtable
- 13. Marketing Roundtable
- 14. Technology Roundtable

4:00 p.m. – 4:30 p.m. BAGGO Tournament Quarterfinals

4:00 p.m. – 4:45 p.m. NFHS Network Update/Q&A

FRIDAY, JULY 1

- 7:00 a.m. – 7:50 a.m. Girls Gymnastics Breakfast
7:00 a.m. – 7:52 a.m. Banquet Table Reservations
8:00 a.m. – 12:00 p.m. NFHS Information Desk
8:00 a.m. – 12:00 p.m. Nevada Host Committee Hospitality & Information Desk
8:00 a.m. – 9:15 a.m. National Council Meeting

8:15 a.m. – 9:15 a.m. **Fourth Workshop Session**

- ✦ 15. Inclusion Panel: How We're Making it Work
- 16. Student Involvement and Leadership: Ideas That Work
- 17. Collaboration, Cooperation and Partnerships
- 18. Technology to Increase Productivity
- 19. Baseball Discussion Forum
- 20. Lacrosse Discussion Forum
- 21. Softball Discussion Forum
- 22. Soccer Discussion Forum

9:30 a.m. – 10:30 a.m. **Fifth Workshop Session** (Roundtables)

- ✦ 23. Board Members Roundtable
- 24. Executive Directors Roundtable
- 25. Assistants/Associates Roundtable
- 26. Finance Roundtable
- 27. Marketing Roundtable
- 28. Technology Roundtable

✦ = Recommended Board Member Track ● = Recommended Activities Track

10:45 a.m. – 11:45 a.m. **Sixth Workshop Session**

- 29. Sportsmanship – A Team Approach
- 30. Data Management for Online Forms and Registrations
- ✦ 31. Competitive Equity vs. School Size
- 32. Sports Medicine Session – TBA
- 33. Performing Arts Discussion Forum
- 34. Track & Field/Cross Country Discussion Forum
- 35. Officials Discussion Forum
- 36. Wrestling Discussion Forum

12:00 p.m. – 1:30 p.m. **Summer Meeting Luncheon**
NFHS Board of Directors
Awards Presentations, Citation
Presentations

1:45 a.m. – 3:15 p.m. Sanctioning Coordinators
Meeting

1:45 p.m. – 4:00 p.m. Section Meetings
(as determined by each section)

3:30 p.m. NFHS Hall of Fame Press
Conference

4:00 p.m. – 11:00 p.m. Tour: Lake Tahoe Sunset
Dinner Cruise
**Bus departs Tuscany Tower lobby
at 4:00 p.m.*

SATURDAY, JULY 2

8:30 a.m. – 9:30 a.m. **Seventh Workshop Session**

- ✦ 37. Maintaining State Association Relevancy
- 38. Conflict Resolution Skills
- 39. Developing Partnerships with State Legislatures
- 40. Social Media Impact on Public Relations
- 41. Swimming/Diving/Water Polo Discussion Forum
- 42. Field Hockey Discussion Forum
- 43. Bowling Discussion Forum
- 44. Football Discussion Forum

9:45 a.m. – 10:45 a.m. **Eighth Workshop Session**

- ✦● 45. Evolution of Associations & Events Culture
- 46. Emerging Sports – Ultimate Games
- 47. Professional Development Ideas for State Associations
- 48. Technical Debt: Impact and Mitigation
- 49. Tennis Discussion Forum
- 50. Volleyball Discussion Forum
- 51. Ice Hockey Discussion Forum
- 52. Basketball Discussion Forum

11:00 a.m. – 12:00 p.m. **Closing General Session**



Speaker:

Murray Banks – Educator
and World Champion
Athlete

12:15 p.m. – 12:45 p.m. BAGGO Tournament
Semifinals and Finals

12:30 p.m. – 3:30 p.m. Community Service Project
**Depart Tuscany Tower lobby
at 12:30 p.m.*

5:45 p.m. – 9:00 p.m. Children's Program

6:00 p.m. – 8:45 p.m. NFHS Hall of Fame Banquet
8:45 p.m. Post-Banquet NFHS Hall of
Fame Autograph Session

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM****Sponsor**GUTHRIE SCHOOL (42-1001) : FY 2016

Administrator DENNIS SCHULZ (ASST SUPERINTENDENT)**Authorized Rep.** TERINA SCANNELL**Sponsor Type** School: Public or Private Non-Profit School Food Authority**DUNS** 060772753**DUNS Expiration Date** 04/19/2016**Mailing Address** GUTHRIE SCHOOL
802 EAST VILAS
GUTHRIE, OK
73044 - 5228**Physical Address** 200 CROOKS DR BLDG #5
GUTHRIE, OK
73044 - 5228**Phone** 405-282-5952 ext: 8981**Fax** 405-282-5963**Cell Phone** 405-757-9903**Email** TERINA.SCANNELL@GUTHRIEPS.NET**FEI** 726021131

Program Information
GUTHRIE SCHOOL (42-I001) : FY 2016

Did the Sponsoring Organization expend \$750,000 or more in total federal funds in last fiscal year? Yes

Is Program Audit Annual or Biannual? Annual

Is sponsor planning to use school food service facilities for meal preparation? No

Is food to be prepared at a location other than the food service site? No

Does sponsor contract with a food service management company (FSMC)? No

Does sponsor provide ongoing year-round services to the community? Yes

Beginning Date of Operation: 6/6/2016

Ending Date of Operation: 6/30/2016

Number of Operating Days: 19

Number of sites to participate: 1

Does Sponsor operate sites in other states: No

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Administrative Personnel
GUTHRIE SCHOOL (42-1001) : FY 2016

| | Hours Per Day | Wages Per Hour | Days Worked | Total Salary |
|--|----------------------|-----------------------|--------------------|---------------------|
| Position Title DIRECTOR | | | | |
| Staff Name TERINA SCANNELL | | | | |
| Fund Source SFSP Program Funds | 1.00 | \$8.50 | 19 | \$161.50 |
| <hr/> | | | | |
| Position Title MONITOR/BOOKKEEPER | | | | |
| Staff Name TERINA SCANNELL | | | | |
| Fund Source SFSP Program Funds | 1.00 | \$8.50 | 19 | \$161.50 |

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Sponsor Plans and Training

GUTHRIE SCHOOL (42-1001) : FY 2016

Sponsor Plans

| | |
|---|------------|
| All new sites and sites that had problems in previous years' operations will be visited before beginning operations in order to ensure that the sites have facilities to provide meal services for the number of children expected to attend. | Yes |
| All sites will be visited at least once during the first week of operation (Optional for all sites that were operated successfully in the previous year and have an experienced program staff). | Yes |
| All sites will be reviewed at least once during the first four weeks of program operations and a reasonable level of monitoring will occur thereafter. | Yes |
| At least one sponsor representative will attend a State Agency training. Sponsor shall ensure that the supervisory personnel responsible for the food service receives training in all areas of program administration and operations. | Yes |
| SFSP training will be provided for all personnel prior to the operation of any site(s). Sponsor must maintain a copy of sponsor's training documentation for a period of three years. | Yes |

Training Dates

| | |
|------------------------------|-----------|
| Purpose of the Program | 5/13/2016 |
| Site Eligibility | 5/13/2016 |
| Recordkeeping Requirements | 5/13/2016 |
| Organized Site Activity | 5/13/2016 |
| Organized Site Activity | 5/13/2016 |
| Duties Of Monitor | 5/13/2016 |
| Nondiscrimination Compliance | 5/13/2016 |

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Sponsor Plans and Training

GUTHRIE SCHOOL (42-1001) : FY 2016

Sponsor Plans

| | |
|---|------------|
| All new sites and sites that had problems in previous years' operations will be visited before beginning operations in order to ensure that the sites have facilities to provide meal services for the number of children expected to attend. | Yes |
| All sites will be visited at least once during the first week of operation (Optional for all sites that were operated successfully in the previous year and have an experienced program staff). | Yes |
| All sites will be reviewed at least once during the first four weeks of program operations and a reasonable level of monitoring will occur thereafter. | Yes |
| At least one sponsor representative will attend a State Agency training. Sponsor shall ensure that the supervisory personnel responsible for the food service receives training in all areas of program administration and operations. | Yes |
| SFSP training will be provided for all personnel prior to the operation of any site(s). Sponsor must maintain a copy of sponsor's training documentation for a period of three years. | Yes |

Training Dates

| | |
|------------------------------|-----------|
| Purpose of the Program | 5/13/2016 |
| Site Eligibility | 5/13/2016 |
| Recordkeeping Requirements | 5/13/2016 |
| Organized Site Activity | 5/13/2016 |
| Organized Site Activity | 5/13/2016 |
| Duties Of Monitor | 5/13/2016 |
| Nondiscrimination Compliance | 5/13/2016 |

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Miscellaneous

GUTHRIE SCHOOL (42-1001) : FY 2016

List sources and amount of income to program other than SFSP reimbursement and identify how income will be used:

ONLY SOURCING TO STUDENTS. WE DO NOT HAVE ANY ADULTS, DONATIONS, GRANTS, ETC.. (THE ONLY ADULTS WE HAVE ARE THE ONES PREPARING AND SERVING THE MEAL.

| Adult Meals | |
|------------------------------------|--------|
| Non Program Adult Breakfast Charge | \$2.05 |
| Non Program Adult Lunch Charge | \$4.00 |
| Non Program Adult Snack Charge | \$1.00 |
| Non Program Adult Supper Charge | \$4.00 |

Was the sponsoring organization or any of its officers ever terminated from or determined to have been seriously deficient in its operation of any federal child nutrition program?

No

If so, explain why.

How are you collaborating with the SFA to inform eligible families of the availability and location of free meals prior to school ending?

**FLYERS HANDED OUT AT SCHOOLS
MEDIA RELEASE TO GUTHRIE NEWS LEADER**

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Procedures

GUTHRIE SCHOOL (42-1001) : FY 2016

(A) Outline the procedure for collecting the daily number of children's meals served:

DAILY MEAL COUNT SHEET. COMPONENTS ARE CHECKED AT THE END OF THE LINE TO BE SURE ALL COMPONENTS ARE AVAILABLE FOR A REIMBURSABLE MEAL.

(B) Outline the procedure for collecting the daily number of adult meals served:

DAILY MEAL COUNT SHEET. COMPONENTS ARE CHECKED AT THE END OF THE LINE TO BE SURE ALL COMPONENTS ARE AVAILABLE FOR A REIMBURSABLE MEAL. THE ONLY ADULTS WE SERVE ARE PROGRAM ADULT MEALS

(C) Outline the procedure for collection the hours worked by site personnel:

TIME SHEET

(D) Outline the method used to collect records from each site if applicable:

RECORDS SUBMITTED WEEKLY TO CN OFFICE BY SITE SUPERVISOR

(E) Outline where SFSP records will be kept:

RECORDS WILL BE KEPT AT THE CN OFFICE, BY THE DIRECTORS DESK FROM JUNE 2015 TO AUGUST 2015.

(F) Outline procedure, including time frames, for correcting problems that could result in termination of the program at approved site(s) and the method of follow-up to ensure correction of problems:

WE WILL CORRECT ALL PROBLEMS WITHIN 24 HOURS.

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Civil Rights Compliance

GUTHRIE SCHOOL (42-1001) : FY 2016

List your efforts to assure that minority population have an equal opportunity to participate in program operations. (Minority is defined as: a person or group of persons belonging to the protected classes covered by the Title VI of the Civil Rights Act of 1964 and later specified by the Office of Management and Budget [OMB])

WE DO NOT DISCRIMINATE AGAINST ANYONE. WE MARKET THE SFSP BY USE OF THE PUBLIC RELEASE, FLYER AND SCHOOL ANNOUNCEMENTS BEFORE THE REGULAR SCHOOL YEAR ENDS.

List your efforts to contact minority and grassroots organizations about the opportunity to participate in the program. (Grassroots organization is defined as: any organization at the local level which interacts directly with potential participants or beneficiaries, such as a community action program, civic organization, migrant group, church, neighborhood council, local chapter of NAACP, or other similar group.)

PUBLIC FLYER RELEASE, TELEPHONE CONTACTS

Enter the sources used to obtain the estimated number of eligible beneficiaries.

CIVIL RIGHTS COMPLIANCE STUDENT COUNT REPORT

| <u>Estimated enrollment by race</u> | | <u>Estimated enrollment by ethnicity</u> | |
|--|------|---|------|
| Asian | 16 | Hispanic | 418 |
| White | 2719 | Non Hispanic | 3103 |
| Black | 465 | | |
| Islander | 4 | | |
| Native American | 317 | | |

Submitted to: GUTHRIE NEWS LEADER and LOGAN COUNTY HEALTH DEPT on 5/13/2016

For Open Sites

The GUTHRIE SCHOOL, is participating in the Summer Food Service Program. Meals will be provided to all children aged 18 and younger, without charge and are the same for all children regardless of race, color, national origin, sex, age or disability, and there will be no discrimination in the course of the meal service. Meals will be provided at the sites and times as follows:

GUTHRIE UPPER ES, Operating Jun 06 to Jun 30, 2016. 702 CROOKS DRIVE, GUTHRIE, OK, 73044. Breakfast from 8:00-8:45. Lunch from 11:30-12:30. Closed: WE WILL NOT BE CLOSED ANY DAYS DURING THE TIME OF SUMMER FEED.

To file a complaint of discrimination, write or call immediately to:

USDA
Director, Office of Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
(800) 795-3272 or (202) 720-6382 (TTY)

USDA is an equal opportunity provider and employer.

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Expenditures

GUTHRIE SCHOOL (42-1001) : FY 2016

| Operating Costs | | Administrative Costs | |
|----------------------------------|------------|---------------------------------|-------------------|
| Cost of Food and Milk | \$4,000.00 | Administrative Salaries | \$323.00 |
| Labor, Payroll Taxes, Benefits | \$4,200.00 | Payroll Taxes and Benefits | \$0.00 |
| Nonfood Supplies | \$500.00 | Office (Maintenance, Rental) | \$0.00 |
| Utilities | \$0.00 | Utilities | \$0.00 |
| Rental of Facility | \$0.00 | Mileage | \$0.00 |
| Rental of Equipment | \$0.00 | Audit & Legal Fees | \$0.00 |
| Use Allowance of Equipment | \$0.00 | Communications (phone, postage) | \$0.00 |
| Transportation of Children/Meals | \$0.00 | Publication Fee | \$0.00 |
| Other (specify) | \$0.00 | Other (specify) | \$0.00 |
| Operating Subtotal | \$8,700.00 | Administration Subtotal | \$323.00 |
| | | Grand Subtotal | \$9,023.00 |

Specify Other Operating Cost :

Specify Other Admin Cost :

Site InformationGUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES (125) : FY 2016

Site GUTHRIE UPPER ES : (125)**Supervisor** LISA GREEN**Address** GUTHRIE SCHOOL
702 CROOKS DRIVE
42: LOGAN
GUTHRIE, OK
73044 - 5228**Urban/Rural****Phone** 405-260-6338**Fax** 405-282-5963**Cell Phone** 000-000-0000**Email** TERINA.SCANNELL@GUTHRIEPS.NET**Latitude** 35.892564**Longitude** -97.417462

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Site Personnel

GUTHRIE SCHOOL (42-1001) : GUTHRIE UPPER ES (125) : FY 2016

| Position Title / Fund Source | Number of Staff | Hours Per Day | Number Of Days |
|-------------------------------------|------------------------|----------------------|-----------------------|
| SITE SUPERVISOR | | | |
| SFSP Program Funds | 1 | 6.00 | 19 |
| COOK'S HELPER | | | |
| SFSP Program Funds | 1 | 6.00 | 19 |

Site Demographics

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES (125) : FY 2016

Type of Site : School

If 'Other' site, please describe :

Site Eligibility : Open

Data source : Your Low Income Data

Year of last determination:

If 'Other' data source, please describe :

For Camps and Closed Enrolled Sites ONLY

Projected Enrollment 0

Projected Free Enrollment 0

Projected Reduced-Price Enrollment 0

Sites that serve homeless children must provide information sufficient to demonstrate that the site is not a residential child care institution. If cash payments, SNAP benefits, or any in-kind service are required of any meal recipient at these sites, you must describe the method(s) used to ensure that no such payments or services are received for any Program meal served to children. In addition, by certifying this form you are certifying that this site employs meal counting methods which ensure that reimbursement is claimed only for meals served to children and if this site serves primarily homeless children, the primary purpose is to provide shelter and meals to homeless families.

If this is a migrant site, you certify the following:

Report specific geographic area to be served by site

GUTHRIE AREA

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Site Operations

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES (125) : FY 2016

Begin Date for Site Operations : 6/6/2016
End Date for Site Operations : 6/30/2016

Meal Prep Method : Prep at Site
If 'Other', specify the method used.

Number of Operating Day in:

May : 0
June : 19
July : 0
August : 0
September : 0

Will the site serve meals on Memorial Day? No
Will the site serve meals on July 4th? No

Please indicate any other days the site will be closed.

WE WILL NOT BE CLOSED ANY DAYS DURING THE TIME OF SUMMER FEED.

Please indicate any planned field trips (with dates).

THERE WILL BE NO FIELD TRIPS

Days of Operations

S [] M [X] T [X] W [X] Th [X] F [X] S []

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Site Offer vs. Serve

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES (125) : FY 2016

Name of schools currently participating in Offer versus Serve in the National School Lunch Program:

Will the school sponsor's approved site be participating in the Offer versus Serve for the SFSP?

No

If so, which meal service?

The menu-planning option implemented by your school site

Traditional SFSP

Will site continue with menu-planning option for SFSP sites?

Yes

If not, what menu-planning option will be used?

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Site Meals

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES (125) : FY 2016

| <u>Meal</u> | <u>Begin Time</u> | <u>End Time</u> | <u>Avg. Daily Participation</u> |
|--------------------|--------------------------|------------------------|--|
| Breakfast | 8:00 AM | 8:45 AM | 90 |
| Lunch | 11:30 AM | 12:30 PM | 90 |

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Pre Operational Visit

GUTHRIE SCHOOL (42-1001) : GUTHRIE UPPER ES (125) : FY 2016

Estimated number of children the site could serve: 160
Estimated number of needy children in area: 2,100

For the estimated number of children, does the site have:

A. Shelter for inclement weather? Yes
B. Adequate cooking facilities (if applicable)? Yes
C. Adequate storage for prepared or delivered food? Yes
D. Storage space for records at site? Yes
E. Adequate refrigeration? Yes
F. Access to a telephone? Yes

Is another site needed in this area? Yes
Are the present facilities adequate for an organized meal service? Yes
If answer is no, comments:

What system will be used for serving meals to attending children:

Cafeteria Style
Family Style
Unitized meals
Other (Explain)

What type of organized activities are possible or planned at this site?

SUMMER SCHOOL, YMCA FOR THE MONTH OF JUNE.

Improvements or corrective actions needed before site operates:

NONE

The first week visit for a returning site that operated successfully during the previous summer may be waived. Does this site need a visit the first week?

Pre Operational Visit

Describe the delivery and holding of meals until time of service, and arrangements for storing and refrigerating any leftover meals until the next day.

REFRIGERATORS AND HOT BOXES ARE ON SITE.

Describe the arrangements for food service during periods of inclement weather.

NO MEAL SERVICE

Describe communication for making necessary adjustments in the number of meals delivered or prepared in accordance with the number of children attending daily at each site.

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Administrative Personnel
GUTHRIE SCHOOL (42-I001) : FY 2016

| | Hours Per Day | Wages Per Hour | Days Worked | Total Salary |
|---------------------------------------|----------------------|-----------------------|--------------------|---------------------|
| Position Title DIRECTOR | | | | |
| Staff Name TERINA SCANNELL | | | | |
| Fund Source SFSP Program Funds | 1.00 | \$8.50 | 19 | \$161.50 |

| | | | | |
|--|------|--------|----|----------|
| Position Title MONITOR/BOOKKEEPER | | | | |
| Staff Name TERINA SCANNELL | | | | |
| Fund Source SFSP Program Funds | 1.00 | \$8.50 | 19 | \$161.50 |

MEMORANDUM:

TO: Members of the Board of Education and Dr. Mike Simpson,
Superintendent

FROM: Eldona Woodruff, Director of Special Education

SUBJECT: Transition School-to-Work Agreement with the State of Oklahoma
Department of Rehabilitation Services

DATE: April 29, 2016

Attached is an agreement with the State of Oklahoma Department of Rehabilitation Services to continue the transition school-to-work program for eligible students with disabilities during the 2016-2017 school year. The purpose of this agreement is to provide work-readiness training and work experiences for students with disabilities. Through this agreement, students with disabilities may be employed by the school or a private employer not more than 15 hours a week during the school year or not more than 20 hours a week during the summer break. The student will receive school credit for participation in the school work study program. The school district will pay the student a stipend for their work based on the federal minimum wage. The Department of Rehabilitation will reimbursement the school district for stipends of students in the school work study program. Also, The Department of Rehabilitation will participate in IEP transition services meetings, confer with teachers and parents, and complete vocational evaluations.

Thank you.

To: School Work Study Schools (The contact person for your school)

It is time for all of the school districts that have a Transition School-to-Work: Work Study contract to sign a new contract for fiscal year 2017. In the past, we have delivered paper contracts and Vendor Information Forms to be physically signed. This year we are converting to an "eSign" system for this purpose.

This year you are receiving this email with a new contract and the Vendor Information Form attached. **You will need to complete the Vendor Information Form and "eSign" both, which will automatically send them back to us for our signatures.** The forms will be tracked electronically from that point.

Please complete the entire Vendor Information Form and eSign. Then please review the **entire contract** and find the indicated signature block for your eSignature. Follow the instructions.

Optional: If this email has been sent to someone other than the proper signatory, you may click the hyperlink that allows you to have someone else sign, or you may download a copy of the vendor form and contract then sign and email it back to klowry@okdrs.gov.

We must receive the completed contract and Vendor Information Form before we can process your contract. Please submit as soon as possible, as the conversion to "eSign" has already brought about some delay in the process.

Remember, the EIN number is your Federal ID Number.

Services may not be provided until the Award of Contract has been issued.

If you have questions, please communicate with Jim Kettler at the Oklahoma Department of Rehabilitation. His email address is jkettler@okdrs.gov and his phone number is (405) 951-3443.

Thank you for your help in this matter.

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|
|

OKLAHOMA DEPARTMENT OF REHABILITATION SERVICES
VENDOR INFORMATION FORM

Please complete all blanks below.

Vendor Name _____ FE#
(Federal Employer Tax ID#)

Mailing Address _____

City/State _____

9-Digit Zip Code - Look up 9-digit zip code at: <http://zip4.usps.com/zip4/welcome.jsp>

Payment Address (if different from mailing address) _____

City/State _____

9-Digit Zip Code - Look up 9-digit zip code at: <http://zip4.usps.com/zip4/welcome.jsp>

Telephone: () - Fax: () - Email Address: _____
Email address will only be used for sending contract documents to you, and to communicate with you about information regarding your contract.

Name of Contact Person: _____

Telephone: () - Email Address: _____
Email address will only be used for sending contract documents to you, and to communicate with you about information regarding your contract.

Signature and Date

ISSUE DATE 1/6/2012

Vendor Information Form

Click here to sign



**STATE OF OKLAHOMA
DEPARTMENT OF REHABILITATION SERVICES
TRANSITION SCHOOL-TO-WORK: WORK STUDY**

This agreement, consisting of fifteen (15) pages (the "Contract"), is hereby made between the Oklahoma Department of Rehabilitation Services ("DRS") and

**GUTHRIE PUBLIC SCHOOLS
802 E VILAS
GUTHRIE OK 73044-5228**

("Contractor"), and constitutes the entire agreement between the DRS and the Contractor, and no other representations are given or should be implied from written or oral agreements or negotiations that preceded the Contract.

RECITALS

WHEREAS, the Oklahoma Department of Rehabilitation Services is authorized to make and enter into all contracts necessary or incidental to the performance of its duties, and may purchase or lease equipment, furniture, materials and supplies, and incur such other expenses as may be necessary to maintain and operate the Department, 74 O.S. § 166.1.C; and

WHEREAS, the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act both provide for transition services for children with disabilities to facilitate the child's movement from school to post-school activities including employment, 20 U.S.C. § 1401(34) and 29 U.S.C. § 721(a)(1)(D); and

WHEREAS, the Oklahoma Department of Rehabilitation Services is authorized by rules promulgated by the Oklahoma Commission for Rehabilitation Services, O.A.C. 812:10-7-244 - 249, and by the State Plan for Vocational Rehabilitation Services to implement the Transition from School-to-Work program; and

WHEREAS, in the School-to-Work program, there are many services needed. Some of these services are provided by the school under the IEP and some are provided by the Oklahoma Department of Rehabilitation Services under the IPE. Other services may be provided by the parents, Career Tech, and others. A major component of the Transition School-to-Work program is work-readiness training and work experience. The work experience can be provided through Work Adjustment Training or the three types of Work Study Programs.

NOW THEREFORE, the parties agree as follows:

I. Contract Period

The Contract is effective from the latest date of signature of both parties or July 1, 2016, whichever is the later, through June 30, 2017. The Contract may be renewed for two additional one-year periods upon written agreement of the DRS and the Contractor.

II. Contract Services**A. Work Study Program**

There are three types of Work Study:

1. **School Work Study** allows students with disabilities to work on the school campus. The students are supervised or closely monitored by school personnel, and the school pays the students a wage with the DRS making reimbursement to the school for that payment. The school maintains liability for the students while working on campus.

2. **Work Site Learning** allows students with disabilities to work in the community. The students are supervised or closely monitored by school personnel, and the school pays the students a wage with the DRS making reimbursement to the school for that payment. The school maintains liability for the students while working off campus.

3. **Employer Work Study** allows students with disabilities employment experience in part-time jobs in the community with the employers paying the wages/salary(ies). In this instance, the students are employees of the community employers, employers maintain liability, and the DRS does not reimburse the employers for the wages/salary(ies).

Participating students may work up to 15 hours per week during the school year (i.e., during the day, evenings, weekends, or holidays). In each of the cases described above, the students must be given school credit for their participation, and the school staff and the DRS counselor will provide important guidance and instructional help around the work experience. The school will provide staff to work with the DRS counselor in the area of transition. The school will have at least one person designated to serve as the "Teacher/Transition Coordinator". Paraprofessionals could serve as Transition Coordinator or could also be assigned to help with the process. The Contractor agrees to provide designated staff time for performing the needed duties related to transition. The Contractor agrees to fully inform the staff responsible for carrying out the duties set forth in the Contract. This includes providing all necessary staff with a copy of the Contract.

Students eligible to participate include those DRS transition students:

- determined eligible for DRS services,
- with an approved case;
- with an individualized employment plan (IPE) in place;
- with SWS as a line of service on the IPE;
- who are at least 16 years of age, and
- who are attending high school.

DRS clients preauthorized to participate in Work Study may do so for up to 24 total months, as approved on an individual basis by the DRS counselor. The months do not need to be consecutive. Based on individual needs and barriers due to disability, there may be exceptions where the client requires more time to make additional progress. In that instance, the DRS counselor may authorize additional time. Summer months spent on Work Study count in the total 24 months. Transportation, scheduling, administrative or family convenience, or family/individual income needs are not acceptable reasons to extend Work Study beyond 24 months.

Students wishing to continue working 15 hours per week through the summer as part of Transition School-To-Work: Work Study may do so under the current contract through June 30, 2017 as part of the Contract. Beginning July 1, 2017, the student could continue working if a new contract for the 2017-2018 fiscal year has been processed and approved. The DRS will reimburse 100% of wages for hours worked during the summer through this partnership. If students intend on working more than the specified 15 hours per week in the summer, any hours over the 15 and up to 20 per week must be preapproved by the DRS Counselor. All Child Labor Laws apply and must be adhered to. The school is required to continue supervising, monitoring, and reporting on students working in the school or in the community during the summer.

Paid work positions must reflect real work/jobs and include tasks that would normally be a function of that position. The students must be learning skills that will transfer to competitive, integrated employment in the community. Classroom instructional time does not count as work. The Contractor must ensure that students have access to a wide variety of work/job types and must also ensure the Contractor has enough work to cover the number of students intended to participate in the program. Examples of work/jobs within the school include, but are not limited to, the following:

- *Custodial/bus barn:* learning simple maintenance of school vehicles, detailing school vehicles.
- *Manager of sports teams:* scheduling, scorekeeping, ordering, inventory maintenance, hauling, moving.
- *Teacher's Aid/Assistant:* reading to groups of or individual children, cleaning, organizing, grading, designing bulletin boards.
- *Office Assistant:* Making ID badges, taking photos for badges, using a camera, laminating, answering phones, taking phone messages, greeting visitors and directing to locations, data entry, filing.
- *Information Technology Assistant:* use compressed air to clean computers and keyboards, replace batteries, replace mice, clean monitors, conduct virus scans, clean out old hard drives, organizing, inventory maintenance, stocking, ordering.

The same guidelines should be adhered to when selecting community placements for paid work experiences.

The final 9 months of their Work Study must be outside the school/district and in the community (unless approved by the DRS counselor in special circumstances)

Students may not work in their family owned business unless approved by the DRS Counselor. This includes farms and other businesses.

B. Contractor's Obligations

The designated Teacher/Transition Coordinator(s) will

1. be knowledgeable about the contents and requirements of the Contract, especially the Key Points documented in Appendix A;
2. obtain written preauthorization from the DRS counselor before initiating services for students;
3. complete the DRS Student Case Sheet for each client prior to participation in DRS services;
4. maintain an updated copy of the DRS Student Case Sheet in each client's folder;
5. serve as a member of the transition team;
6. provide information regarding the program to school personnel, students, and parents;
7. provide job readiness instruction and assistance to the students in the program (e.g., helping them prepare for interviewing for the potential position);
8. assist with job placement and regular follow-up on the students' progress;
9. work with the DRS Counselor to maintain a list of all authorized participating students, the place of employment, job title, and tasks learned or practiced, at least one time per semester or updated as new students join or jobs/job duties change;
10. assist with the coordination of the individualized education program (IEP) and the individualized plan for employment (IPE) to reflect the SWS services provided by DRS, including, but not limited to, present levels of performance, services, and annual education/training or employment goals on the IEP;
11. submit by the 15th of the following month, at the same time, monthly time sheets, progress reports, and proof of payment to students for reimbursement of the wages paid for students participating in School Work Study or Work Site Learning; and

If claiming mileage reimbursement for teacher coordinator travel to/from job sites of DRS clients, submit monthly itineraries and travel claims which are each signed and verified by the school district superintendent.

C. DRS's Obligations

The DRS Counselor will

1. provide Teacher/Transition Coordinators blank copies of the DRS Student Case Sheet;
2. provide Teacher/Transition Coordinators updated information (as available) for the DRS Student Case Sheet;
3. provide Teacher/Transition Coordinators written preauthorization prior to initiation of services;
4. serve as a member of the transition team;
5. organize his or her work schedule in order to be available to confer with the school personnel, the students in the program, parents, employers and other partners in the process;

6. accept referrals, process applications, and assist with the coordination of the IEP and the IPE;
7. arrange and provide services as needed, including vocational evaluations, and counseling and guidance;
8. assist with job placement and regular follow-up on the students' progress;
9. work with the school staff/teachers to maintain a list of all authorized participating students, the place of employment, job title, and tasks learned or practiced, at least one time per semester or updated as new students join or jobs/job duties change;
10. regularly monitor students at job sites;
11. ensure the school/district is submitting monthly time sheets, and progress reports;
12. provide reimbursement for the wages of students participating in School Work Study and Work Site Learning; and
13. provide mileage reimbursement at the state rate for teacher coordinator travel to/from job sites of DRS clients participating in School Work Study and Work Site Learning.

D. Student Wage

1. The DRS and the Contractor agree that students who are employed by a school as part of a training program are not independent contractors, but employees of the school. The Contractor agrees to deduct state and federal income tax from wages paid to the student. The Contractor is responsible for costs incurred for workman's compensation or other expenses not included in the minimum wage reimbursed by the DRS, as part of its contribution toward providing coordinated transition services outlined in the Individuals with Disabilities Education Act (IDEA).

2. The DRS and the Contractor further agree that IRS regulations provide that services performed by a student, who is employed by the school in which the student is enrolled, are not considered "employment" for purposes of FICA (Federal Insurance Contribution Act—Social Security and Medicare) and FUTA (Federal Unemployment Tax Act—employment tax) payroll deductions. 26 C.F.R. § 31.3121(b)(10)-2(a)(1) and § 31.3306(c)(10)-2(b). The rules provide that the services performed by the student must be incident to and for the purposes of pursuing a course of study at the school. Section 31.3121(b)(10)-2(c). The DRS and the Contractor agree that students who are employed by a school as part of a training program are not subject to FICA or FUTA. The employee/student must be enrolled and regularly attending classes at the school at which the employee is employed to have the status of a student within the meaning of the regulations. This exemption does not apply if the student is working for a private employer through Employer Work Study, rather than the school, as part of an internship program. *The student must be employed by the school in order for the exception to apply.* The Oklahoma Employment Security Act provides that employment as part of a work-training program is exempt from the definition of "employment" and, therefore, not subject to the Act and, therefore, should not be documented as wages paid in quarterly submissions to the OESC. 40 O.S. §1-210 (15)(i). At the end of the calendar year, students are to be provided with a W-2, Wage and Tax Statement, and not a 1099-Misc Form for Independent Contractors.

3. For the school to be reimbursed for the student's wage, the student must have a trial work plan and/or an Individualized Plan of Employment (IPE) with the Oklahoma Department of Rehabilitation Services, and be participating in School Work Study or Work Site Learning. Additionally, the school must have received in writing preauthorization for students to begin working before payments will be issued.

4. The maximum number of hours of training per student reimbursable by the DRS cannot exceed 15 hours per week during the school year. The number of hours worked may exceed 15 for summer work only, when pre-approved by the DRS counselor, however, the DRS will reimburse 100% of the wages for up to 20 hours per week for wages paid by the school. Students may begin working up to 20 hours per week beginning with the first day of summer break, however, upon the first day back to school, the students must go back to working only up to 15 hours per week.

5. Students who are completing high school at the end of the school year and who are participating in services through the Contract must cease work upon their last day of school/graduation. They may not continue to work through School Work Study or Work Site Learning beyond their last day of high school.

III. Compensation

A. Contract Amount

The DRS shall reimburse the Contractor an amount equal to the current federal minimum wage for the wage paid by the school to students under the Transition Work Study Program. Currently the federal minimum wage is \$7.25 per hour. The DRS will reimburse the Contractor the total gross amount paid by the school to the students. For students working through the school in the summer, the DRS will reimburse 100% of the total gross amount paid by the school to the students. The DRS will also reimburse for FICA and FUTA paid by the school district for students working through the school during the summer months, as summer work is not exempt from FICA and FUTA, since students are not enrolled at least half-time in school. For example, if a student works 15 hours per week, at \$7.25 per hour, the gross amount would be \$108.75. That is the amount DRS will reimburse the Contractor. Payment will be made upon receipt of properly completed and approved invoices/pay stubs, time sheets and progress reports documenting the provision of services, and/or a proper claim for reimbursement of Contractor-paid travel expenses pursuant to the contract for services. By law the DRS cannot pay in advance. Neither the Contractor nor any other parties may rely upon any amount set by the DRS in the Contract, or otherwise, as a guaranty, warranty, or any other promise of receipt or payment of that amount, except for those goods and/or services provided and accepted by the DRS pursuant to the Contract. The DRS will cancel the Contract if procedures are not followed (e.g., putting students to work before authorized, inappropriate job placements, delayed billing, not submitting proper documentation as outlined in the contract). If a settlement agreement must be reached between the Contractor and the DRS, the Contractor will receive only 50% of the funds for which it is seeking reimbursement.

The Oklahoma State Constitution, Article 10, Section 23 states, "Balanced Budget - Procedures. The state shall never create or authorize the creation of any debt or obligation, or fund or pay any deficit, against the state, or any department, institution or agency thereof, regardless of its form or the source of money from which it is to be paid, except as may be provided in this section and in Sections 24 and 25 of Article X of the Constitution of the State of Oklahoma."

An express or written contract is a document evidencing, among other things, the mutual consent of the contracting parties. The written document becomes effective when the parties have signified their mutual consent by the act of signing it. The act of signing occurs when it occurs and applies only to events in the future.

To ensure you stay within the law and that you receive full compensation for services provided, please wait for official written documentation from your DRS counselors as to when a service may actually begin for an approved DRS client. The DRS CAN NOT backdate in order to pay for services for any youth with disabilities.

According to Oklahoma Senate Bill 2199, school districts must conduct national criminal record background searches and fingerprinting on prospective employees. Therefore, the DRS will reimburse the school district up to \$45.00 per client who:

- * Is going to participate in School Work Study or Work Site Learning;
- * Is at least 18 years of age; and
- * Who has not previously had a criminal background check completed by the school district or any other school district in Oklahoma.

This reimbursement will occur upon request and submission of properly completed documentation to the DRS counselor. If the Contractor chooses to request the expedited background check (\$58.00) from the Oklahoma State Department of Education, the Contractor will be responsible for any additional fees beyond the \$45.00.

B. Payment

The State of Oklahoma has forty-five (45) days from receipt of a proper invoice, timesheets and progress reports documenting the provision of services, and/or a proper claim for reimbursement of Contractor-paid travel expenses pursuant to the contract for services to make payment to the Contractor. Invoices, time sheets and progress reports shall be sent to the DRS counselor who authorized services for each DRS client.

The DRS counselor's name, address, and telephone number are shown on each DRS client's Authorization for Purchase. If the State of Oklahoma fails to make payment within the forty-five (45) days, the Contractor is eligible to receive interest on the unpaid balance due per State of Oklahoma Statutes. The Contractor is responsible for claiming the interest.

All students who are placed in the Transition Work Study program must be active VR/VS clients and have a trial work plan and/or an IPE in place in order for the school/district to be reimbursed for wages paid through School Work Study or Work Site Learning, or for the student to participate in Employer Work Study.

C. Lapse Of Invoices/Claims

Proper invoices documenting the provision of services, and/or proper claims for reimbursement of Contractor-paid travel expenses pursuant to the contract for services shall be submitted within ninety (90) calendar days of the provision of those services, and/or incurrence of those travel expenses. Supporting encumbrances may be cancelled upon a lapse of six (6) months from the actual provision of services, and/or incurrence of travel expenses pursuant to the contract for services, unless specified otherwise in the Contract.

IV. Special Terms and Assurances**A. Grievance**

The Contractor shall operate a system for resolution of grievances by recipients of the services provided under the Contract, regarding the substance or application of any written or unwritten policy or rule of the Contractor, or any decision, behavior, or action by the Contractor, its agents or employees. The grievance system used by the Contractor shall be subject to approval by the DRS.

B. Insurance

The Contractor is hereby required to carry liability insurance adequate to compensate persons for injury to their person or property occasioned by an act of negligence by the Contractor, its agents or employees. Said policy must provide that the carrier may not cancel or transfer the policy without giving the DRS thirty (30) days written notice prior to the cancellation or transfer. The Contractor shall timely renew the policies to be carried pursuant to this section throughout the term of the Contract, and provide the DRS with evidence of such insurance and renewals upon request.

C. Punitive Actions

The Contractor understands that payment for services to DRS clients pursuant to the Contract shall be made by the DRS. Accordingly, the Contractor shall not restrict or refuse services under the Contract to DRS clients based on nonpayment by the DRS. No actions shall be taken against the DRS client, including collection actions for any service covered under the Contract, or for any late payment for which the DRS has responsibility. In addition, the Contractor agrees that no punitive actions will be taken against any client of the DRS for late payment of any tuition, fees, books, supplies, etc. for which the DRS has responsibility. This includes, but is not limited to, withholding grades, Pell or other financial aids, or delaying enrollment.

D. Prior DRS Employment

The Contractor hereby certifies that at the start of the contract period neither he/she, or if applicable, no member of its board or officers are former DRS employees who were employed by the DRS during the prior twelve (12) months.

E. Travel

The travel expenses to be incurred by the Contractor pursuant to the Contract shall be included in the total amount of the contract award. The DRS will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, the DRS will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, 74 O.S. § 500.1-37. The Contractor shall be responsible for all travel arrangements, and provide supporting documentation for reimbursement.

F. Legal Employment Status Verification System

The Contractor certifies that it and all proposed subcontractors, whether known or unknown at the time the Contract is executed or awarded, are in compliance with 25 O.S. §1313, and participate in the Status Verification System. The Status Verification System is defined in 25 O.S. §1312, and includes, but is not limited to, the free Employee Verification Program (E-Verify) available at www.dhs.gov/E-Verify

V. Standard Terms and Assurances**A. Equal Opportunity/Non-Discrimination**

The Contractor shall at all times comply with all federal laws relating to nondiscrimination, including, but not limited to, Presidential Executive Order 11246, as amended, and the Civil Rights Act of 1964, 42 U.S.C. §2000 *et seq.*; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701 *et seq.*; the Americans With Disabilities Act of 1990, 42 U.S.C. §12101 *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*; the Age Discrimination in Employment Act, 42 U.S.C. §6101 *et seq.*; and all amendments to these acts, and all requirements imposed by the regulations issued pursuant to these acts, including, but not limited to, providing equal opportunity, both to those seeking employment and those seeking services, without regard to race, color, religion, sex, national origin, age, or handicap.

B. Lobbying Activities

The Contractor certifies the following:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, renewal, amendment, or modification of any federal grant or cooperative agreement;

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

C. Debarment, Suspension, And Other Responsibility Matters

In accordance with Presidential Executive Order 12549, the Contractor certifies that neither it nor its principals are presently debarred, suspended or otherwise ineligible for participation in federal assistance programs.

D. Drug-Free Workplace

The Contractor certifies compliance in providing or continuing to provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part § 85.600 *et seq.*

E. Modification

The Contract may only be modified by mutual consent of the parties in writing.

F. Cancellation

1. With Cause: In the event the Contractor fails to meet the terms and conditions of the Contract, or fails to provide services in accordance with the provisions of the Contract, the DRS may, upon written notice of default transmitted via Certified Mail to the Contractor, cancel the Contract effective upon receipt of notice or at 5:00 PM on the fifth calendar day from the date the DRS mailed the notice, whichever occurs first. Such cancellation shall not be an exclusive remedy, but shall be in addition to any other rights and remedies provided for by law. In the event a Notice of Cancellation is issued, the Contractor shall have the right to request a review of such a decision, as provided by the rules and regulations promulgated by the State of Oklahoma, Department of Central Services, Central Purchasing Division.

2. Without Cause: It is further agreed that the Contract may be canceled by either party by providing thirty (30) days prior written notice.

G. Access To And Retention Of Records

The Contractor shall maintain adequate and separate accounting and fiscal records, and account for all funds provided by any source to pay the cost of the Contract. Authorized personnel of the U.S. Department of Education or other pertinent federal agencies, and authorized personnel of the Oklahoma Department of Rehabilitation Services, State Auditor and Inspector, and other appropriate state entities shall have the right of access to any books, documents, papers, or other records of contract which are pertinent to the performance or payment of the Contract, in order to audit, examine, make excerpts and/or transcripts. The Contractor shall be required to maintain all records for three (3) years after the DRS makes final payment, and all other pending matters are closed.

H. Subcontracting

The services to be performed under the Contract shall not be subcontracted, in whole or in part, to any other person or entity without written approval by the DRS. The terms of the Contract, and such additional terms as the DRS may require, shall be included in any

subcontract. Approval of the subcontract shall not relieve the Contractor of any responsibility for performing the Contract.

I. Compliance With State & Federal Laws

The Contractor shall comply with all applicable state and federal laws, rules and regulations relevant to the performance of the Contract. Compliance shall be the responsibility of the Contractor, without reliance on or direction by the DRS.

J. Client Confidentiality

The Contractor assures compliance with DRS requirements pertaining to the protection, use, and release of personal information. The Contractor will hold confidential all personal information regarding individuals, including lists of names, addresses, photographs, records of evaluation, and all other records of the DRS client. This information may not be disclosed, directly or indirectly, unless consent is obtained in writing or as otherwise required by law.

K. Unallowable Costs

In the event any audit, audit resolution, review, monitoring, or other oversight results in the determination that the Contractor has expended DRS funds on unallowable costs on this or any previous contract, the Contractor shall reimburse the DRS in full for all such costs on demand. The DRS may, at its sole discretion, deduct and withhold such amounts from subsequent payments to be made to the Contractor under this or other contracts.

L. Audit

1. Federal Funds

Organizations that expend five hundred thousand dollars (\$500,000.00) or more in a year in federal funds from all sources shall have a certified independent audit conducted in accordance with OMB Circular A-133, (June 26, 2003 Revision), "Audits of States, Local Governments and Non-Profit Organizations," pursuant to the Single Audit Act of 1984 31 U.S.C. 7501 et seq., and subsequent amendments thereto.

2. State Funds

Corporations both for-profit and non-profit, and governmental entities that receive fifty thousand dollars (\$50,000.00) or more in a year in state funds from the DRS shall have a certified independent audit of its operations conducted in accordance with Government Auditing Standards. The financial statements shall be prepared in accordance with Generally Accepted Accounting Principles, and the report shall include a supplementary schedule of awards listing all state and federal funds by funding source.

3. Auditor Approval And Audit Distribution

The audit shall be performed by a certified public accountant, or a public accountant who has a valid and current permit to practice public accountancy in the State of Oklahoma, and who is approved by the Oklahoma Accountancy Board to perform audits according to Government Auditing Standards. The Contractor's fiscal managers and appropriate oversight bodies shall

review the auditor's latest external quality control review report prior to the audit being conducted. The DRS retains the right to examine the workpapers of said auditor.

The Contractor shall submit two copies of the annual audit report to the Oklahoma Department of Rehabilitation Services - Contracts Unit, 3535 N.W. 58th Street, Suite 300, Oklahoma City, Oklahoma 73112, plus a copy of the management letter, if applicable, corrective action plan to all audit findings, and the auditor's latest external quality control review report within one hundred twenty (120) days of the Contractor's fiscal year end. In the event the Contractor is unable to provide the audit report within the time specified, the Contractor shall submit a written request for an extension to the address listed above, citing the reason for delay. The DRS reserves the right to suspend payment to the Contractor for costs owed pursuant to the Contract, if the DRS has not received the prior year audit.

M. Energy Efficiency

The Contractor agrees to meet mandatory standards and policies relating to energy efficiency in compliance with the Energy Policy and Conservation Act [P.L. 94-163] codified at 42 USC 6201 et seq.

N. Environmental Protection

If the payments pursuant to the Contract are expected to exceed one hundred thousand dollars (\$100,000.00), the Contractor must comply with Section 308 of the Clean Air Act [42 U.S.C. 1857 (h)], Section 508 of the Clean Water Act [33 U.S.C. 1368], Executive Order 11738, and Environmental Protection Agency Regulations [40 C.F.R. Part 15], which prohibit the use under nonexempt federal contracts, grants, or loans of facilities included on the EPA List of Violating Facilities.

O. Employment Relationship

The Contract does not create an employment relationship. Individuals performing services required by the Contract are not considered employees of the State of Oklahoma or the DRS for any purpose, and as such shall not be eligible for benefits accruing to state employees. The Contractor shall comply with all applicable laws regarding workers' compensation insurance.

P. Contract Jurisdiction

The Contract will be governed in all respects by the laws of the State of Oklahoma. The State of Oklahoma, District Court of Oklahoma County will be the venue in the event any legal action is filed by the DRS or the Contractor to enforce or to interpret provisions of the Contract.

Q. Severability

If any provision under the Contract, or its application to any person or circumstance, is held invalid by any court of competent jurisdiction, such invalidity does not affect any other provision of the Contract or its application that can be given effect without the invalid provision or application.

VI. Signatures

For the faithful performance of the terms of the Contract, the parties hereto, in their official capacities stated, affix their signatures.

Okleahoma Department of
Rehabilitation Services

Contractor

Signature:

Email: aldona.woodruff@guthrie.org

Signature _____ Date _____

Signature _____ Date _____

Kathy Lowry
Print Name

Print Name

Manager Contracts & Purchasing
Title

Title

Approved as to Form.

Contact Person _____ Telephone _____

Assistant Attorney General
Counsel for the Okleahoma
Department of Rehabilitation Services

Contractor's Email Address

Click here to sign
Enter your job title

aldona.woodruff@guthrie.org

Appendix A**Key Points of the
DRS Transition School-To-Work Work Study Contract**

1. Students may work up to 15 hours per week during the school year. In the summertime, the DRS counselor may approve up to 20 hours per week.
2. Students may participate in SWS up to 24 total months, again as approved by the DRS Counselor.
3. The final 9 months of SWS must be outside the school district and in the community (unless approved by the DRS counselor).
4. DRS will reimburse the Contractor for the total gross amount paid by the school to the students during the school year up to the hourly federal minimum wage.
5. The Contractor should deduct Federal and State Income Tax, both during the school year and in the summer.
6. During the school year, students are not subject to FICA (social security) and FUTA (unemployment tax). The school should not withhold FICA and FUTA during the school year.
7. During the summer when students are not in school, School does withhold FICA and FUTA.
8. The DRS will reimburse 100% of total gross wages paid for summer hours worked, plus FICA and FUTA in the summer.
9. Documents required for reimbursement:
 - a) The monthly timesheet;
 - b) The progress report(s), and
 - c) Proof that payment has already been made to the working students (this could be a copy of the check, a pay stub, an invoice showing amounts paid, or something else from the business office)
10. School Work Study (SWS) Payment Process:
 - a) School sends Progress Report, Time Sheet, and Proof of Payment to DRS Counselor.
 - b) Counselor authorizes payment to school.
 - c) Counselor enters payment amount.
 - d) State Office sends a check to the school.
 - e) The State of Oklahoma has forty-five (45) days from receipt of a proper invoice, timesheets and progress reports to make payment to the Contractor.

STATE OF OKLAHOMA
DEPARTMENT OF REHABILITATION SERVICES
WORK PLAN

GUTHRIE PUBLIC SCHOOLS

VENDOR _____ Contract Number _____

BONNIE ALLEN has been appointed program monitor for the above stated contract and assumes responsibility for actual monitoring of all programmatic aspects of the contract including the periodic and ongoing review of reports or other valid indications of performance. The program monitor also assumes oversight responsibility for fiscal monitoring of said contract.

The contract monitor has been assigned the following duties:

1. Act as liaison for the contract.
2. Monitoring to insure that services are pre-authorized.
3. Monitoring the services provided through this contract.
4. Insuring the field staff are receiving, reviewing, and approving claims, and when required, submitting to DRS State Office for payment.
5. Periodically reviewing interim reports, or other indications of past performance through contact with field staff and/or vendors.
6. Monitoring vendor compliance with the requirements and specifications of the contract.
7. Complete a Professional Services Evaluation.
8. Receive and review vendor complaints, and forward them to the Contracts Unit.

All information pertinent to this contract, ie, original contract copies, addendums, revisions, vendor correspondence, evaluations, reports, audits, compliance reviews, and staff comments regarding service provision, except for client evaluations and reports, will be maintained in the Central Repository located in the Contracts Section of the Department of Rehabilitation Services. All evaluations and reports related directly to a client will be filed in the client's case file. Documentation will be made available for review upon request by the Department of Central Services. Copies of claims will be maintained in the Finance Unit of the DRS, and confidential client information will be maintained in the client's case service file.

The services to be performed through the contract are necessary for DRS to carry out its policies, rules, and regulations regarding the provision of indicated and appropriate rehabilitation services, in a timely manner leading to employment of eligible disabled individuals.

Signature:

Email: dtyson-jones@okdrs.gov

Start

GUTHRIE PUBLIC SCH
BONNIE ALLEN

- 1
- /
- 17

I agree to the [Terms of Use](#) and [Consumer Disclosure](#) of this document



Click to sign

Language: English: US

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5637 N. Classen Blvd. ▪ Oklahoma City, OK 73118
(405) 842-9200 ▪ (405) 842-9213 Fax

Via Email: dennis.schulz@guthrie.net

If no email, Via Fax: 405-282-5904

April 8, 2016

Guthrie Public Schools
Attn: Dennis Schulz

Re: Amendment to Gas Sales Agreement (Contract #8047)

Thank you for choosing Clearwater Enterprises, L.L.C. as your natural gas supplier. We would like to renew our services and offer you an Amendment to extend the term of your Agreement. In lieu of your contract automatically extending per the existing Exhibit A-8, we would like to offer an extension through June 30, 2017.

We are also sending an updated Exhibit C-5 which includes Clearwater's current physical address and any contact changes from your previous paperwork.

Enclosed is one (1) unexecuted original of the above referenced Amendment which covers July 1, 2016 through June 30, 2017. Should you require duplicate originals to be sent via mail, please let me know and I will send originals to you. Also enclosed is an updated Cost Savings Analysis that shows savings through December.

Please return one partially executed original to the undersigned by June 13, 2015. Once fully executed, we will provide you with a copy for your files. If we do not receive a signed amendment by June 30, 2016, your contract will automatically extend per the provisions of the existing Exhibit A-8.

We appreciate this opportunity to do business with you. If you have any questions, please contact me at (405) 842-9200 x201.

Sincerely,

Regina Fort

Regina Fort
Vice President of Retail Sales
rfort@clearwaterenterprises.net

AMENDMENT

This Amendment is made and entered into as of July 1, 2016 by and between **Clearwater Enterprises, L.L.C.** ("Seller") and **Guthrie Public Schools** ("Buyer").

WITNESSETH:

WHEREAS, Seller and Buyer made and entered into that certain Gas Sales Agreement dated July 1, 2006 (the "Agreement"), Contract #8047; and

WHEREAS, Seller and Buyer wish to amend the Agreement in the manner specified below;

NOW, THEREFORE, in consideration of the premises and of the mutual covenants and agreements herein provided, the Parties hereby agree to amend the Agreement in the following respects only:

- Exhibit(s) A-8, B-8, C-4, and D-4 are hereby deleted in their entirety and the attached Exhibit(s) A-9, B-9, C-5, and D-5 are substituted therefore. All references in the Agreement to Exhibit(s) A-8, B-8, C-4, and D-4 shall be amended to reference Exhibit(s) A-9, B-9, C-5, and D-5.

This Amendment is effective July 1, 2016. Except as expressly amended hereby, all terms, conditions, and provisions of the Agreement, as amended, shall remain in full force and effect.

As evidence of the Parties' agreement to the terms and conditions set forth above, this Amendment is hereby executed by an authorized representative of each Party on the dates shown below.

Seller
Clearwater Enterprises, L.L.C.

Buyer
Guthrie Public Schools

By: _____
 Name: Jenny Thompson
 Title: Vice President,
Contract Administration & Gas Control
 Date: _____

By: _____
 Name: _____
 Title: _____
 Date: _____

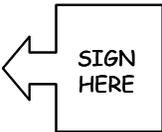


EXHIBIT A-9
TRANSACTION CONFIRMATION

Clearwater Enterprises, L.L.C. ("Seller") and **Guthrie Public Schools** ("Buyer") agree to the purchase and sale of natural gas pursuant to this Transaction Confirmation and the general terms and conditions contained in the Gas Sales Agreement dated July 1, 2006 between Buyer and Seller as set forth below:

Term: July 1, 2016 through June 30, 2017; and automatically renewed year to year thereafter unless either Party notifies the other Party in writing at least thirty (30) days prior to the expiration of the stated term or the then current renewal period that the Agreement shall not be renewed.

Facility: **As listed on Exhibit B-9**

Quantity: Full Facility Requirements

Nature of Quantity Obligation: Firm

Price: For all gas delivered by Seller the price Buyer shall pay Seller shall be calculated by adding **\$0.12/MMBtu** to the Inside FERC's Gas Market Report first of the month index posting for Oneok Gas Transportation LLC, Oklahoma plus a monthly administrative fee of **\$25.00/month** per Facility. In the event the referenced index posting for Oneok Gas Transportation LLC, Oklahoma is not published for any delivery month, the average of the index postings ANR Pipeline Co., Oklahoma, Natural Gas Pipeline Co. of America, Midcontinent zone, and Panhandle Eastern Pipe Line Co., Texas, Oklahoma (mainline) shall be substituted therefore. Buyer shall have the option to fix a price for a quantity of gas throughout the term of this Agreement at a price which is mutually agreeable to the Parties hereto.

Delivery Point/Point(s) of Sale: Oklahoma Natural Gas Company distribution system receipt point for delivery to the Facility listed above.

Local Distribution Company: Oklahoma Natural Gas Company

EVIDENCE OF AGREEMENT: This Transaction Confirmation documents an oral agreement previously reached by representatives of the Parties. Therefore, although Clearwater Enterprises, L.L.C. would prefer that either this Transaction Confirmation or some other written confirmation be signed and returned by facsimile transmission, or that written confirmation be provided in some other manner, this Transaction Confirmation will be deemed accepted if Clearwater Enterprises, L.L.C. receives no objections within two (2) business days of Clearwater's execution date shown below.

Seller
Clearwater Enterprises, L.L.C.

Buyer
Guthrie Public Schools

By: _____
Name: Jenny Thompson
Vice President,
Title: Contract Administration & Gas Control
Date: _____

By: _____
Name: _____
Title: _____
Date: _____



EXHIBIT B-9
Facility Listing and Estimated Monthly Usage

Clearwater Enterprises, L.L.C. (“Seller”) and **Guthrie Public Schools** (“Buyer”) agree to the purchase and sale of natural gas pursuant to any active Transaction Confirmation, this Exhibit B-9, and the general terms and conditions contained in the Gas Sales Agreement dated July 1, 2006 between Buyer and Seller as set forth below:

| <u>Facility(ies)</u> | | | | | | | | | | | | | | |
|--|--------------------------------|-----|-----|-----|-----|---------------|---------|--|-----|-----|-----|-----|---------------|--|
| ONG Contract # | Account Name | | | | | ONG Account # | Address | | | | | | | |
| <u>Estimated Monthly Usage (MMBtus)</u> | | | | | | | | | | | | | | |
| 4154 | GUTHRIE PS COTTERAL ELEMENTARY | | | | | 210185565 | | 2001 W Noble Ave; Guthrie, OK 73044-2171 | | | | | | |
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Yearly Volume | |
| | 338 | 302 | 177 | 62 | 21 | 10 | 11 | 13 | 16 | 19 | 158 | 291 | 1418 | |
| 4155 | GUTHRIE PS FOGARTY ELEMENTARY | | | | | 211183566 | | 902 N Wentz St; Guthrie, OK 73044-1882 | | | | | | |
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Yearly Volume | |
| | 474 | 368 | 200 | 62 | 13 | 0 | 0 | 3 | 6 | 11 | 195 | 407 | 1739 | |
| 4156 | GUTHRIE PS HIGH SCHOOL | | | | | 210186651 | | 1615 N Walnut St; Guthrie, OK 73044-3910 | | | | | | |
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Yearly Volume | |
| | 319 | 234 | 83 | 28 | 21 | 10 | 5 | 14 | 29 | 31 | 93 | 301 | 1168 | |
| 4157 | GUTHRIE PS JR HIGH | | | | | 211184786 | | 705 E Oklahoma Ave; Guthrie, OK 73044-3746 | | | | | | |
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Yearly Volume | |
| | 335 | 274 | 166 | 31 | 6 | 0 | 0 | 4 | 8 | 10 | 152 | 282 | 1268 | |
| 4158 | GUTHRIE PS UPPER ELEMENTARY | | | | | 211185109 | | 1602 Crooks Dr; Guthrie, OK 73044-1803 | | | | | | |
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Yearly Volume | |
| | 1154 | 900 | 472 | 137 | 73 | 34 | 26 | 32 | 50 | 85 | 441 | 973 | 4377 | |

Estimated Monthly Usage is for informational purposes and defined as historical consumption as represented by Buyer’s Local Distribution Company or upon information supplied by Buyer.

EXHIBIT C-5
Seller Addresses and Contacts

This Exhibit C-5 to the Gas Sales Agreement between **Clearwater Enterprises, L.L.C.** ("Seller") and **Guthrie Public Schools** ("Buyer"), dated July 1, 2006, is for all purposes made a part of said Agreement.

Main Address:

Clearwater Enterprises, L.L.C.
Address: 5637 N. Classen Blvd.
Oklahoma City, OK 73118
Phone:(405) 842-9200 Fax: (405) 842-9213

Gas Supply Representative:

Attn: Regina Fort
Phone:(405) 842-9200 x201 Fax: (405) 842-9213
Email: rfort@clearwaterenterprises.net

Contractual Notices & Correspondence:

Attn: Jenny Thompson
Address: Same as Main
Phone: (405) 842-9200 x202 Fax: (405) 842-9213
Email: jthompson@clearwaterenterprises.net

Invoices:

Attn: Jeff Geis
Address: Same as Main
Phone: (405) 842-9200 x208 Fax: (405) 418-0129
Email: jgeis@clearwaterenterprises.net

Payments:

Attn: Jeff Geis
Phone: (405) 842-9200 x208 Fax: (405) 418-0129
Email: jgeis@clearwaterenterprises.net

Payment by Wire:

Bank: International Bank of Commerce
1200 San Bernardo St.; Laredo, TX 78040
ABA: 114902528
Account No.: 1601012268
For the Account of: Clearwater Enterprises, L.L.C.
Reference: Oklahoma Account

Payment by ACH:

Bank: International Bank of Commerce
Oklahoma City, OK
ABA: 303072793
Account No.: 1601012268
For the Account of: Clearwater Enterprises, L.L.C.

Payment by Check:

Clearwater Enterprises, L.L.C.
PO Box 26706, Section 109
Oklahoma City, OK 73126-0706

EXHIBIT D-5
Buyer Addresses and Contacts

This Exhibit D-5 to the Gas Sales Agreement between **Clearwater Enterprises, L.L.C.** ("Seller") and **Guthrie Public Schools** ("Buyer"), dated July 1, 2006, is for all purposes made a part of said Agreement.

Main Address:

Guthrie Public Schools
Address: 802 East Vilas
Guthrie, OK 73044
Phone: 405-282-8900
Fax: 405-282-5904

Marketing Representative:

Attn: Dennis Schulz
Phone: 405-282-8900
Fax: 405-282-5904
Email: dennis.schulz@guthrieips.net

Contractual Notices & Correspondence:

Attn: Dennis Schulz
Address: 802 East Vilas
Guthrie, OK 73044
Phone: 405-282-8900
Fax: 405-282-5904
Email: dennis.schulz@guthrieips.net

Invoices and Payments:

Attn: Vicki Biggs
Address: 802 East Vilas
Guthrie, OK 73044
Phone:
Fax:
Email: vicki.biggs@guthrieips.net

ONG PIPELINE COST OF GAS vs. CWE COST OF GAS

01/2015 - 12/2015

Guthrie Public Schools

| Prod Month | Loc # | Location Name | ONG Pipeline Cost of Gas | CWE Cost of Gas | Savings/Dth | Dth/Month | Monthly Savings |
|------------|-------|----------------------|-----------------------------|--------------------|-------------|-----------|-----------------|
| 01/15 | 4154 | Guthrie 4154Cotteral | \$ 4.8200 | \$ 3.9500 | \$ 0.8700 | 265 | \$230.55 |
| 01/15 | 4154 | Guthrie 4154Cotteral | \$ 4.8200 | \$ 3.1400 | \$ 1.6800 | 44 | \$73.92 |
| 01/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 02/15 | 4154 | Guthrie 4154Cotteral | \$ 4.5410 | \$ 2.7300 | \$ 1.8110 | 82 | \$148.50 |
| 02/15 | 4154 | Guthrie 4154Cotteral | \$ 4.5410 | \$ 3.9500 | \$ 0.5910 | 230 | \$135.93 |
| 02/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4154 | Guthrie 4154Cotteral | \$ 5.0350 | \$ 2.7500 | \$ 2.2850 | 2 | \$4.57 |
| 03/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4154 | Guthrie 4154Cotteral | \$ 5.0350 | \$ 3.9500 | \$ 1.0850 | 146 | \$158.41 |
| 03/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0625 | \$ 0.0000 | 0 | \$(9.25) |
| 04/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 04/15 | 4154 | Guthrie 4154Cotteral | \$ 4.5380 | \$ 2.5200 | \$ 2.0180 | 23 | \$46.41 |
| 05/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 05/15 | 4154 | Guthrie 4154Cotteral | \$ 4.4510 | \$ 2.3600 | \$ 2.0910 | 17 | \$35.55 |
| 06/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 06/15 | 4154 | Guthrie 4154Cotteral | \$ 4.4530 | \$ 2.7300 | \$ 1.7230 | 13 | \$22.40 |
| 07/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 07/15 | 4154 | Guthrie 4154Cotteral | \$ 5.1090 | \$ 2.6900 | \$ 2.4190 | 12 | \$29.03 |
| 08/15 | 4154 | Guthrie 4154Cotteral | \$ 5.1570 | \$ 2.7400 | \$ 2.4170 | 14 | \$33.84 |
| 08/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 09/15 | 4154 | Guthrie 4154Cotteral | \$ 5.1860 | \$ 2.5000 | \$ 2.6860 | 16 | \$42.98 |
| 09/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 10/15 | 4154 | Guthrie 4154Cotteral | \$ 3.9430 | \$ 3.2200 | \$ 0.7230 | 10 | \$7.23 |
| 10/15 | 4154 | Guthrie 4154Cotteral | \$ 3.9430 | \$ 2.5000 | \$ 1.4430 | 9 | \$12.99 |
| 10/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 11/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 11/15 | 4154 | Guthrie 4154Cotteral | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 100 | \$0.30 |
| 11/15 | 4154 | Guthrie 4154Cotteral | \$ 3.2230 | \$ 2.2450 | \$ 0.9780 | 9 | \$8.80 |
| 12/15 | 4154 | Guthrie 4154Cotteral | \$ 3.4500 | \$ 2.6600 | \$ 0.7900 | 78 | \$61.62 |
| 12/15 | 4154 | Guthrie 4154Cotteral | \$ 3.4500 | \$ 3.2200 | \$ 0.2300 | 150 | \$34.50 |
| 12/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.1258 | \$ 0.0000 | 0 | \$(28.67) |
| 12/15 | 4154 | Guthrie 4154Cotteral | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |

Savings for Guthrie 4154Cotteral

\$449.61

| | | | | | | | |
|-------|------|----------------------|-----------|-----------|-----------|------|-----------|
| 01/15 | 4155 | Guthrie 4155-Fogarty | \$ 4.8200 | \$ 3.9500 | \$ 0.8700 | 342 | \$297.54 |
| 01/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 01/15 | 4155 | Guthrie 4155-Fogarty | \$ 4.8200 | \$ 3.1400 | \$ 1.6800 | 71 | \$119.28 |
| 02/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 02/15 | 4155 | Guthrie 4155-Fogarty | \$ 4.5410 | \$ 3.9500 | \$ 0.5910 | 282 | \$166.66 |
| 02/15 | 4155 | Guthrie 4155-Fogarty | \$ 4.5410 | \$ 2.7300 | \$ 1.8110 | 97 | \$175.67 |
| 03/15 | 4155 | Guthrie 4155-Fogarty | \$ 5.0350 | \$ 3.9500 | \$ 1.0850 | 147 | \$159.50 |
| 03/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0625 | \$ 0.0000 | 0 | \$(9.19) |
| 03/15 | 4155 | Guthrie 4155-Fogarty | \$ 5.0350 | \$ 3.9500 | \$ 1.0850 | 22 | \$23.87 |
| 03/15 | 4155 | Guthrie 4155-Fogarty | \$ 5.0350 | \$ 2.4108 | \$ 2.6242 | (22) | \$(57.73) |
| 04/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 04/15 | 4155 | Guthrie 4155-Fogarty | \$ 4.5380 | \$ 2.5200 | \$ 2.0180 | 23 | \$46.41 |
| 05/15 | 4155 | Guthrie 4155-Fogarty | \$ 4.4510 | \$ 2.3600 | \$ 2.0910 | 11 | \$23.00 |
| 05/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 06/15 | 4155 | Guthrie 4155-Fogarty | \$ 4.4530 | \$ 2.7300 | \$ 1.7230 | 0 | \$0.00 |
| 06/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 07/15 | 4155 | Guthrie 4155-Fogarty | \$ 5.1090 | \$ 2.6900 | \$ 2.4190 | 0 | \$0.00 |



ONG PIPELINE COST OF GAS vs. CWE COST OF GAS

01/2015 - 12/2015

| | | | | | | | |
|-------|------|----------------------|-----------|-----------|-----------|------|-----------|
| 07/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 08/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 08/15 | 4155 | Guthrie 4155-Fogarty | \$ 5.1570 | \$ 2.7400 | \$ 2.4170 | 2 | \$4.83 |
| 09/15 | 4155 | Guthrie 4155-Fogarty | \$ 5.1860 | \$ 2.5000 | \$ 2.6860 | 4 | \$10.74 |
| 09/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 10/15 | 4155 | Guthrie 4155-Fogarty | \$ 3.9430 | \$ 2.5000 | \$ 1.4430 | 5 | \$7.22 |
| 10/15 | 4155 | Guthrie 4155-Fogarty | \$ 3.9430 | \$ 3.2200 | \$ 0.7230 | 5 | \$3.62 |
| 10/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 11/15 | 4155 | Guthrie 4155-Fogarty | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 144 | \$0.43 |
| 11/15 | 4155 | Guthrie 4155-Fogarty | \$ 3.2230 | \$ 1.6200 | \$ 1.6030 | (56) | \$(89.77) |
| 11/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 11/15 | 4155 | Guthrie 4155-Fogarty | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 56 | \$0.17 |
| 12/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 12/15 | 4155 | Guthrie 4155-Fogarty | \$ 0.0000 | \$ 0.1258 | \$ 0.0000 | 0 | \$(47.41) |
| 12/15 | 4155 | Guthrie 4155-Fogarty | \$ 3.4500 | \$ 2.6600 | \$ 0.7900 | 177 | \$139.83 |
| 12/15 | 4155 | Guthrie 4155-Fogarty | \$ 3.4500 | \$ 3.2200 | \$ 0.2300 | 200 | \$46.00 |

Savings for Guthrie 4155-Fogarty

\$420.67

| | | | | | | | |
|-------|------|-------------------|-----------|-----------|-----------|------|-----------|
| 01/15 | 4156 | Guthrie 4156-Elem | \$ 4.8200 | \$ 3.1400 | \$ 1.6800 | 90 | \$151.20 |
| 01/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 01/15 | 4156 | Guthrie 4156-Elem | \$ 4.8200 | \$ 3.9500 | \$ 0.8700 | 210 | \$182.70 |
| 02/15 | 4156 | Guthrie 4156-Elem | \$ 4.5410 | \$ 2.7300 | \$ 1.8110 | 41 | \$74.25 |
| 02/15 | 4156 | Guthrie 4156-Elem | \$ 4.5410 | \$ 3.9500 | \$ 0.5910 | 194 | \$114.65 |
| 02/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4156 | Guthrie 4156-Elem | \$ 5.0350 | \$ 2.7500 | \$ 2.2850 | 35 | \$79.98 |
| 03/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0625 | \$ 0.0000 | 0 | \$(6.94) |
| 03/15 | 4156 | Guthrie 4156-Elem | \$ 5.0350 | \$ 3.9500 | \$ 1.0850 | 76 | \$82.46 |
| 04/15 | 4156 | Guthrie 4156-Elem | \$ 4.5380 | \$ 2.5200 | \$ 2.0180 | 28 | \$56.50 |
| 04/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 05/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 05/15 | 4156 | Guthrie 4156-Elem | \$ 4.4510 | \$ 2.3600 | \$ 2.0910 | 17 | \$35.55 |
| 06/15 | 4156 | Guthrie 4156-Elem | \$ 4.4530 | \$ 2.7300 | \$ 1.7230 | 9 | \$15.51 |
| 06/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 07/15 | 4156 | Guthrie 4156-Elem | \$ 5.1090 | \$ 2.6900 | \$ 2.4190 | 3 | \$7.26 |
| 07/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 08/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 08/15 | 4156 | Guthrie 4156-Elem | \$ 5.1570 | \$ 2.7400 | \$ 2.4170 | 11 | \$26.59 |
| 09/15 | 4156 | Guthrie 4156-Elem | \$ 5.1860 | \$ 2.5000 | \$ 2.6860 | 37 | \$99.38 |
| 09/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 10/15 | 4156 | Guthrie 4156-Elem | \$ 3.9430 | \$ 2.5000 | \$ 1.4430 | 18 | \$25.97 |
| 10/15 | 4156 | Guthrie 4156-Elem | \$ 3.9430 | \$ 3.2200 | \$ 0.7230 | 20 | \$14.46 |
| 10/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 11/15 | 4156 | Guthrie 4156-Elem | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 43 | \$0.13 |
| 11/15 | 4156 | Guthrie 4156-Elem | \$ 3.2230 | \$ 1.6200 | \$ 1.6030 | (43) | \$(68.93) |
| 11/15 | 4156 | Guthrie 4156-Elem | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 57 | \$0.17 |
| 11/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 12/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 12/15 | 4156 | Guthrie 4156-Elem | \$ 0.0000 | \$ 0.1258 | \$ 0.0000 | 0 | \$(35.84) |
| 12/15 | 4156 | Guthrie 4156-Elem | \$ 3.4500 | \$ 2.6600 | \$ 0.7900 | 135 | \$106.65 |
| 12/15 | 4156 | Guthrie 4156-Elem | \$ 3.4500 | \$ 3.2200 | \$ 0.2300 | 150 | \$34.50 |

Savings for Guthrie 4156-Elem

\$396.20

| | | | | | | | |
|-------|------|----------------------|-----------|-----------|-----------|-----|-----------|
| 01/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 01/15 | 4157 | Guthrie 4157-Jr High | \$ 4.8200 | \$ 3.1400 | \$ 1.6800 | 99 | \$166.32 |
| 01/15 | 4157 | Guthrie 4157-Jr High | \$ 4.8200 | \$ 3.9500 | \$ 0.8700 | 249 | \$216.63 |
| 02/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 02/15 | 4157 | Guthrie 4157-Jr High | \$ 4.5410 | \$ 3.9500 | \$ 0.5910 | 225 | \$132.98 |



ONG PIPELINE COST OF GAS vs. CWE COST OF GAS

01/2015 - 12/2015

| | | | | | | | |
|-------|------|----------------------|-----------|-----------|-----------|------|-----------|
| 02/15 | 4157 | Guthrie 4157-Jr High | \$ 4.5410 | \$ 2.7300 | \$ 1.8110 | 60 | \$108.66 |
| 03/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4157 | Guthrie 4157-Jr High | \$ 5.0350 | \$ 3.9500 | \$ 1.0850 | 13 | \$14.11 |
| 03/15 | 4157 | Guthrie 4157-Jr High | \$ 5.0350 | \$ 3.9500 | \$ 1.0850 | 131 | \$142.14 |
| 03/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0625 | \$ 0.0000 | 0 | \$(8.19) |
| 03/15 | 4157 | Guthrie 4157-Jr High | \$ 5.0350 | \$ 2.4108 | \$ 2.6242 | (13) | \$(34.11) |
| 04/15 | 4157 | Guthrie 4157-Jr High | \$ 4.5380 | \$ 2.5200 | \$ 2.0180 | 9 | \$18.16 |
| 04/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 05/15 | 4157 | Guthrie 4157-Jr High | \$ 4.4510 | \$ 2.3600 | \$ 2.0910 | 5 | \$10.46 |
| 05/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 06/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 06/15 | 4157 | Guthrie 4157-Jr High | \$ 4.4530 | \$ 2.7300 | \$ 1.7230 | 0 | \$0.00 |
| 07/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 07/15 | 4157 | Guthrie 4157-Jr High | \$ 5.1090 | \$ 2.6900 | \$ 2.4190 | 0 | \$0.00 |
| 08/15 | 4157 | Guthrie 4157-Jr High | \$ 5.1570 | \$ 2.7400 | \$ 2.4170 | 4 | \$9.67 |
| 08/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 09/15 | 4157 | Guthrie 4157-Jr High | \$ 5.1860 | \$ 2.5000 | \$ 2.6860 | 8 | \$21.49 |
| 09/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 10/15 | 4157 | Guthrie 4157-Jr High | \$ 3.9430 | \$ 2.5000 | \$ 1.4430 | 3 | \$4.33 |
| 10/15 | 4157 | Guthrie 4157-Jr High | \$ 3.9430 | \$ 3.2200 | \$ 0.7230 | 5 | \$3.62 |
| 10/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 11/15 | 4157 | Guthrie 4157-Jr High | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 15 | \$0.05 |
| 11/15 | 4157 | Guthrie 4157-Jr High | \$ 3.2230 | \$ 1.6200 | \$ 1.6030 | (15) | \$(24.05) |
| 11/15 | 4157 | Guthrie 4157-Jr High | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 85 | \$0.26 |
| 11/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 12/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 12/15 | 4157 | Guthrie 4157-Jr High | \$ 0.0000 | \$ 0.1258 | \$ 0.0000 | 0 | \$(25.53) |
| 12/15 | 4157 | Guthrie 4157-Jr High | \$ 3.4500 | \$ 2.6600 | \$ 0.7900 | 3 | \$2.37 |
| 12/15 | 4157 | Guthrie 4157-Jr High | \$ 3.4500 | \$ 3.2200 | \$ 0.2300 | 200 | \$46.00 |

Savings for Guthrie 4157-Jr High

\$205.37

| | | | | | | | |
|-------|------|----------------------|-----------|-----------|-----------|-----|------------|
| 01/15 | 4158 | Guthrie 4158-HighSch | \$ 4.8200 | \$ 3.1400 | \$ 1.6800 | 627 | \$1,053.36 |
| 01/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 01/15 | 4158 | Guthrie 4158-HighSch | \$ 4.8200 | \$ 3.9500 | \$ 0.8700 | 708 | \$615.96 |
| 02/15 | 4158 | Guthrie 4158-HighSch | \$ 4.5410 | \$ 2.7300 | \$ 1.8110 | 683 | \$1,236.91 |
| 02/15 | 4158 | Guthrie 4158-HighSch | \$ 4.5410 | \$ 3.9500 | \$ 0.5910 | 571 | \$337.46 |
| 02/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4158 | Guthrie 4158-HighSch | \$ 5.0350 | \$ 2.7500 | \$ 2.2850 | 186 | \$425.01 |
| 03/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 03/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0625 | \$ 0.0000 | 0 | \$(30.68) |
| 03/15 | 4158 | Guthrie 4158-HighSch | \$ 5.0350 | \$ 3.9500 | \$ 1.0850 | 305 | \$330.93 |
| 04/15 | 4158 | Guthrie 4158-HighSch | \$ 4.5380 | \$ 2.5200 | \$ 2.0180 | 81 | \$163.46 |
| 04/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 05/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 05/15 | 4158 | Guthrie 4158-HighSch | \$ 4.4510 | \$ 2.3600 | \$ 2.0910 | 78 | \$163.10 |
| 06/15 | 4158 | Guthrie 4158-HighSch | \$ 4.4530 | \$ 2.7300 | \$ 1.7230 | 40 | \$68.92 |
| 06/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 07/15 | 4158 | Guthrie 4158-HighSch | \$ 5.1090 | \$ 2.6900 | \$ 2.4190 | 37 | \$89.50 |
| 07/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 08/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 08/15 | 4158 | Guthrie 4158-HighSch | \$ 5.1570 | \$ 2.7400 | \$ 2.4170 | 41 | \$99.10 |
| 09/15 | 4158 | Guthrie 4158-HighSch | \$ 5.1860 | \$ 2.5000 | \$ 2.6860 | 53 | \$142.36 |
| 09/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 10/15 | 4158 | Guthrie 4158-HighSch | \$ 3.9430 | \$ 2.5000 | \$ 1.4430 | 9 | \$12.99 |
| 10/15 | 4158 | Guthrie 4158-HighSch | \$ 3.9430 | \$ 3.2200 | \$ 0.7230 | 60 | \$43.38 |
| 10/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 11/15 | 4158 | Guthrie 4158-HighSch | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 334 | \$1.00 |



ONG PIPELINE COST OF GAS vs. CWE COST OF GAS

01/2015 - 12/2015

| | | | | | | | |
|-------|------|----------------------|-----------|-----------|-----------|-------|------------|
| 11/15 | 4158 | Guthrie 4158-HighSch | \$ 3.2230 | \$ 1.6200 | \$ 1.6030 | (334) | \$(535.40) |
| 11/15 | 4158 | Guthrie 4158-HighSch | \$ 3.2230 | \$ 3.2200 | \$ 0.0030 | 166 | \$0.50 |
| 11/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 12/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.0000 | \$ 0.0000 | 0 | \$(50.00) |
| 12/15 | 4158 | Guthrie 4158-HighSch | \$ 0.0000 | \$ 0.1258 | \$ 0.0000 | 0 | \$(119.85) |
| 12/15 | 4158 | Guthrie 4158-HighSch | \$ 3.4500 | \$ 2.6600 | \$ 0.7900 | 153 | \$120.87 |
| 12/15 | 4158 | Guthrie 4158-HighSch | \$ 3.4500 | \$ 3.2200 | \$ 0.2300 | 800 | \$184.00 |

Savings for Guthrie 4158-HighSch

\$3,802.88

Savings for Guthrie Public Schools

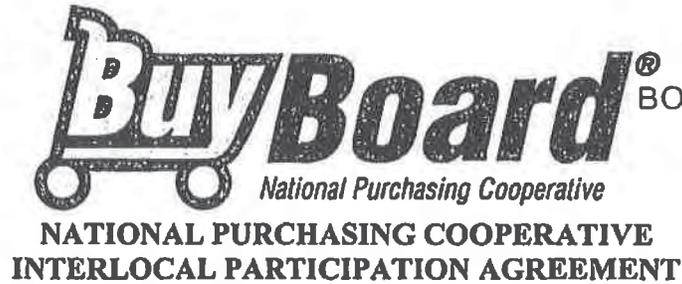
\$5,274.73

*** If you have any questions please contact: Jeff Geis (jgeis@clearwaterenterprises.net)



APPROVED

MAY 11 2015



BOARD OF EDUCATION
GUTHRIE, OK

This Interlocal Participation Agreement ("Agreement") is made and entered into on the date indicated below by and between The National Purchasing Cooperative ("Cooperative"), an administrative agency of cooperating local governments, acting on its own behalf and the behalf of all participating local governments, and the undersigned local government ("Cooperative Member").

I. RECITALS

WHEREAS, the National Purchasing Cooperative was formed on May 26, 2010, pursuant to Md. Code ANN., STATE FIN. & PROC. § 13-110 (West 2009), and R.I.GEN.LAWS § 16-2-9.2 (2009); and

WHEREAS, the purpose of this Agreement is to facilitate compliance with state procurement requirements, to identify qualified vendors of commodities, goods and services, to relieve the burdens of the governmental purchasing function, and to realize the various potential economies, including administrative cost savings, for Cooperative Members;

NOW THEREFORE, in consideration of the mutual covenants, promises and obligations contained herein, the undersigned Cooperative Member and the Cooperative agree as follows.

II. TERMS AND CONDITIONS

1. **Adopt Organizational Interlocal Cooperation Agreement.** The Cooperative Member by the execution or acceptance of this Agreement hereby adopts and approves the Organizational Interlocal Agreement dated May 26, 2010, which agreement is incorporated herein by reference (and is available from the Cooperative upon request). The Organizational Interlocal Agreement established the Cooperative as an administrative agency of its collective participants, and Cooperative Member agrees to become a participant or additional party to that Organizational Interlocal Agreement.
2. **Term.** The initial term of this Agreement shall commence on the date it is executed by both parties and shall automatically renew for successive one-year terms unless sooner terminated in accordance with the provisions of this Agreement.
3. **Termination.**
 - (a) **By the Cooperative Member.** This Agreement may be terminated by the Cooperative Member at any time by thirty (30) days prior written notice to the Cooperative, provided any amounts owed to any vendor have been fully paid.

(b) **By the Cooperative.** The Cooperative may terminate this Agreement by:

(1) Giving ten (10) days notice by certified mail to the Cooperative Member if the Cooperative Member breaches this Agreement; or

(2) Giving thirty (30) days notice by certified mail to the Cooperative Member with or without cause.

(c) **Termination Procedure.** If the Cooperative Member terminates its participation under this Agreement or breaches this Agreement, or if the Cooperative terminates participation of the Cooperative Member, the Cooperative Member shall bear the full financial responsibility for all of its purchases made from vendors under or through this Agreement. The Cooperative may seek the whole amount due, if any, from the terminated Cooperative Member. In addition, the Cooperative Member agrees it will not be entitled to a distribution which may occur after the Cooperative Member terminates from the Cooperative.

4. **Payments by Cooperative Member.** The Cooperative Member will make timely payments to the vendor for the goods, materials and services received in accordance with the terms and conditions of the bid invitation, instructions, and all other applicable procurement documents. Payment for goods, materials and services and inspections and acceptance of goods, materials and services ordered by the procuring Cooperative Member shall be the exclusive obligation of the procuring Cooperative Member, and not the Cooperative. Furthermore, the Cooperative Member is solely responsible for negotiating and securing ancillary agreements from the vendor on such other terms and conditions, including provisions relating to insurance or bonding, that the Cooperative Member deems necessary or desirable under state or local law, local policy or rule, or within its business judgment.
5. **Payments by Vendors.** The parties agree that the Cooperative will require payment from vendors which are selected to provide goods, materials or services to Cooperative Members. Such payment (hereafter "Vendor Fees") may be up to two percent (2%) of the purchase price paid by Cooperative Members or a flat fee amount that may be set from time to time by the Cooperative Board of Directors. Cooperative Member agrees that these Vendor Fees fairly compensate the Cooperative for the services and functions performed under this Agreement and that these Vendor Fees enable the Cooperative to pay the administrative, endorsement, licensing, marketing, and other expenses involved in successfully operating a program of electronic commerce for the Cooperative Members. Further, Cooperative Member affirmatively disclaims any rights to such Vendor Fees, acknowledging all such fees are the property of the Cooperative. Similarly, in no event shall a Cooperative Member be responsible for payment of Vendor Fees.
6. **Distribution.** From time to time, and at the sole discretion of the Cooperative Board of Directors, the Cooperative may issue a distribution to Cooperative Members under a plan developed by the Cooperative Board of Directors. The Cooperative Member acknowledges that a distribution is never guaranteed and will depend on the overall financial condition of the Cooperative at the time of the distribution and the purchases made by the Cooperative Member.
7. **Administration.** The Cooperative may enter into contracts with others, including non-profit associations, for the administration, operation and sponsorship of the purchasing program provided by this Agreement. The Cooperative will provide reports, at least annually, to the Cooperative Member electronically or by

mail. Cooperative Member will report purchase orders generated under this Agreement to the Cooperative or its designee, in accordance with instructions of the Cooperative.

8. **BuyBoard®.** Cooperative Member will have a non-exclusive license to use the BuyBoard electronic purchasing application (BuyBoard) during the term of this Agreement. Cooperative Member acknowledges and agrees that the BuyBoard electronic application and trade name are owned by the Texas Association of School Boards, Inc., and that neither the Cooperative nor the Cooperative Member has any proprietary rights in the BuyBoard electronic application or trade name. The Cooperative Member will not attempt to resell, rent, or otherwise distribute any part of BuyBoard to any other party; nor will it attempt to modify the BuyBoard programs on the server or acquire the programming code. The Cooperative Member may not attempt to modify, adapt, translate, distribute, reverse engineer, decompile, or disassemble any component of the application. The Cooperative Member will use BuyBoard in accordance with instructions from the Cooperative (or its designee) and will discontinue use upon termination of participation in the Cooperative. The Cooperative Member will maintain equipment, software and conduct testing to operate the BuyBoard system at its own expense.

III. GENERAL PROVISIONS

1. **Amendment by Notice.** The Board may amend this Agreement, provided that prior written notice is sent to the Cooperative Member at least 60 days prior to the effective date of any change described in such amendment and provided that the Cooperative Member does not terminate its participation in the Cooperative before the expiration of said 60 days.
2. **Authorization to Participate and Compliance with Local Policies.** Each Cooperative Member represents and warrants that its governing body has duly authorized its participation in the Cooperative and that the Cooperative Member will comply with all state and local laws and policies pertaining to purchasing of goods and services through its membership in the Cooperative.
3. **Bylaws.** The Cooperative Member agrees to abide by the Bylaws of the Cooperative, as they may be amended, and any and all written policies and procedures established by the Cooperative. Notwithstanding the foregoing, the Cooperative shall provide written notice to the Cooperative Member of any amendment to the Bylaws of the Cooperative and any written policy or procedure of the Cooperative that is intended to be binding on the Cooperative Member. The Cooperative shall promptly notify all Cooperative Members in writing of any Bylaw amendment, policy or procedure change.
4. **Cooperation and Access.** The Cooperative Member agrees that it will cooperate in compliance with any reasonable requests for information and/or records made by the Cooperative. The Cooperative reserves the right to audit the relevant records of any Cooperative Member. Any breach of this provision shall be considered material and shall make the Agreement subject to termination on ten (10) days written notice to the Cooperative Member.
5. **Coordinator.** The Cooperative Member agrees to appoint a program coordinator who shall have express authority to represent and bind the Cooperative Member, and the Cooperative will not be required to contact any other individual regarding program matters. Any notice to or any agreements with the coordinator shall be binding upon the Cooperative Member. The Cooperative Member reserves the right to change the coordinator as needed by giving written notice to the Cooperative. Such notice is not effective until actually received by the Cooperative.

6. **Current Revenue.** The Cooperative Member hereby warrants that all payments, fees, and disbursements required of it hereunder shall be made from current revenues budgeted and available to the Cooperative Member.
7. **Defense and Prosecution of Claims.** The Cooperative Member authorizes the Cooperative to regulate the commencement, defense, intervention, or participation in a judicial, administrative, or other governmental proceeding or in an arbitration, mediation, or any other form of alternative dispute resolution, or other appearances of the Cooperative in any litigation, claim or dispute which arises from the services provided by the Cooperative on behalf of its members, collectively or individually. Neither this provision nor any other provision in this Agreement will create a legal duty for the Cooperative to provide a defense or prosecute a claim; rather, the Cooperative may exercise this right in its sole discretion and to the extent permitted or authorized by law. The Cooperative Member shall reasonably cooperate and supply any information necessary or helpful in such prosecution or defense. Subject to specific revocation, the Cooperative Member hereby designates the Cooperative to act as a class representative on its behalf in matters arising out of this Agreement.
8. **Governance.** The Board of Directors (Board) will govern the Cooperative in accordance with the Bylaws.
9. **Jurisdiction/Venue.** This Agreement shall be governed by and construed in accordance with the laws of the State of Rhode Island.
10. **Legal Authority.** The Cooperative Member represents and warrants to the Cooperative the following:
 - a) The Cooperative Member has conferred with legal counsel and determined it is duly authorized by the laws of the jurisdiction in which the Cooperative Member lies to participate in cooperative purchasing, and specifically, the National Purchasing Cooperative.
 - b) The Cooperative Member possesses the legal authority to enter into this Agreement and can allow this Agreement to automatically renew without subsequent action of its governing body.
 - c) Purchases made under this Agreement will satisfy all procedural procurement requirements that the Cooperative Member must meet under all applicable local policy, regulation, or state law.
 - d) All requirements—local or state—for a third party to approve, record or authorize the Agreement have been met.
11. **Disclaimer.** THE COOPERATIVE, ITS ENDORSERS AND SPONSORS, (INCLUDING, THE NATIONAL SCHOOL BOARDS ASSOCIATION, THE MARYLAND ASSOCIATION OF BOARDS OF EDUCATION, AND THE RHODE ISLAND ASSOCIATION OF SCHOOL COMMITTEES) AND SERVICING CONTRACTOR(S) (INCLUDING, THE NATIONAL SCHOOL BOARDS ASSOCIATION AND THE TEXAS ASSOCIATION OF SCHOOL BOARDS, INC.) DO NOT WARRANT THAT THE OPERATION OR USE OF COOPERATIVE SERVICES WILL BE UNINTERRUPTED OR ERROR FREE.

THE COOPERATIVE, ITS ENDORSERS, SPONSORS AND SERVICING CONTRACTORS, HEREBY DISCLAIM ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, IN REGARD TO ANY INFORMATION, PRODUCT OR SERVICE FURNISHED UNDER THIS AGREEMENT, INCLUDING WITHOUT LIMITATION, ANY AND ALL IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

12. **Limitation of Liability.** Without waiver of the disclaimer or other limitation of liability in this Agreement, the parties agree that:
- (a) Neither party waives any immunity from liability afforded under law;
 - (b) In regard to any lawsuit or formal adjudication arising out of or relating to this Agreement, neither party shall be liable to the other under any circumstance for special, incidental, consequential, or exemplary damages;
 - (c) The maximum amount of damages recoverable will be limited to the amount of fees which the Cooperative received as a direct result of the Cooperative Member's purchase activity, within 12 months of when the lawsuit or action was filed; and
 - (d) In the event of a lawsuit or formal adjudication the prevailing party will be entitled to recover reasonable attorney's fees pursuant to the applicable law of the State of Rhode Island.

Without waiver of the disclaimer or other limitation of liability in this Agreement, the parties further agree to limit the liability of the Cooperative's Endorsers, Sponsors and Servicing Contractors (defined in Paragraph 11, above) up to the maximum amount each received from or through the Cooperative, as a direct result of the undersigned Cooperative Member's purchase activity, within 12 months of the filing of any lawsuit or action.

13. **Limitation of Rights.** Except as otherwise expressly provided in this Agreement, nothing in this Agreement is intended to confer upon any person, other than the parties hereto, any benefits, rights, or remedies under or by reason of this Agreement.
14. **Merger/Entirety.** This Agreement, together with the Cooperative's Bylaws and Organizational Interlocal Agreement, represents the complete understanding of the Cooperative and Cooperative Member. To the extent there exists any conflict between the terms of this Agreement and that of prior agreements, the terms of this Agreement shall control and take precedence over all prior participation agreements.
15. **Notice.** Any written notice to the Cooperative shall be made by first class mail, postage prepaid, and delivered to the National Purchasing Cooperative, 1680 Duke Street, Alexandria, VA, 22314. Notices to Cooperative Member may be made by first class mail, postage prepaid, and delivered to the Cooperative Member's Coordinator or chief executive officer (e.g., superintendent, city manager, county judge or mayor).
16. **Severability.** If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect.
17. **Signatures/Counterparts.** The failure of a party to provide an original, manually executed signature to the other party will not affect the validity, enforceability or binding effect of this Agreement because either party may rely upon a facsimile signature as if it were an original. Furthermore, this Agreement may be executed in several separate counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.
18. **Warranty.** By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action required to enter into and perform

the terms of this Agreement.

IN WITNESS WHEREOF, the parties, acting through their duly authorized representatives, accept this Agreement.

TO BE COMPLETED BY THE COOPERATIVE:

The National Purchasing Cooperative, acting on behalf of all other Cooperative Members

By: *Mami D. Selch*
Deputy Executive Director, Member & Leadership Services

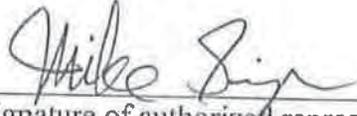
Date: 8/13/15

[Additional signature page follows.]

TO BE COMPLETED BY COOPERATIVE MEMBER:

[Signature required unless accepted as an Amendment by Notice as described in the Agreement.]

Guthrie Public Schools
(Name of Local Government)

By:  Date: 05/11/2015
Signature of authorized representative of Cooperative Member

Dr. Mike Simpson Superintendent of Schools
Printed name and title of authorized representative

Coordinator for the
Cooperative Member is:

Vicki Biggs & Anita Paul
Name

Encumbrance/AP Clerk - Activity Fund Clerk
Title

802 E. Vilas
Mailing Address

Guthrie,
City

OK 73044
State Zip Code

(405) 282-8900
Telephone

(405) 282-5967
Fax

Vicki.biggs@guthrie.ps.net
Anita.paul@guthrie.ps.net
Email

[Last page. Nothing follows.]

BOARD RESOLUTION
Authorizing
Participation in the National Purchasing Cooperative

WHEREAS, the SCHOOL BOARD OF Logan 1-001 COUNTY, OK ("Board" or "District") has elected to join the National Purchasing Cooperative (the "Cooperative" operating as "National BuyBoard", a program created for the benefit of school districts and other governmental entities nationwide; and

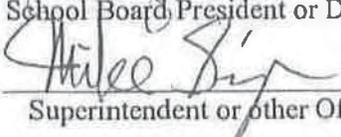
WHEREAS, the District is authorized to enter into the National Purchasing Cooperative by executing the National Purchasing Cooperative Organizational Interlocal Agreement (which is incorporated herein by reference) pursuant to
; and

WHEREAS, the District desires to participate and join with other governmental entities in the discharge of their respective public and governmental purposes, objectives, needs, programs, functions and services relative to purchasing;

NOW, THEREFORE, BE IT RESOLVED, that the SCHOOL BOARD OF Logan 1-001 COUNTY, OK, hereby authorizes its president, or designee, to execute the National Purchasing Cooperative Organizational Interlocal Agreement.

BE IT FURTHER RESOLVED, that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument.

Adopted and approved this 11th day of May, 2015.

By: 
School Board President or Designee
Attest: 
Superintendent or other Official

APPROVED

MAY 11 2015 

BOARD OF EDUCATION
GUTHRIE, OK



Guthrie Public Schools

Memo

To: Dr. Mike Simpson and the Guthrie School Board
From: Carmen Walters, Director of Elementary Education/Federal Programs
Date: May 2, 2016
Re: K – 8 Remedial Summer School Program

The following teachers/aides are being recommended for Summer School 2016, June 6, 2016 – June 30, 2016, Monday – Thursday, 8:30 – 11:30 a.m.

| | |
|--------------------------|---|
| Shana Downs, Teacher | Kindergarten |
| Tonya Stansbury, Teacher | Kindergarten |
| Eva Cordero, Aide | Kindergarten |
| Patti Bohlman Teacher | 1 st Grade |
| Carmen Brown, Teacher | 1 st Grade |
| Gina Wright, Aide | 1 st Grade |
| Jamie Alexander, Teacher | 2 nd Grade |
| Amanda Perring, Teacher | 2 nd Grade |
| Greg Friese, Teacher | 3 rd Grade |
| Cindy Crawford, Teacher | 3 rd Grade |
| Sherryl Green, Teacher | 3 rd Grade |
| Tessa Wallraven, Teacher | 3 rd Grade |
| Glenda Jarnagin, Teacher | 4 th Grade |
| Afton McCoy, Teacher | 5 th & 6 th Grade |
| Stacie Hoskins, Teacher | 5 th & 6 th Grade |
| Ron Gillett, Teacher | 7 th & 8 th Grade Reading |
| Susan Davison | Administrator |
| Lisa Good | Coordinator |



Guthrie Public Schools

Memo

To: Dr. Simpson and Guthrie Board of Education

From: Carmen Walters, Director of Federal Programs/Elementary Education

Date: May 3, 2016

Re: School Improvement Plan 2015-2016

In order to comply with accreditation requirements for the Oklahoma State Department of Education, the Board of Education is asked to complete a yearly review and approval of the School Improvement Plan.

Each school site in our district completes an annual Site Improvement Plan. The plan contains needs assessments based on data from various assessments and reform strategies.

I recommend approval of the 2015-2016 School Improvement Plan.

School Improvement Plan

2015-2016

Guthrie Public
Schools



“Staking a Claim in Our Students’ Future”

Board President Signature

Superintendent Signature

Date

Date

Guthrie Public Schools

Title I School Improvement Plan

Cotteral

2015-2016

1.0 Needs Assessment

| 2015-2016 Schoolwide Program Comprehensive Needs Assessment Review Team | | | |
|--|-----------------|--------------------------|--|
| <i>Name or Group</i> | <i>Title</i> | <i>Stakeholder Group</i> | <i>Assignment</i> |
| Scot Graham | Principal | Leadership Team | Review and Update Site School Improvement Plan |
| Dawn Reames | Interventionist | | |
| Desi Rice | Pre- K | | |
| Kim Thomason | Kindergarten | | |
| Deanna Davenport | Kindergarten | | |
| Team Name | | | |
| Leadership Team | | | |
| Committee Name | | | |
| Title I Committee | | | |

Continued 1.0 Needs Assessment

| Data Analyzed | |
|----------------------|--|
| Data Source | Questions Asked |
| Student Records | What is our student enrollment by gender? __208__ M __215__ F What is our student enrollment by ethnicity? Black __29__ Alaskan/Native American __6__ Hispanic __47__ Asian/Pacific Islander __0__ White/other __341__ How many of our students are eligible to participate in the free and reduced lunch program? How many actually do participate? 54% |

| | |
|---|---|
| <ol style="list-style-type: none"> 1. State OCCT, EOI Testing 2. MAP/MPG/CPAA Assessments 3. Interim Assessments 4. Report Card Data 5. Teacher observations | <p><u>Student Achievement in Reading/Math</u></p> <p>What reading/math objective(s) do our students score highest in? Pre-K: Phonics & Writing, Patterns & Functions K: Numbers, Visual Dis. & Phonics</p> <p>What teaching strategies are we using that contribute to this high score? Small group & centers</p> <p>What reading/math objective(s) do our students score lowest in? Small group instruction targeting low student in 1 to 1 instruction</p> <p>What teaching strategies can we change to help improve lowest reading scores? How many students at each grade level are reading below grade level? K – 49 and Pre-K 39</p> <p>What intervention strategies do we have in place to help struggling readers? SMART Time</p> |
| <p>Teacher Records</p> | <p>How many of our teachers are highly qualified? 100%</p> <p>How many of our teachers are teaching in area of certification? 100%</p> |
| | |

1.4 Timeline

| Timeline for Conducting Needs Assessment | | |
|---|-----------------------------|--|
| Date | Task | Responsible Team or Group |
| 9/15 | Letter/Sound Identification | Teacher |
| 9/15 | CPAA Testing PK, K | Principal, Interventionist and Teacher |
| 12/15-4-16 | CPAA /MPG MOY, EOY | Principal, Interventionist, Teacher |

2.0 Research-Based Reform Strategies

| | | | | |
|---|--------------------------------|---|------------------------|------------------------------------|
| Strengths CPAA Pre-K - Listening 32.6 at expectations, CPAA Kindergarten – Listening 41.2 at expectations | | | | |
| Gaps CPAA data reflects Pre-K and Kindergarten as a whole, there is a large margin of students above or below expectations, with not a lot in the middle | | | | |
| Scientifically-Based Research Action Plan | | | | |
| <i>Strategies, Action Steps,</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Teacher directed level centers | None | Classroom teacher | Ongoing | Growth in assessments |
| S.M.A.R.T. time | Schedule | Teacher Interventionist Spec Ed Tea. | Ongoing | Data from teacher directed test |
| | | | | |
| Questions to ask to know how well the action plan was implemented. How are we monitoring the progress of students? Weekly mini teacher quick checks Is the time built into the classroom schedule? Yes | | | | |
| Questions to ask to know what impact your action plan had on student achievement. Growth of students | | | | |

3.0 Highly Qualified Teachers

| | | | | | |
|--|-------------------------|------------------------------|-----------------|--|--|
| Strengths | | | | | |
| 100% of Cotteral Teachers | | | | | |
| | | | | | |
| Gaps | | | | | |
| None | | | | | |
| | | | | | |
| Highly Qualified Teacher Action Plan | | | | | |
| Strategies, Action Steps, | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress | |
| Teacher Action Plans are gone over quarterly | None | Teacher and Administrator | All Year | Student Growth and Evidence of Teacher Changing to Effective Practices | |
| Teacher Tracking Document in Place | | | | | |
| | | | | | |
| Research Base | | | | | |
| Yes | | | | | |
| | | | | | |
| | | | | | |

4.0 Professional Development

| Strengths | | | | |
|---|-------------------------|---|-----------------------|---|
| <ul style="list-style-type: none"> • PLC Meetings (Leveled and Team Planning meetings) • Funds provided for teachers to attend PD outside of district – looking at “Best Practices” | | | | |
| Professional Development Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Leveled and Team PLC | Built into schedule | Principal | Sept 14 th | Agenda and Master Schedule |
| Research Opportunities for PD Workshops | PD Funding | Principal, Leadership Team and Teachers | Ongoing | After attending professional development it is the expectation to be shared with all staff members @ PLC meetings |
| Teachers selection of needs | EdCamp | District PD | Ongoing | Sessions attended shared @ PLC meetings |
| Research Base | | | | |
| Yes | | | | |
| Questions to ask to know how well the Action Plan was implemented. | | | | |
| What did you gain from PD workshop that can improve pedagogical practices? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| How are students responding to leveled intervention, progression of skills | | | | |

5.0 Recruitment and Retention of Qualified Teachers

| | | | | |
|---|-------------------------|------------------------------|-----------------|----------------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> • Low turnover – three additional certified staff, one additional support staff | | | | |
| Gaps | | | | |
| Grade center vertical alignment opportunities | | | | |
| Recruitment and Retention of Qualified Teachers Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Mentor program | Teachers | Teachers, Principals | Ongoing | Mentor/new teacher/staff rapport |
| | | | | |
| Research Based | | | | |
| Yes | | | | |
| | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> • How do you feel adjusting to the Cotteral environment? • What areas of concern or questions do you have? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| New teachers and student achievement consistent with all staff. | | | | |

6.0 Parental Involvement

| Strengths | | | | |
|---|-------------------------|------------------------------|-----------------|-----------------------------|
| <ul style="list-style-type: none"> Facebook, Remind 101, classroom newsletters and PTO (Field trips, parties, dinners, 89er Day and P/T conferences) | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Grade centered lack of participation. | | | | |
| Parental Involvement Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Phone calls notifying parents of PTO meetings | Phone system | Principal | Ongoing | Increased attendance |
| Facebook page | Computer | Principal | Ongoing | Increased attendance |
| | | | | |
| | | | | |
| | | | | |

Continued - 6.0 Parental Involvement

| Continued – Parent Involvement Action Plan to Meet Federal Requirements | | | | |
|---|-------------------------|------------------------------|-----------------|-----------------------------|
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Welcoming parents as they enter the building | | Everyone | Continuous | Increased involvement |
| | | | | |
| | | | | |
| Research Base | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Has the attendance increased and why? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |

7.0 Transition Strategies

| | | | | |
|---|--------------------------------|-------------------------------------|------------------------|-------------------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> • Vertical alignment, collaboration with 1st grade | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> • Parental involvement and home life | | | | |
| Transition Strategies Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Provide handout of summer activities For upcoming grade | Handout | Dani Watson Scot Graham | May 2016 | Readiness skills for First Grade |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

8.0 Data Driven Decision Making

| | | | | |
|--|--------------------------------|-------------------------------------|------------------------|------------------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> • Leveled and Teamed PLC meetings for Kindergarten • PLC and planning for Pre-K | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> • Time Requirements | | | | |
| Data Driven Decision Making Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Leveled PLC | Master Schedule | Principal | Ongoing | PLC Agenda |
| Teamed PLC | Master Schedule | Principal | Ongoing | PLC Agenda |
| PLC/planning | Time | Principal Teachers | Ongoing | PLC Agenda, Data |
| | | | | |
| | | | | |
| Research Base | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> • Did two different schedules work for teachers and students? • Was learning improved with PLC discussions? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| <ul style="list-style-type: none"> • Does CPAA EOY data reflect increase for all students at the same rate? | | | | |

9.0 Intervention Strategies

| | | | | |
|---|-------------------------|---|-----------------|---------------------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> Teacher knowledge and instructional strategies are research based and highly effective. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Increase need for student intervention | | | | |
| Intervention Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| SMART Time: Student Moving Around Rooms and Teachers | Schedule | Principal | Ongoing | Increased Students Scores, and Growth |
| Team approach, sharing of ideas and collaboration. | PLC meetings | Principal, teachers and interventionist | | Morale of staff |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Are we able to meet for SMART time 4 days a week with all the other things that happen in the building? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement | | | | |
| Look for best practices in classroom? Is the instruction during SMART time enriching the classroom? | | | | |

10.0 Coordination of Federal, State and Local Programs and Services

| 2015-2016 Coordination of Federal, State and Local Programs and Services | | |
|--|--|--|
| OPAT: Building Better Bluejays | | |
| Smart Start of Logan County | | |

| 2015-2016 Consolidated Instructional Budget | | | | |
|---|----------|-------|-------------------------------|-------|
| Grade | Activity | State | Federal | Other |
| Kindergarten Teachers | | | Half Time Interventionist | |
| | | | Half Time Instructional Coach | |
| | | | Responsive Classroom Training | |
| | | | | |
| | | | | |

Guthrie Public Schools

Title I School Improvement Plan

Central

2015-2016

1.0 Needs Assessment

| 2015-2016 Schoolwide Program Comprehensive Needs Assessment Review Team | | | |
|--|-----------------|--------------------------|---|
| <i>Name or Group</i> | <i>Title</i> | <i>Stakeholder Group</i> | <i>Assignment</i> |
| Dani Watson | Principal | Leadership Team | To determine the needs of our building, and to evaluate the effectiveness of the individual and overall instruction at Central. We look for strengths and weaknesses of our building and work to sustain the areas of strength and address the causes and possible remedies for the weak areas. |
| Lynette Harry | Interventionist | Leadership Team | |
| Shonna Trindle | Teacher | Leadership Team | |
| Calee Lyons | Teacher | Leadership Team | |
| Mechelle Helmberger | Teacher | Leadership Team | |
| Team Name | | | |
| | | | |
| Committee Name | | | |
| Parental involvement/Positive Behavior Committee | | | |
| Safe and Healthy School | | | |

Continued 1.0 Needs Assessment

| Data Analyzed | |
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| Data Source | Questions Asked |
| Student Records | What is our student enrollment by gender? __148__ M __124__ F What is our student enrollment by ethnicity? Black __17__ Alaskan/Native American __2__ Hispanic __40__ Asian/Pacific Islander __2__ White/other __211__ How many of our students are eligible to participate in the free and reduced lunch program? How many actually do participate? 63% are F/R lunch and all of these participate |

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| <p>1. State OCCT, EOI Testing 2. MAP/MPG/CPAA Assessments 3. Interim Assessments 4. Report Card Data 5. Teacher observations</p> | <p><u>Student Achievement in Reading/Math</u> What reading/math objective(s) do our students score highest in? Math 52% BM (Statistics and Probability and Problem Solving), Reading 51% BM (Vocabulary and Word Structure and Comprehension) What teaching strategies are we using that contribute to this high score? Beginning of the year data is hard to evaluate because most of the results are based upon what they learned in K not in 1st. K appears to be doing things that boost these kids' scores in these areas.</p> <p>What reading/math objective(s) do our students score lowest in? Math Computation and Phonics</p> <p>What teaching strategies can we change to help improve lowest reading scores? Same as above – these results are based off of last year's teaching which does not take place in our building.</p> <p>How many students at each grade level are reading below grade level? Math – 131, Reading - 132 What intervention strategies do we have in place to help struggling readers? <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) is used by classroom teachers along with supplemental reading activities. The lowest performing students see a reading specialist for intervention as well. They receive specialized reading instruction in small groups as well as individual attention if needed. This is in addition to the teacher's small group instruction/flex groups. </p> |
| <p>Teacher Records</p> | <p>How many of our teachers are highly qualified? All (20 certified in classrooms) How many of our teachers are teaching in area of certification? 20</p> |
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1.4 Timeline

| Timeline for Conducting Needs Assessment | | |
|---|---|--|
| Date | Task | Responsible Team or Group |
| August 4, 2015 September 25, 2015 | Begin Title I School Improvement Plan during Data Retreat Evaluate BOY MPG data – determining strengths and weaknesses, number of student below grade level, and overall building performance. Enter this data on School Improvement Plan. | Leadership Team Leadership Team |
| November 2015 | Team will meet and discuss IA outcomes – and discuss possible changes for next year once new standards are out. | Leadership Team |
| January 2016 | Evaluate MOY MPG data – determining strengths and weaknesses, number of student below grade level, and overall building performance. Enter this data on School Improvement Plan. | Leadership Team |
| March 2016 | Team will meet to discuss IA outcomes and possible adjustments for next year. | Leadership Team |
| May 2016 | Evaluate EOY MPG data – determining strengths and weaknesses, number of student below grade level, and overall building performance. Enter this data on School Improvement Plan. | Leadership Team |

2.0 Research-Based Reform Strategies

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|--|--------------------------------|-------------------------------------|------------------------|--|
| Strengths | | | | |
| <ul style="list-style-type: none"> • Reading curriculum – Scot Foresman Reading Street • Math Curriculum – Envision Math • Intervention (reading) – Leveled Literacy Intervention (LLI) | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> • Math – fluency with facts | | | | |
| Scientifically-Based Research Action Plan | | | | |
| <i>Strategies, Action Steps,</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Math 2 A Days | Math fact sheets | Dani Watson | November 2, 2015 | Students improving on math facts accuracy and fluency. |
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| Questions to ask to know how well the action plan was implemented. | | | | |
| Are our students increasing their math fact fluency and accuracy? | | | | |
| Questions to ask to know what impact your action plan had on student achievement. | | | | |
| Are student's scores on the Math portion of the MPG and overall math assessments improving as a result of the Math 2 A Days? | | | | |

3.0 Highly Qualified Teachers

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|---|--------------------------------|-------------------------------|-----------------|--|
| Strengths | | | | |
| Will seek materials and strategies when needed, and will persevere until these are found. | | | | |
| Confident in their teaching ability, good classroom management skills, adequate parent communication skills. | | | | |
| Gaps | | | | |
| Veteran teachers can sometimes be set in their ways and hesitant to make changes. New teachers can lack experience and depth of knowledge, and are hesitant to share ideas with other staff members (shy). They also do not know the strengths and weaknesses of the curriculum due to lack of experience with it. | | | | |
| Highly Qualified Teacher Action Plan | | | | |
| Strategies, Action Steps, | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| PLC's will be more teacher led.....new and old will be sharing with one another. | Room to host PLC's, teachers | Dani Watson, Staff at Central | Ongoing | Weekly PLCs led by teachers throughout the year |
| Resource room available for all staff with materials and books to help them improve. | Materials for teacher checkout | Lynette Harry | Ongoing | Teachers utilized and check out materials from this room. |
| Mentor teachers for new staff (1 st year teachers) | Mentor | Dani Watson | Ongoing | Mentor assigned by principal and available year around for assistance. |
| Research Base | | | | |
| PLC's have been proven to be affective if the time is utilized well and data driven. | | | | |
| Questions to ask to know how well the action plan was implemented. | | | | |
| <ul style="list-style-type: none"> • Did we hold a PLC each week and did the focus of the PLC revolve around data? • Did anyone utilize the resource room? • Did our new teachers get assigned a mentor teacher? | | | | |
| Questions to ask to know what impact your action plan had on student achievement. | | | | |
| <ul style="list-style-type: none"> • Are students improving academically because of what we are discussing and doing in PLCs | | | | |

4.0 Professional Development

| Strengths | | | | |
|--|---|------------------------------|---|--|
| <ul style="list-style-type: none"> • New teachers are encouraged to attend workshops that are helpful (based off of teachers who have attended previously) • Funds are made available through our district for teachers to attend PD | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> • Writing instruction – How to utilize our current writing program to its fullest, and how to integrate it into our other areas of instruction. We need to make it more fun for students. • Character development and a strong sense of community among the students at Central (lack of a common vocabulary and expectations among Cotteral, Central and Fogarty). | | | | |
| Professional Development Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Research and find some good writing PD that works for our building | Possibly bring in outside PD, or send teacher representatives to writing PD outside the district. | Lynette Harry/Dani Watson | October 15, 2015 | Writing instruction will improve – teachers will feel better about writing instruction and students writing will improve. |
| Responsive Classroom training for our building (and other lower elementaries) | Funds to pay for Responsive Classroom training for at least 30 people. | Dani Watson | Planning and schedule completed this school year – but training may not occur until next summer | Training attended by building representatives, the remainder of the teachers trained in the method, and student behavior will improve. |
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| Research Base | | | | |
| <ul style="list-style-type: none"> • The writing PD we choose will be research based and proven – this has not been determined yet. • Responsive Classroom is research based and proven to be effective. | | | | |
| Questions to ask to know how well the Action Plan was implemented. | | | | |
| Was writing PD effective – did it provide teachers with information on how to improve their writing instruction? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| Did writing scores improve? | | | | |
| Did the quality of writing improve? | | | | |

5.0 Recruitment and Retention of Qualified Teachers

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|--|-------------------------|------------------------------|-----------------|--|
| Strengths | | | | |
| <ul style="list-style-type: none"> The small, cozy atmosphere of Central helps us to recruit and welcome new teachers. The staff is very welcoming. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> A teacher shortage has affected us. We have fewer applicants to choose from, and as a district we offer few incentives. | | | | |
| Recruitment and Retention of Qualified Teachers Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Job Fairs at universities | Time to attend | Dani Watson | Spring 2016 | Hiring of new teachers (and retention of) when needed. |
| Teachers recruit those they know (student teachers/other teachers) | None | Teachers and staff | Ongoing | Good student teachers can be retained and hired on as full time staff when needed. |
| Research Base | | | | |
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| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Are the teachers that are hired effective? Do we have a large talent pool to choose from when interviewing? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| <ul style="list-style-type: none"> .Are student's scores improving in new teachers classrooms? Are students adequately growing in these new teachers classrooms? | | | | |

6.0 Parental Involvement

| Strengths | | | | |
|---|--------------------------------|-------------------------------------|------------------------|---|
| <ul style="list-style-type: none"> • Through a variety of activities and through daily interaction we have a wide variety of opportunities for parents to be involved. • During PT conferences we have good involvement and participation. • Through student planners, newsletters, and our website we have adequate communication with parents. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> • Parent “buy in” is lacking because their child is only at Central for one year. • Every year we have about 10 solid PTO parents – but the majority doesn’t join PTO. | | | | |
| Parental Involvement Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| This year we will create a Facebook page for Central to help with buy in, and to promote activities at the school. Information will be shared, and PTO meetings will be promoted through this page. | Facebook | Dani Watson | August 20, 2015 | <ul style="list-style-type: none"> • Page Created • Parents “liking” the page |
| Remind 101 will be utilized to inform parents of upcoming activities and events. | Remind 101 | Teachers | Year long | Teachers establish this and utilize them. |
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Continued - 6.0 Parental Involvement

| Continued – Parent Involvement Action Plan to Meet Federal Requirements | | | | |
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| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Title I parent meeting | Powerpoint, handouts, sign in sheet | Classroom teachers | October 2015 | Parents attend and sign in for this meeting – the handout will be given to them at PT |

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| | | | | conferences. |
| Parent Teacher Conferences | Parents and all teachers on staff at Central | Classroom teachers | October 2015, January 2016 | High parent attendance at both of these scheduled events. |
| Research Base | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Was the Title I parent meeting advertised adequately to parents? Were Parent Teacher Conferences communicated with parents and did they have adequate time to sign up prior to the meetings? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| <ul style="list-style-type: none"> More parent involvement should help student scores increase because of the extra help they should be getting at home. If we can educate parents on what their kids need, the students should benefit from this. | | | | |

7.0 Transition Strategies

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|---|---|------------------------------|------------------|---|
| Strengths | | | | |
| <ul style="list-style-type: none"> Meet and Greet with parents prior to school starting The first 2 weeks of school are spent on routines and procedures. At the end of the year we transition our kids to Fogarty by taking a tour. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Nothing is familiar because it is a new building with new staff | | | | |
| Transition Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| We are trying to build common language and expectations among the elementary schools so these transitions are not so intimidating. | Responsive Classroom training for elementary teachers | Dani Watson | November 1, 2015 | Training set up for our district and teachers attend. |

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| Research Base | | | | |
| Responsive Classroom is a research based program. | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> • Are we spending adequate time on transitioning students? • Did the Responsive Classroom training occur and are we using its principles? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| <p>Are students transitioning better from Cotteral to Central – Central to Fogarty?</p> <p>Is common vocabulary and expectations being used among the elementary schools?</p> | | | | |

8.0 Data Driven Decision Making

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| Strengths | | | | |
| <ul style="list-style-type: none"> PLCs revolve around data from various sources. Teachers use this time to review testing data and make instructional adjustments based off of this. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Rtl originally revolved around the bottom 25% only – those still struggling or those gifted were not discussed at these meetings. | | | | |
| Data Driven Decision Making Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Rtl will now include all students in our school. Their data will be tracked and discussed at these meetings and adjustments in instruction made as needed for all students involved. | Time, room to meet, teachers, tracking materials (Google doc) | Dani Watson, Lynette Harry, all teachers at Central | Ongoing – will begin August 26, 2015 | Rtl meetings will occur, and data and instruction strategies will be the focus of these meetings. |
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| Research Base | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Are we staying focused on student’s progress during Rtl meetings? Are we addressing all students, even the GT students and bubble kids? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| <ul style="list-style-type: none"> Are instructional strategies being utilized in a way that student progress is adequate throughout the year? Are students improving on MPG? | | | | |

9.0 Intervention Strategies

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|---|-------------------------|-----------------------------------|--|---|
| Strengths | | | | |
| <ul style="list-style-type: none"> We have a strong curriculum in place for teachers to use during intervention. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Large numbers of students needing intervention hinders the effectiveness of this program and intervention overall. We are in need of more manuals for this program so teachers can teach it effectively. | | | | |
| Intervention Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Intervention times will be spread throughout the day to allow more time for students to attend intervention (pull out) without missing key instruction. | Flexible schedule | Dani Watson Leadership Team | Yearlong - no set time because it will be flexible | Are we servicing more students in intervention effectively? |
| Smaller class sizes this year will hopefully lead to teachers having fewer intervention students to serve in the class daily. | LLI kits Teachers | Dani Watson Classroom teachers | September 28, 2015 | Smaller intervention groups, more student growth. |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Are our groups smaller than last year? Are student's needs being met during intervention? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement | | | | |
| <ul style="list-style-type: none"> Are students making adequate progress (growth on MPG)? | | | | |

10.0 Coordination of Federal, State and Local Programs and Services

| 2015-2016 Coordination of Federal, State and Local Programs and Services | | |
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| Title I A | First Grade Reading | More instruction time by highly qualified teachers |
| Title II A | First Grade Reading | Training for co-teaching reading specialist |

| 2015-2016 Consolidated Instructional Budget | | | | |
|---|----------|-------|---|-------|
| Grade | Activity | State | Federal | Other |
| First Grade Classroom teachers | | | 1 Reading Specialist (Interventionist) More instructional time by a highly qualified teacher | |
| First Grade Classroom Teachers | | | Training for Responsive Classroom – district training, 3 attend from First Grade | |
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Guthrie Public Schools

Title I School Improvement Plan

Fogarty

2015-2016

1.0 Needs Assessment

| 2015-2016 Schoolwide Program Comprehensive Needs Assessment Review Team | | | |
|--|--|--------------------------|---|
| <i>Name or Group</i> | <i>Title</i> | <i>Stakeholder Group</i> | <i>Assignment</i> |
| Gail Ritter Amanda Perring Amy Ingle Jennifer Privette Jayne Williamson Marsha Todd | Teacher Teacher Teacher Teacher Interventionist Principal | Leadership Team | Analyze the needs of the building and determine appropriate actions to build upon strengths, and strengthen weakness. |
| Team Name | | | |
| Leadership Team | | | |
| Committee Name | | | |
| Title I Committee | | | |

Continued 1.0 Needs Assessment

| Data Analyzed | |
|----------------------|---|
| Data Source | Questions Asked |
| Student Records | What is our student enrollment by gender? __294__ M __277__ F What is our student enrollment by ethnicity? Black __37__ Alaskan/Native American __10__ Hispanic __74__ Asian/Pacific Islander __3__ White/other __447__ How many of our students are eligible to participate in the free and reduced lunch program? 63% How many actually do participate? 63% |

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|--|--|
| <p>1. State OCCT, EOI Testing 2. MAP/MPG/CPAA Assessments 3. Interim Assessments 4. Report Card Data 5. Teacher observations</p> | <p><u>Student Achievement in Reading/Math</u> What reading/math objective(s) do our students score highest in? Vocabulary (synonyms, antonyms, homonyms) / Number Sense</p> <p>What teaching strategies are we using that contribute to this high score? The use of pacing guides helped establish uniformity among teachers. PLC's provided teachers with opportunity to collaborate.</p> <p>What reading/math objective(s) do our students score lowest in? Accessing Information/ Number Operations & Data Analysis</p> <p>What teaching strategies can we change to help improve lowest reading scores? Utilize the Library Media Specialist to teach skills in accessing information.</p> <p>How many students at each grade level are reading below grade level? 37% (3rd) What intervention strategies do we have in place to help struggling readers? We have 2 reading/math interventionist; however teachers do not have a consistent curriculum or common intervention times.</p> |
| <p>Teacher Records</p> | <p>How many of our teachers are highly qualified? All How many of our teachers are teaching in area of certification? 34</p> |

1.4 Timeline

| Timeline for Conducting Needs Assessment | | |
|---|--|---|
| Date | Task | Responsible Team or Group |
| August 2015 | Data Retreat: Review Data, Make Plans based on Data. Set goals for the 2015-2016 schoolyear. | Title I Committee/Leadership Team, and all Fogarty Staff, Principal, Assistant Principal Intern |
| BOY/MOY/EOY MPG & MAP Assessment, IA's | Develop student baseline and monitor growth. | “ “ |

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2.0 Research-Based Reform Strategies

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|---|-------------------------|---------------------------------|-----------------------|--|
| Strengths | | | | |
| Current curriculum correlates with the state standards for reading, math, science and writing. | | | | |
| Gaps | | | | |
| Writing Curriculum is weak. | | | | |
| Scientifically-Based Research Action Plan | | | | |
| Strategies, Action Steps, | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Align state standards to current curriculum | Teacher's Editions | Marsha Todd Jayne Williamson | 8/2015 | Curriculum Map is complete for grade 2 & 3 |
| Math 2 A Days | Math Fact Sheet | Marsha Todd | January 2016-May 2016 | Teachers will track data and monitor student progress. |
| | | | | |
| Questions to ask to know how well the action plan was implemented. | | | | |
| Are teachers following the curriculum map and is the map feasible? Make adjustments as necessary. | | | | |
| Questions to ask to know what impact your action plan had on student achievement. | | | | |
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3.0 Highly Qualified Teachers

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|---|--------------------|----------------------------|---|-------------------|-----------------------------|
| Strengths: Teachers collaborate and organize instruction to best serve students. All teachers are Highly Qualified | | | | | |
| Expertise | Self-Driven | Internal Motivation | Professionalism | Leadership | |
| 100% Highly Qualified | | | | | |
| Gaps | | | | | |
| Highly qualified teachers need to be provided the opportunity to share with others. | | | Teachers do not currently have utilized time to collaboratively plan. | | |
| Highly Qualified Teacher Action Plan | | | | | |
| Strategies, Action Steps, | | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Develop leadership and mentoring strengths to duplicate their talents. | | PD, Leadership | Administration | Aug. 2015-Cont. | |
| Mandatory team planning time. | | Schedule | Administration/Teachers | Aug 2015-Cont. | |
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4.0 Professional Development

| Strengths | | | | |
|--|-------------------------|------------------------------|--------------------|-----------------------------|
| <ul style="list-style-type: none"> Teachers are driven to seek out PD needs and attend PD needed to meet their pedagogical needs. | | | | |
| <ul style="list-style-type: none"> Weekly PLC's are scheduled, and teacher led to ensure current needs are met. | | | | |
| <ul style="list-style-type: none"> | | | | |
| Professional Development Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Continue to provide teachers with opportunities to grow professionally. | Funding for PD | Administration /Teachers | Aug. 2015-May 2016 | |
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5.0 Recruitment and Retention of Qualified Teachers

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|---|------------------------------------|-------------------------------------|-------------------------|--|
| Strengths | | | | |
| <ul style="list-style-type: none"> New teachers are provided professional development and guidance as needed through the Instructional Coach. Resources are provided to meet PD needs. | | | | |
| Gaps | | | | |
| Lack PD funds. | | | | |
| Recruitment and Retention of Qualified Teachers Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Instructional Coach provides PD during PLC's to meet teacher needs. | PD books from our resource library | Jayne Williamson | September 2015-May 2016 | Survey teachers to determine PD needs. |
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| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> What areas of concern or questions do you have? How can I provide assistance? | | | | |

6.0 Parental Involvement

| Strengths | | | | |
|---|--------------------------------|-------------------------------------|------------------------|------------------------------------|
| <ul style="list-style-type: none"> Fogarty has a Parent Teacher Organization that regularly meets to discuss the needs of students and teachers and fundraisers. Facebook page, Remind 101 and Newsletters for two-way communication | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> We need to provide opportunities for working parents to get involved. | | | | |
| Parental Involvement Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Provide multiple meeting times to accommodate working parents. | Meeting place | Marsha Todd | Ongoing | Increased parental involvement. |
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Continued - 6.0 Parental Involvement

| Continued – Parent Involvement Action Plan to Meet Federal Requirements | | | | |
|--|--|-------------------------------------|------------------------|------------------------------------|
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Hold a Title 1 meeting after school hours to inform parents of Title 1 benefits and RSA | Powerpoint, variety of modes of communication to notify parents. | Administrator | Ongoing | Parent Sign-In sheet |
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7.0 Transition Strategies

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|---|--|------------------------------|-----------------|---|
| Strengths | | | | |
| <ul style="list-style-type: none"> • Host 1st graders to tour Fogarty at the end of first grade year • Schedule Meet & Greets. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> • Student's transition to a new location each year, as this is difficult for them. | | | | |
| Transition Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Building a common language and behavior expectations among each elementary site will allow for transitions to go smoothly. | Responsive Classroom and Collaboration among teachers. | Marsha Todd | | Monitoring for implementation at each grade level and site. |
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8.0 Data Driven Decision Making

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|---|--------------------------------|-------------------------------------|------------------------|------------------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> Teachers regularly analyze data and use the data to drive instruction. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Cross grade level collaboration. | | | | |
| Data Driven Decision Making Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Team 2 nd and 3 rd grade teachers in PLC to allow for cross grade collaboration | Schedule time | Administrator | 9/4/2015 | Monitor data for skill improvement |
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| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| <ul style="list-style-type: none"> Does student data show growth in specific skills that teachers collaborated on? | | | | |

9.0 Intervention Strategies

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|---|-------------------------|---|-----------------|-----------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> Teachers are willing to collaborate and implement new intervention strategies. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Scheduling & Follow through | | | | |
| Intervention Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Teachers will schedule common intervention times to share students and expertise. | PD | Administration, Teachers, Instructional Coach | 8/2015 | |
| | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Are teachers utilizing the scheduled time effectively and holding each other accountable to meet student needs? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement | | | | |
| Does the data show evidence in achievement? | | | | |

10.0 Coordination of Federal, State and Local Programs and Services

| 2015-2016 Coordination of Federal, State and Local Programs and Services | | |
|--|--|--|
| Title I | | |
| Title II | | |

| 2015-2016 Consolidated Instructional Budget | | | | |
|---|----------|-------|-------------------------------|-------|
| Grade | Activity | State | Federal | Other |
| 2 nd Grade Teachers | | | 2 Interventionists | |
| 3 rd Grade Teachers | | | 1 Instructional Coach | |
| | | | Responsive Classroom Training | |
| | | | | |
| | | | | |

Guthrie Public Schools

Title I School Improvement Plan

Guthrie Upper Elementary School

2015-2016

1.0 Needs Assessment

| 2015-2016 Schoolwide Program Comprehensive Needs Assessment Review Team | | | |
|--|--|--|---|
| Susan Davison Jeff Ball Lisa Good Janet Thomson Tammy Adams Carissa Garrett Lyndsey Rollins Debbie Longnecker | Principal Assistant Principal Teacher Teacher Teacher Teacher Teacher Teacher | Leadership Team Leadership Team Interventionists 4 th Grade 5 th Grade 6 th Grade Special Ed Teachers New Teachers | GUES GUES 4 th Grade Reading Interventionist 4 th Grade Teacher 5 th Grade Teacher 6 th Grade Teacher 6 th Grade LD Teacher 4 th Grade Teacher |
| Team Name | | | |
| Leadership Team | | | |
| Committee Name | | | |
| Title I Committee Family and Community Involvement | | | |

Continued 1.0 Needs Assessment

| Data Analyzed | |
|----------------------|---|
| Data Source | Questions Asked |
| Student Records | What is our student enrollment by gender? 384-M 381-F What is our student enrollment by ethnicity? Black-62; Alaskan/Native American-23; Hispanic-106; Asian/Pacific Islander-2; White/other-572 |

| | |
|--|--|
| | <p>How many of our students are eligible to participate in the free and reduced lunch program? 482 How many actually do participate? 62%</p> |
| <p>1. State OCCT, EOI Testing 2. MAP/MPG/CPAA Assessments 3. Interim Assessments 4. Report Card Data 5. Teacher observations</p> | <p><u>Student Achievement in Reading/Math</u> What reading/math objective(s) do our students score highest in? Reading – Comprehension/Critical Literature Math – Number Sense & Operations; Algebraic Reasoning: Patterns</p> <p>What teaching strategies are we using that contribute to this high score? Reading – Reinforcement of skills in small group instruction. Math – Spiral Review of all skills on a daily basis.</p> <p>What reading/math objective(s) do our students score lowest in? Reading – Accessing & Interpreting Information Math – Measurement</p> <p>What teaching strategies can we change to help improve lowest reading scores? More instructional support from the Media Specialist.</p> <p>How many students at each grade level are reading below grade level? 4th – 96 5th – 75 6th - 91</p> <p>What intervention strategies do we have in place to help struggling readers? RtI; time with a Reading Specialist;</p> |
| <p>Teacher Records</p> | <p>How many of our teachers are highly qualified? 100% How many of our teachers are teaching in area of certification? All</p> |

1.4 Timeline

| Timeline for Conducting Needs Assessment | | |
|--|--|---------------------------|
| Date | Task | Responsible Team or Group |
| April, 2016 | Conduct the overall Needs Assessment Survey for more recent results. | Leadership Team |
| | | |

2.0 Research-Based Reform Strategies

| | | | | |
|--|---|------------------------------------|--------------------|-----------------------------|
| Strengths | | | | |
| GUES has effective 90 minute PLC's each week. | | | | |
| Gaps | | | | |
| Inability to hold vertical planning and collaboration sessions. | | | | |
| Scientifically-Based Research Action Plan | | | | |
| Strategies, Action Steps, | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Teacher Action Plans | Student Data | Classroom Teacher/Administration | Following each IA. | Documented academic growth |
| Rtl for struggling students | Re-teaching lessons for specific skills | Interventionist, Classroom Teacher | Daily | Documented academic growth |
| | | | | |
| Questions to ask to know how well the action plan was implemented. | | | | |
| Does our data prove growth by individual students? | | | | |
| Questions to ask to know what impact your action plan had on student achievement. | | | | |
| Does our IA data match our state testing result? | | | | |

3.0 Highly Qualified Teachers

| Strengths | | | | |
|---|-------------------------|------------------------------|-----------------------------|-----------------------------|
| All teachers at GUES are Highly Qualified in the area/subjects they are teaching. | | | | |
| Gaps | | | | |
| | | | | |
| | | | | |
| Highly Qualified Teacher Action Plan | | | | |
| <i>Strategies, Action Steps,</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Each time a position is filled, we will verify that they candidate is highly qualified for that position. | | Susan Davison | Anytime there is an opening | Personnel Report |
| | | | | |
| | | | | |
| Questions to ask to know how well the action plan was implemented. | | | | |
| <ul style="list-style-type: none"> Are all teachers at GUES Highly Qualified? | | | | |
| | | | | |

4.0 Professional Development

| Strengths | | | | |
|--|------------------------------------|--|--------------------------|--|
| <ul style="list-style-type: none"> • Weekly 90 minute PLC's for each grade level • Veteran teachers who are trained and experienced in Intervention Strategies and MAX Strategies. | | | | |
| Professional Development Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Rtl – Provide all GUES classroom teachers with the knowledge and ability to track students through the Rtl process | Documentation spread sheet | Emily Turner and Classroom Teachers | 3 PLC Meetings each week | Documentation of student progress |
| Intervention – Dedicate one full PLC to modeling what Intervention should look like. | Skill based small group activities | Emily Turner, Susan Davison and Jeff Ball | PLC on Sept. 24 | Administrator observations of each classroom during intervention time. |
| MAX Strategies – Presentations to teachers will be made through various MAS Strategies methods. | | Emily Turner, Susan Davison, and Jeff Ball | Each PLC | Each teacher will be expected to utilize that strategy within the following 2 weeks. |
| Research Base | | | | |
| Questions to ask to know how well the Action Plan was implemented. | | | | |
| Are administrators seeing intervention and MAX strategies implemented when conducting observations? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| In the classrooms that these strategies have been observed, does data show growth with students? | | | | |

5.0 Recruitment and Retention of Qualified Teachers

| | | | | |
|---|--|--|--|--|
| Strengths | | | | |
| <ul style="list-style-type: none"> • All new teachers to the school are paired with a buddy teacher. | | | | |
| Gaps | | | | |
| State wide teacher shortage. | | | | |
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6.0 Parental Involvement

| | | | | |
|---|-------------------------|------------------------------|-------------------|-----------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> Faculty plans quarterly events to involve parents. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Our Grade Centers only keep students at a specific school site for 1-3 years. | | | | |
| Parental Involvement Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| School Carnival | Supplies | PTO, all staff | Winter | Number of attendees |
| Kick-off to Testing Picnic | Food | PTO, all staff | April | Number of attendees |
| Parent/Teacher Conferences | Student Data | Teachers | October & January | Parent Attendance |
| | | | | |
| | | | | |

7.0 Transition Strategies

| | | | | |
|--|-------------------------|------------------------------|-----------------|-----------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> .Our Administrative team from all schools works collaboratively. | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Grade Center Concept | | | | |
| Transition Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Tours of the building students will be attending the next year. | Schedule | Principal's from each site | May | |
| | | | | |

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8.0 Data Driven Decision Making

| | | | | |
|---|-------------------------|------------------------------|-----------------------------|--|
| Strengths | | | | |
| <ul style="list-style-type: none"> Adequate training from the UVA Program and ALCA | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Confidence level in the Interim Assessments | | | | |
| Data Driven Decision Making Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Teacher, Grade, Subject Tracking Sheets | Google Docs | Teachers, Administration | Ongoing throughout the year | A close predictor of student performance on the OCCT state Testing |
| | | | | |
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9.0 Intervention Strategies

| | | | | |
|---|--------------------------------|-------------------------------------|------------------------|---|
| Strengths | | | | |
| <ul style="list-style-type: none"> Focus on small group instruction for all testing to fill gaps with IA's | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Grade Center Configuration | | | | |
| Intervention Strategies Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Individualize small groups by specific skill | Current Data | Teachers, Administration | Ongoing | Improved Student Performance and Growth |
| | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Did the small groups improve student performance? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement | | | | |
| Did effective tracking and monitoring with Teacher Action plans correlate? | | | | |

10.0 Coordination of Federal, State and Local Programs and Services

| 2015-2016 Coordination of Federal, State and Local Programs and Services | | |
|--|--|--|
| | | |
| | | |

| 2015-2016 Consolidated Instructional Budget | | | | |
|---|----------|-------|-------------------------------|-------|
| Grade | Activity | State | Federal | Other |
| 4 th Grade Teachers | | | 1 Instructional Coach | |
| 5 th Grade Teachers | | | 2 Interventionists | |
| 6 th Grade Teachers | | | Responsive Classroom Training | |
| | | | | |
| | | | | |

Guthrie Public Schools

Title I School Improvement Plan

Junior High

2015-2016

1.0 Needs Assessment

| 2015-2016 Schoolwide Program Comprehensive Needs Assessment Review Team | | | |
|--|-------------------------|---|--|
| <i>Name or Group</i> | <i>Title</i> | <i>Stakeholder Group</i> | <i>Assignment</i> |
| IEP Population | Special Education | Special Education Teachers | Co-teaching, Flex Remediation, Direct Instruction |
| Team Name | | | |
| School Leadership Team/Title I Committee | School Leadership Team | School Leadership Team | Team Leaders, Department Heads, Mentors |
| Committee Name | | | |
| Cobra Team | Special Education Teams | Special Education Teachers & District Coordinator | Quarterly Meetings, Tracking Group Progress, Case Load Remediation |

Continued 1.0 Needs Assessment

| Data Analyzed | |
|----------------------|--|
| Data Source | Questions Asked |
| Student Records | What is our student enrollment by gender? ___243___M ___252___F What is our student enrollment by ethnicity? Black ___37___ Alaskan/Native American ___22___ Hispanic ___71___ Asian/Pacific Islander ___2___ White/other ___363___ How many of our students are eligible to participate in the free and reduced lunch program? How many actually do participate? 64% |

| | |
|---|---|
| | |
| 1. State OCCT, EOI Testing 2. MAP/MPG/CPAA Assessments 3. Interim Assessments 4. Report Card Data 5. Teacher observations | <p><u>Student Achievement in Reading/Math</u></p> <p>What reading/math objective(s) do our students score highest in?</p> <p>What teaching strategies are we using that contribute to this high score?</p> <p>What reading/math objective(s) do our students score lowest in?</p> <p>What teaching strategies can we change to help improve lowest reading scores?</p> <p>How many students at each grade level are reading below grade level?</p> <p>What intervention strategies do we have in place to help struggling readers?</p> |
| Teacher Records | <p>How many of our teachers are highly qualified? 3 highly qualified special education</p> <p>How many of our teachers are teaching in area of certification? 3 (all)</p> |
| | |

1.4 Timeline

(

| Timeline for Conducting Needs Assessment | | |
|--|--|------------------------------------|
| Date | Task | Responsible Team or Group |
| Oct. 2015 | 9 weeks summative assessment, Quarterly mtg, | Building & District Administration |
| Dec. 2015 | Semester summative assessment, Quarterly mtg | Building & District Administration |
| Mar. 2016 | 9 weeks summative assessment, Quarterly mtg | Building & District Administration |

2.0 Research-Based Reform Strategies

| | | | | |
|--|--|------------------------------|---|---|
| Strengths | | | | |
| Student Tracking, Proficiency Scales, Differentiated Instruction | | | | |
| Gaps | | | | |
| Teachers that do not use or implement tracking sheets or proficiency scales. | | | | |
| Scientifically-Based Research Action Plan | | | | |
| Strategies, Action Steps, | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Flex remediation list | Google Docs, Tracking Sheets, Proficiency Scales | All Certified Staff | 2015-2016 School Year with Daily Monitoring | Re-evaluation using previous assessment |
| Co-taught classes | Schedule | SPED & Reg. Ed Teacher | 2015-2016 School Year | Revaluation using previous assessment, Direct Instruction with SPED teacher |
| Core Extension | Schedule, Computer Lab | SPED & Title Teacher | 2015-2016 School Year | Accelerated Math, Study Island, Vocab Journey |
| Questions to ask to know how well the action plan was implemented. | | | | |
| Do the assessment grades correlate with the classroom grades? | | | | |
| Questions to ask to know what impact your action plan had on student achievement. | | | | |
| Are student scores improving? | | | | |

3.0 Highly Qualified Teachers

| | | | | |
|---|-------------------------|------------------------------|-----------------|--|
| Strengths | | | | |
| Use research based strategies effectively/highly effective evaluation rating. Test scores are above state average test scores in most subjects. | | | | |
| Gaps | | | | |
| High turnover in ELA department, Below state average test scores in Social Studies, Not every teacher differentiates instruction or follows standards | | | | |
| Highly Qualified Teacher Action Plan | | | | |
| Strategies, Action Steps, | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Action plans for teachers whose test scores don't meet state average. | Building template | Administration | Every 3 weeks | Approved assessments & teacher action plans, |
| | | | | |
| | | | | |
| Research Base Building | | | | |
| Questions to ask to know how well the action plan was implemented. | | | | |
| <ul style="list-style-type: none"> Does the assessment match item specifications/standards? | | | | |
| Questions to ask to know what impact your action plan had on student achievement. | | | | |
| How do you know remediation works? What kids are on the action plan & why? What standards are you remediating? | | | | |

4.0 Professional Development

| | | | | |
|---|-------------------------|------------------------------|-----------------------|-----------------------------|
| Strengths | | | | |
| • Weekly PLC's/Team Meetings | | | | |
| • Monthly Faculty Meetings | | | | |
| • Mentoring | | | | |
| • Data Retreat | | | | |
| Professional Development Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Identify by weaknesses & area of need | Teacher Feedback | Administration | 2015-2016 School Year | Meeting Agendas |
| | | | | |
| | | | | |
| Research Base | | | | |
| Building | | | | |
| Questions to ask to know how well the Action Plan was implemented. | | | | |
| Are meetings effective? Are teachers on time, attentive & prepared? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| Are strategies discussed in meetings being implemented in the classroom? | | | | |

5.0 Recruitment and Retention of Qualified Teachers

| | | | | |
|---|-------------------------|------------------------------|-----------------------|---------------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> • Support, Mentoring new teachers, Student success on test scores, Collaboration of teachers with teaming, Creative | | | | |
| Gaps | | | | |
| Teacher turnover, Facilities in need of repair | | | | |
| Recruitment and Retention of Qualified Teachers Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Friendly environment | Money | Administration | 2015-2016 school year | Less turnover |
| Recruiting people who want to be involved in the community | Extra-curricular | Administration | 2015-2016 school year | Longer tenure, less recruitment |
| Research Base | | | | |
| Better teaching environment equals better teacher retention. | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> • What is the teacher turnover rate? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| .Did improved teacher retention improve student achievement? | | | | |

6.0 Parental Involvement

| | | | | |
|--|-------------------------|------------------------------|-----------------------|---|
| Strengths | | | | |
| <ul style="list-style-type: none"> Open House, Booster Clubs, Parent/Teacher Conferences, Positive calls, | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> .Not being able to reach parents, absent parents | | | | |
| Parental Involvement Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Provide resources for students | Fundraisers | All teachers & students | 2015-2016 school year | Student needs are met |
| RTI parent meetings | Time | Administration | 2015-2016 school year | High attendance for meeting & student achievement |
| RAVE program | Donation from parents | Parent Leaders | 2015-2016 school year | Parents supply gifts to recognize teachers |
| | | | | |
| | | | | |

Continued - 6.0 Parental Involvement

| | | | | |
|--|--|--|--|--|
| Continued – Parent Involvement Action Plan to Meet Federal Requirements | | | | |
| | | | | |
| | | | | |
| | | | | |
| Research Base | | | | |
| More parent involvement will increase student achievement. | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Did the number of parents involved increase? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| Did student achievement increase based on an increase of parental involvement? | | | | |

7.0 Transition Strategies

| | | | | |
|--|-------------------------|------------------------------|-----------------------|-------------------------------|
| Strengths | | | | |
| <ul style="list-style-type: none"> Classroom guidance, 6th grade Transition Night, Career Fair, Vertical alignment, Shared counselor with 9th grade | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Classroom guidance – interrupts classroom teaching | | | | |
| Transition Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Classroom guidance during elective times | Curriculum | Counselor | 2015-2016 school year | Proof of a different schedule |
| | | | | |
| | | | | |
| Research Base | | | | |
| Less core subject interruption allows more instruction time. | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Was the new schedule effective in eliminating interruption in core instruction? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| Was time better utilized without interruptions? | | | | |

8.0 Data Driven Decision Making

| | | | | |
|---|-------------------------|------------------------------|-----------------------|---|
| Strengths | | | | |
| <ul style="list-style-type: none"> Track formative & summative assessments, Quarterly action plans based on 9 weeks tests, Daily remediation based on formative assessments, Action plans based on summative assessments | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Teacher buy-in, Action plans aren't needed for all teachers, Lack of useful summative assessment tools or resources | | | | |
| Data Driven Decision Making Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Develop criteria for teachers needing action plans | Action plan template | Administrators | 2015-2016 school year | Completed & submitted action plans |
| Research assessment resources | Test Bank | Administrators | 2015-2016 school year | Test bank questions found and implemented |
| | | | | |
| | | | | |
| | | | | |
| Research Base – Timely feedback based on data | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Were the correct teachers identified to complete an action plan? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| <ul style="list-style-type: none"> Was student progress made after remediation? | | | | |

9.0 Intervention Strategies

| | | | | |
|---|--------------------------------|-------------------------------------|------------------------|--|
| Strengths | | | | |
| <ul style="list-style-type: none"> FLEX, Title Math & Reading, Core Extention, RTI | | | | |
| Gaps | | | | |
| <ul style="list-style-type: none"> Same students needed by multiple teachers | | | | |
| Intervention Strategies Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Develop priority days | Schedule | Administrators/Teachers | 2015-2016 school year | Schedule made & implemented by teachers |
| RTI pyramid | Computer template | Administrators | 2015-2016 school year | Students moving up pyramid or being dismissed from RTI |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| <ul style="list-style-type: none"> Are teachers following schedule? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement | | | | |
| Are the appropriate students being serviced with remediation or RTI? | | | | |

10.0 Coordination of Federal, State and Local Programs and Services

| 2015-2016 Coordination of Federal, State and Local Programs and Services | | |
|--|--------------------|--|
| Title Math | Carl Perkins Grant | |
| Title Reading | ACE Remediation | |

| 2015-2016 Consolidated Instructional Budget | | | | |
|---|----------|-------|-------------------------|-------|
| Grade | Activity | State | Federal | Other |
| 7 th Grade Teachers | | | Title I Math Teacher | |
| 8 th Grade Teachers | | | Title I Reading Teacher | |
| | | | | |
| | | | | |
| | | | | |

Guthrie Public Schools

Title I School Improvement Plan

High School

2015-2016

1.0 Needs Assessment

| 2015-2016 Schoolwide Program Comprehensive Needs Assessment Review Team | | | |
|--|--------------|--|-------------------|
| <i>Name or Group</i> | <i>Title</i> | <i>Stakeholder Group</i> | <i>Assignment</i> |
| Leadership Team | | | |
| Team Name | | | |
| GHS Leadership Team | | | |
| Committee Name | | | |
| Title I Committee | | LeGrande, Chris Perring, Matt Redus, Michelle Hodge, Stephen Hughes, Pat Stone, Bret Throckmorton, Dusty | |

Continued 1.0 Needs Assessment

| Data Analyzed | |
|---|---|
| Data Source | Questions Asked |
| Student Records | <p>What is our student enrollment by gender? ___546___ M ___466___ F</p> <p>What is our student enrollment by ethnicity? Black ___86___ Alaskan/Native American ___52___ Hispanic ___84___ Asian/Pacific Islander ___2___ White/other 788 _____</p> <p>How many of our students are eligible to participate in the free and reduced lunch program? How many actually do participate?52%</p> |
| <ol style="list-style-type: none"> 1. State OCCT, EOI Testing 2. MAP/MPG/CPAA Assessments 3. Interim Assessments 4. Report Card Data 5. Teacher observations | <p><u>Student Achievement in Reading/Math</u></p> <p>What reading/math objective(s) do our students score highest in? English III at 81%, Geometry at 76%</p> <p>What teaching strategies are we using that contribute to this high score? Boot Camps, better scheduling of when students test</p> <p>What reading/math objective(s) do our students score lowest in? English II 77%, Algebra II 63%</p> <p>What teaching strategies can we change to help improve lowest reading scores? Extra semester of prep</p> |
| Teacher Records | <p>How many of our teachers are highly qualified? 100%</p> <p>How many of our teachers are teaching in area of certification? 100%</p> |

| | |
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| | |
|--|--|

1.4 Timeline

| Timeline for Conducting Needs Assessment | | |
|--|---|----------------------------------|
| Date | Task | Responsible Team or Group |
| Beginning of the year Data Retreat, Mid-year and End of Year | Interpret and improve data by subject and teacher as predictors for EOI Planning and Success, including non-tested subjects | All Teachers and Administration |
| | | |
| | | |

2.0 Research-Based Reform Strategies

| | | | | |
|---|--------------------------------|-------------------------------------|------------------------|------------------------------------|
| Strengths Training from UVA in data analysis and action plans. | | | | |
| Gaps Enough time to be effectively monitored and given ongoing feedback | | | | |
| Scientifically-Based Research Action Plan | | | | |
| <i>Strategies, Action Steps,</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Project based learning | CPM Curriculum Training | | Summer 2016 | |
| | | | | |
| | | | | |
| | | | | |
| Questions to ask to know what impact your action plan had on student achievement. Were we able to reach more students through project based learning? | | | | |

3.0 Highly Qualified Teachers

| Strengths | | | | | |
|--|-------------------------|------------------------------|-----------------|-----------------------------|--|
| Retention of most of the teachers in core EOI tested subjects. | | | | | |
| | | | | | |
| Gaps | | | | | |
| Finding Special Education Teachers that meet HQ expectations in all specific content areas. | | | | | |
| | | | | | |
| Highly Qualified Teacher Action Plan | | | | | |
| Strategies, Action Steps, | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress | |
| Recruit and hire special education teachers who are highly qualified in specific content areas. | More pool to pull from | Administration | Ongoing | | |
| Cultivate a culture where teachers feel valued and respected to retain highly qualified and competent staff. | | Administration and Teachers | Ongoing | Higher Teacher Retention | |
| | | | | | |

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4.0 Professional Development

| Strengths | | | | |
|--|--------------------------------|-------------------------------------|-------------------------------|---|
| Department and AP training in the summer helps build curriculum and teacher comradery. | | | | |
| Ed. Camp style professional development | | | | |
| | | | | |
| Professional Development Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Additional college board training & other professional development opportunities. | Funding | | | |
| Provide department wide vertical alignment day | Funds for Subs | Admin. | Beginning and end of the year | Seamless progression of curriculum from each grade in all core subjects |

| | | | | |
|---|--|-----------------|--|--|
| Google classroom training (instructor from Google) | Funds for instruction/training on our campus | District Admin. | 2015/2016 school year (MLK Training Day) | |
| | | | | |
| Research Base | | | | |
| Questions to ask to know how well the Action Plan was implemented. How many of my staff members attended and implemented professional development they attended? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. Did the professional development show growth or increased student achievement? | | | | |

5.0 Recruitment and Retention of Qualified Teachers

| | | | | |
|--|---------------------------------------|-------------------------------------|------------------------|------------------------------------|
| Strengths | | | | |
| Vertical alignment and camaraderie. Shared ownership of PLC/department development. Minimal number of preps. Mentor/Mentee program. Administrative support for teachers new to the building. | | | | |
| Gaps | | | | |
| Where people live, geographic location. External influences that have divided staff and prevented camaraderie. | | | | |
| Recruitment and Retention of Qualified Teachers Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Continue to promote a family like atmosphere. i.e. random drawings, monthly luncheon, food truck. | Funds and support from the community. | | | |
| Multimedia recruitment video (scrolling during job fair events) | Portable technology | | School year 2015/2016 | |
| Research Base | | | | |
| | | | | |
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6.0 Parental Involvement

| Strengths | | | | |
|---|----------------------------------|-------------------------------------|------------------------|------------------------------------|
| Enrollment in Cafeteria. Drawing at conclusion of open house. Arena style PT Conference. Social media information (Remind 101, Twitter, Webpage & School Messenger) | | | | |
| Gaps | | | | |
| Socioeconomic status, proximity to school, lack of extracurricular involvement of students. Lack of relevancy to higher education | | | | |
| Parental Involvement Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Exposing students to careers - (geology, weather station, science museum, new life ranch) | Connecting with outside entities | Activity sponsors | 2015/2016 school year | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

7.0 Transition Strategies

| | | | | |
|---|--------------------------------|-------------------------------------|------------------------|------------------------------------|
| Strengths | | | | |
| Link crew, freshmen orientation, Recognition of Seniors who passed 7 EOI, Advisory Time | | | | |
| Gaps | | | | |
| Education of students on OK Promise, Intro to Tech Center, Junior College, University | | | | |
| Transition Strategies Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Student Survey - future plans or interest | | | | |
| | | | | |
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| | | | | |

8.0 Data Driven Decision Making

| | | | | |
|--|--------------------------------|-------------------------------------|------------------------|------------------------------------|
| Strengths | | | | |
| ALCA , Common IA's, Benchmarks, Action Plan, PLC, Common Planning Periods, Annual Data Retreat | | | | |
| Gaps | | | | |
| Uniformity between tested and non-tested content area. Follow thru on IA remediation with measurable outcomes. Flexibility on pacing calendar. | | | | |
| Data Driven Decision Making Action Plan | | | | |
| <i>Strategies, Action Steps</i> | <i>Resources Needed</i> | <i>Person(s) Responsible</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
| Increase follow through on IA remediation | | Principal | 2015-2016 School Year | Measurable outcome |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Research Base | | | | |
| Questions to ask to know how well the Action Plan was implemented | | | | |
| - Discussion Questions with individual teachers concerning remediation assessment results. | | | | |
| | | | | |

9.0 Intervention Strategies

| | | | | |
|---|-------------------------------------|------------------------------|-----------------------|-----------------------------|
| Strengths | | | | |
| Monthly RTI Meetings, Advisory Time Intervention, Week-long Bootcamps prior to EOI, Common Grading (Total Points) | | | | |
| Gaps | | | | |
| Inability to schedule intervention time during school day due to credit restraints. | | | | |
| Intervention Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Remediation Boot Camp prior to EOI (Rotation in the department) | Flexibility, Time to develop a plan | Staff | 2015-2016 School year | |
| | | | | |
| | | | | |
| | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement | | | | |
| Did these intervention strategies improve student achievement on the EOI's? | | | | |

10.0 Coordination of Federal, State and Local Programs and Services

| 2015-2016 Coordination of Federal, State and Local Programs and Services | | |
|--|--|--|
| Purchase of MacBook Air Portable Lab | | |
| | | |



Price Quote for Services

Guthrie Public Schools

Edgenuity Inc.
 8860 E. Chaparral Road
 Suite 100
 Scottsdale AZ 85250
 480-423-0118

Date 4/14/2016
 Quote # 21534
 Vendor #

| Payment Schedule | Pricing Expires | Contract Start Date | Contract End Date |
|------------------|-----------------|---------------------|-------------------|
| | 7/1/2016 | 7/1/2016 | 6/30/2017 |

| Header | Quantity | Description | Amount |
|-------------------|----------|--|--------------------|
| Software Licenses | 35 | Concurrent User Licenses Virtual Classroom and Web Administrator for access to all core, general electives, AP, CTE, career pathways, ACT, SAT, and OK EOIs. | 21,000.00 |
| Total | | | \$21,000.00 |

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement.

If this Quote includes any Sophia® Learning Inc. courses for purchase, the following language applies to any such purchase (and this language is also found in the above linked Terms and Conditions): "Use of any Sophia course is prohibited for all students under the age of 13 years."

Customer

 Signature

 Print Name

 Title

 Date

Edgenuity Inc. Representative

Dash SanMiguel, M.Ed
 Account Executive
 Dash.SanMiguel@edgenuity.com
 480.276.1195

Not valid unless accompanied by a purchase order.

Please specify a shipping address if applicable.

Please e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213



Staking A Claim in Our Students' Future

Mike Simpson, Ed.D.
Superintendent

Phone 405-282-8900

SENT VIA EMAIL

April 19, 2016

Kyle E. Martin, President
TransPar Group
18 SW 3rd St., Suite 200
Lee's Summit, Missouri 64063

Dear Mr. Martin:

As a follow up to the phone conversation we had last week, I would like to formally serve notice of my recommendation to our board of education that Guthrie Public Schools not renew our agreement with the TransPar Group for the 2016-17 school year.

Thank you for your relationship with our district and willingness to provide a smooth transition.

Should you have any questions, please don't hesitate to call.

Sincerely,

A handwritten signature in black ink that reads 'Mike Simpson' in a cursive style.

Mike Simpson, Ed. D.
Superintendent of Schools



Board of Education Personnel Reports

Employment Request

| Classification | | | | | | |
|------------------|-------------|---------------------|----------------|-----------|-------------|---------------|
| Certified | | | | | | |
| Name | Site | Teaching Assignment | First Work Day | Pay Grade | Hrs Per Day | Replacing |
| Jordan, Jeffrey | High School | English | 08/16/16 | | 6 | Diana Meek |
| Tyler, Alexander | High School | Algebra I/Geometry | 08/16/16 | | 6 | Chase Langley |

| Classification | | | | | | |
|----------------|-------------|-----------------------|----------------|-----------|-------------|-------------|
| Support | | | | | | |
| Name | Site | Teaching Assignment | First Work Day | Pay Grade | Hrs Per Day | Replacing |
| Roof, Adam | Maintenance | Full Time Maintenance | 04/25/16 | 8 | 8 | Harold East |

FMLA Request

Support: 0

Certified: 1

Transfer of Position Report

| Classification | | | | | |
|----------------|-------------------------|--------------------------|------------------|---------------|--|
| Certified | | | | | |
| Name | Transferred From | Transferred To | Replacing | Transfer Date | |
| Turner, Emily | Instructional Coach GUE | Math Interventionist GUE | JoAnn Washington | 8/16/2016 | |
| Yost, Shari | 6th Gr Math/GUES | Read/Math Int. GUES | Emily Turner | 8/16/2016 | |

| Classification | | | | | |
|----------------|----------------------|------------------------|-------------------|---------------|--|
| Support | | | | | |
| Name | Transferred From | Transferred To | Replacing | Transfer Date | |
| Lemke, Brian | Custodian HS | Head Custodian Fogarty | Charolett Elliott | 3/21/2016 | |
| Webb, Candy | ISS Paraprofessional | Financial Secretary JH | Vickey Lawson | 8/2/2016 | |

Separation of Employment

| Classification | | | | | |
|-------------------|-------------|----------------------------|-----------------------|----------------|--|
| Certified | | | | | |
| Name | Site | Teaching Assignment | Reason for Separation | Effective Date | |
| Bradley, Nancy | GUES | 4th Grade | Retiring | 5/20/2016 | |
| Davidson, Tia | Fogarty | 2nd Grade | Resigning | 5/20/2016 | |
| Finnicum, Kristin | GUES | 5th Grade | Resigning | 5/20/2016 | |
| Langley, Chase | High School | Math | Resigning | 5/20/2016 | |
| Meek, Diana | High School | English | Resigning | 5/20/2016 | |
| Prather, Alexia | Fogarty | 2nd Grade | Resigning | 5/20/2016 | |
| Rollins, Lyndsey | GUES | Sp Ed Mild/Mod 5th & 6th L | Resigning | 5/20/2016 | |
| Strong, Rachael | High School | Journalism/Yearbook | Resigning | 5/20/2016 | |
| Thomson, Janet | GUES | 4th Grade | Resigning | 5/20/2016 | |
| Wagner, James | High School | Algebra II | Resigning | 5/20/2016 | |

| Classification | | | | | |
|--------------------|----------------|---------------------|-----------------------|----------------|--|
| Support | | | | | |
| Name | Site | Teaching Assignment | Reason for Separation | Effective Date | |
| Cresswell, John | Transportation | Route Driver | Resigning | 5/20/2016 | |
| Elliott, Charolett | Fogarty | Head Custodian | Terminated | 3/1/2016 | |
| Lawson, Vickey | Junior High | Secretary | Retiring | 6/6/2016 | |
| Smith, Alma | Junior High | Cafeteria Worker | Resigning | 4/13/2016 | |
| Talley, Stephanie | Cotteral | Pre-K Aide | Resigning | 5/20/2016 | |
| Williams, Shelly | High School | Custodian | Resigning | 4/14/2016 | |

Support Employees

Recommended for Rehire for 2016-2017

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> |
|-------------------------------|-------------------------|--------------------------|----------------------------------|
| <i>Administration</i> | | | |
| | Biggs | Vicki | Encumbrance Clerk |
| | Frey | Jana | Adm. Asst. to Supt. |
| | Miles | Sheryl | Federal Programs Secretary |
| | Paul | Anita | Activity Funds Clerk |
| | Richardson | Lonnetta | Receptionist |
| | Savory | Sandra | Payroll Clerk |
| | Wanzer | Jana | Treasurer/Insurance Coord. |
| | Watts Lacina | Jean | Personnel Secretary |
| | Woods | Lisa | Special Services Secretary |
| <i>Central</i> | | | |
| | Boyster | Valerie | Cafeteria Manager |
| | Clymer | Regina | Head Custodian |
| | Dodgion | Shane | Site Secretary |
| | Foshee | Stacy | Sp Ed Paraprofessional |
| | Horton | Mary | Cafeteria |
| | Oliver | Gary | Sp Ed Paraprofessional |
| | Pepper | Deborah | Secretary |
| <i>Child Nutrition</i> | | | |
| | Green | Steven | Cafeteria Warehouse |
| | Scannell | Terina | Child Nutrition Secretary |
| <i>Cotteral</i> | | | |
| | Chambers | Walter | Head Custodian |
| | Cox | Mary | Sp Ed Paraprofessional |
| | Dellenbaugh | Kathleen | Pre-K Teacher Assistant |
| | Deter | Martha | Pre-K Teacher Assistant |
| | Doles | Carol | Secretary |
| | Feliz | Socorro | Cafeteria Worker |
| | James | Kendra | Paraprofessional Pre-K Aide |
| | Johnson | Sally | Sp Ed Paraprofessional |
| | Lausen | Vickie | Secretary |
| | Olson | Elizabeth | Sp Ed Paraprofessional |
| | Payne | Shirley | Sp Ed Paraprofessional |
| | Rains | Delta | Cafeteria |
| | Stout | Tamara | Cafeteria Manager |
| | Watson | Blake | Sp. Ed Paraprofessional |
| | Winn | Jessica | Pre-K Aide Paraprofessional |

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> |
|--------------------|------------------|-------------------|----------------------------|
| <i>Faver</i> | Kinney | Lesli | Secretary |
| <i>Fogarty</i> | Anderson | Casey | Secretary |
| | Beauchamp | Misty | Cafeteria |
| | Bufford | Michele | Library Aide |
| | Caldwell | Doyle | Cafeteria Worker |
| | Cordero | Eva | Title I Paraprofessional |
| | Dyer | Lottie | Sp Ed Paraprofessional |
| | Evans | Kimberly | Cafeteria 7 Hrs |
| | Green | Lisa | Cafeteria Manager |
| | Hildreth | Ruth | Sp Ed Paraprofessional |
| | LaFerry | Chad | Custodian |
| | Lemke | Brian | Head Custodian |
| | Lopez | Martha | Cafeteria |
| | Sarasua | Lynette | Secretary |
| | Sells | Melissa | Deaf Interpreter |
| | Wright | Rogina | Sp Ed Paraprofessional |
| <i>GUES</i> | Best | Carollyn | Sp Ed Paraprofessional |
| | Crabtree | Mary | Custodian |
| | Drake | Tara | Site Secretary |
| | Dumas | Stella | Secretary |
| | Fox | Pam | Sp Ed Paraprofessional |
| | Goodwin | Donna | Cafeteria |
| | Hall | Robert | Cafeteria Manager |
| | Hanna | Gretchen | Library Aide |
| | Kroth | Natasha | Cafeteria Worker |
| | Lewellyn | Cody | Cafeteria Worker |
| | Ludlow | Janet | Sp Ed Paraprofessional |
| | McDonald | Heather | Sp Ed Paraprofessional |
| | Morrow | Ruby | Custodian |
| | Myrick | James | Head Custodian |
| | Norton | Sandra | Sp Ed Paraprofessional |
| | Rowley | Lanetta | Site Secretary |
| | Shuck | Leah | Cafeteria |
| | Tolbert | Tonette | Custodian |
| | Tucker | Linda | Cafeteria |
| | West | Maxine | Cafeteria Worker |
| <i>High School</i> | Arnold | Sonya | Occupational Therapy Asst. |
| | Boyce | Sonata | Library Aide |

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> |
|--------------------|------------------|-------------------|-------------------------------|
| | Brooks | LaDonna | Sp Ed Paraprofessional |
| | Bruce | Moses | Head Custodian |
| | Calvert | AshLi | Cafeteria Worker 6.5 Hrs |
| | Campbell | Cameron | JROTC Instructor |
| | Canales | Martha | Cafeteria |
| | Datin | Marla | Cafetera Worker |
| | Eaves | Jessica | Secretary High School |
| | Fredrickson | Mick | ROTC |
| | Gonzalez | Andy | Custodian |
| | Hamby | Michele | Financial Secretary |
| | Harmon | Michael | Sp Ed Paraprofessional |
| | Hibbler | Janetta | Secretary |
| | Jarred | Kary | Secretary |
| | Johnson-Fields | Pamela | Sp Ed Paraprofessional |
| | Lijewski | John | Grounds Superintendent |
| | Lynn | Evelyn | Secretary |
| | McPeek | Charity | Site Secretary |
| | Mobley | Byron | Head Custodian |
| | Ratliff | Suzanne | Sp Ed Paraprofessional |
| | Reeve | Sheryl | Sp Ed Paraprofessional |
| | Scannell | Jackie | Cafeteria Manager |
| | Svare | Eric | Sp Ed Paraprofessional |
| | Tipton | Kameron | Custodian |
| | Trice | Tori | Registrar |
| | Wendt | Teresa | Cafeteria Worker 6 Hrs |
| | Whitaker | Teara | Cafeteria |
| | Williams | Margaret | Custodian |
| <i>Junior High</i> | | | |
| | Anderson | Lynette | Sp Ed Paraprofessional |
| | Bohanan | Kenneth | Head Custodian |
| | Gilmore | Deborah | ELL Para 1/2 Time |
| | Hoel | Toni | Registrar JH |
| | Lane | Brenda | Cafeteria |
| | McBride | Michele | Cafeteria Manager |
| | Mendoza | Beatriz | Custodian |
| | Smith | Tracy | Secretary |
| | Smith | Tyra | Cooks Helper |
| | Stepanek | Rosemary | Sp Education Paraprofessional |
| | Webb | Candy | Paraprofessional ISS |
| <i>Maintenance</i> | | | |
| | Bronk | Mark | Maintenance |
| | Dellenbaugh | Daniel | Full Time Sub Custodian |
| | Kern | Lydia | Maintenance |

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> |
|-----------------------|------------------|-------------------|---------------------------|
| | Roof | Adam | Full Time Maintenance |
| | Skinner | Linda | Secretary |
| | Wohldmann | Denise | Full Time Sub Custodian |
| | Wohldmann | Lawrence | Full Time Maintenance |
| <i>Technology</i> | | | |
| | Hughes | Peggy | Data Mgmt. Specialist |
| | Mowdy | Trevor | Computer Support Tech I |
| | Sullaway | Greg | Systems Analyst |
| <i>Transportation</i> | | | |
| | Allums | James | Route Driver |
| | Avila | Briana | Route Driver |
| | Berg | John | Special Needs Driver |
| | Birdwell | Susan | Transportation Secretary |
| | Brown | Melissa | Special Needs Driver |
| | Burns | Brenda | Route Driver |
| | Canada | Sabrina | Route Driver |
| | Christian | Russell | Maintenance Assistant |
| | Deaton | Gerald | Mechanic |
| | Eaks | Ann | Bus Monitor |
| | Gilstrap | Leola | Bus Monitor |
| | Harvey | Manwana | Route Driver |
| | Hicks | Amber | Route Driver |
| | Hudson | Marsha | Route Driver |
| | Hunteman | John | Route Driver |
| | Johns | Lisa | Route Driver |
| | Lee | Tammy | Bus Monitor |
| | Main | David | Route Driver |
| | Martin | Paul | Route Driver |
| | McClain | Yvette | Special Needs Driver |
| | Peck | Christine | Route Driver |
| | Peck | Gregory | Special Needs Bus Driver |
| | Peck | Hailey | Bus Monitor |
| | Powell | Alicia | Route Driver |
| | Robinson | Lewis | Route Driver |
| | Short | David | Route Driver |
| | Spradling | Mitzie | Route Driver |
| | Thompson | Jamie | Route Driver |
| | Thompson | John | Route Driver |
| | Toon-Daves | Shelley | Special Needs Driver |
| | Vincilione | Raoul | Route Driver |
| | Wainscott | Joshua | Special Needs Bus Driver |
| | Wainscott | Nita | Sp Needs Bus Monitor |
| | Wainscott | Sabrina | Bus Monitor |

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> |
|-------------|------------------|-------------------|---------------------------|
| | Warner | Barbara | Route Driver |
| | Welch | Chester | Mechanic |
| | Williams | Jane | Dispatcher/Mapping Coord. |
| | Wilson | Dwayne | Route Driver |
| | Wright | William | Route Driver |

Teacher Rehire - Career or Probationary 2016-2017

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> | <i>In District Experience</i> | <i>Total Experience</i> | <i>Contract Type</i> |
|-----------------------|------------------|-------------------|----------------------------|-------------------------------|-------------------------|----------------------|
| <i>Administration</i> | | | | | | |
| | Holderman | Marsha | District RTI/Assessmen | 29 | 29 | Career |
| | Koch | Judee | School Psychologist | 11 | 11 | Career |
| | Smedley | Angie | School Psychologist | 9 | 10 | Career |
| | Steffensen | Marylyn | Psychometrist | 35 | 41 | Career |
| <i>Central</i> | | | | | | |
| | Creed | Rebecca | Library Media Specialis | 10 | 10 | Career |
| | Harry | Verlene | Title I - Interventionist | 29 | 31 | Career |
| | Lyons | Calee | 1st Grade | 13 | 15 | Career |
| | Murray | Susan | Sp Ed EC Central/Cott | 6 | 27 | Career |
| | Owens | Jessica | 1st Grade | 9 | 9 | Career |
| | Paul | Amanda | 1st Grade | 3 | 3 | Career |
| | Shaffer | Dixie | 1st Grade | 13 | 15 | Career |
| | Thompson | April | Counselor | 2 | 18 | Probationary |
| | Trindle | Shonna | 1st Grade | 10 | 10 | Career |
| | Ward | Delma | 1st Grade | 2 | 15 | Probationary |
| <i>Cotteral</i> | | | | | | |
| | Abbott | Kaylee | Kindergarten | 3 | 5 | Career |
| | Beeby | Laura | Kindergarten | 11 | 15 | Career |
| | Bell | Carolyn | Speech Pathologist | 23 | 39 | Career |
| | Blewett | Tammy | Speech Pathologist | 23 | 23 | Career |
| | Brandon | Brenda | Sp Ed EC | 2 | 2 | Probationary |
| | Crockett | Russell | Physical Ed Kindergart | 3 | 11 | Career |
| | Davenport | Deanna | Kindergarten | 3 | 3 | Career |
| | Downs | Shana | Pre-K | 10 | 10 | Career |
| | Gillett | Rhonda | Pre-K | 16 | 17 | Career |
| | Henson | Cara | Kindergarten | 7 | 7 | Career |
| | Jensen | Kathleen | Library Media Specialis | 2 | 10 | Probationary |
| | King | Tracey | Kindergarten | 4 | 4 | Career |
| | Lausen | Sarah | Kindergarten | 4 | 4 | Career |
| | Mungai | Jamie | Autism | 8 | 13 | Career |
| | Reames | Dawn | Title II - Instructional C | 29 | 29 | Career |
| | Rice | Desirae | Pre-K | 9 | 9 | Career |
| | Stansbury | Tonya | Kindergarten | 11 | 14 | Career |
| | Thomason | Kimberly | Kindergarten | 14 | 18 | Career |
| | Young | Kathleen | Kindergarten | 4 | 4 | Career |

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> | <i>In District Experience</i> | <i>Total Experience</i> | <i>Contract Type</i> |
|----------------|------------------|-------------------|---------------------------|-------------------------------|-------------------------|----------------------|
| <i>Fogarty</i> | | | | | | |
| | Alexander | Jamie | 2nd Grade | 11 | 14 | Career |
| | Brown | Carmen | 2nd Grade | 9 | 9 | Career |
| | Cotton | Lesley | Fogarty Intern Asst. Pri | 4 | 4 | Career |
| | Crawford | Cynthia | Intervention | 28 | 28 | Career |
| | Green | Sherryl | 2nd Grade | 11 | 15 | Career |
| | Ingle | Amy | 2nd Grade | 7 | 7 | Career |
| | Mann | Elizabeth | Library Media | 8 | 8 | Career |
| | Monnahan | Trenda | Physical Education | 24 | 24 | Career |
| | Moore | Amber | 2nd Grade | 3 | 3 | Career |
| | Perring | Amanda | 3rd Grade | 4 | 5 | Career |
| | Privette | Jennifer | 2nd Grade | 9 | 12 | Career |
| | Ritter | Patsy | 3rd Grade | 10 | 10 | Career |
| | Rosenbach | Kathryn | 3rd Grade | 10 | 16 | Career |
| | Siess | Tonia | 2nd Grade | 5 | 5 | Career |
| | Smith | Ruth | 3rd Grade | 10 | 37 | Career |
| | Wallraven | Contessa | 3rd Grade | 5 | 5 | Career |
| | Williams | Angela | Sp Ed Mild/Mod 2-3 LD | 4 | 13 | Career |
| <i>GUES</i> | | | | | | |
| | Adams | Tambra | 5th Grade | 17 | 17 | Career |
| | Benham | Laura | Sp. Ed. MR/MD | 22 | 22 | Career |
| | Bohlman | Patti | Sp Ed Mild/Mod 1/2 ID | 2 | 2 | Probationary |
| | Brassard | Cathy | Physical Education | 22 | 25 | Career |
| | Brown | Charleen | 4th Grade | 3 | 23 | Career |
| | Davis | Pamela | Library Media | 16 | 19 | Career |
| | Durham | Christine | 6th Grade | 4 | 4 | Career |
| | Friese | Gregory | 5th Grade | 11 | 17 | Career |
| | Good | Lisa | Title I - 4th Reading | 27 | 27 | Career |
| | Hays | DaNena | 5th Grade | 2 | 3 | Probationary |
| | Hedge | Clarence | Physical Education | 15 | 15 | Career |
| | Hedge | Cynthia | 4th Grade | 18 | 18 | Career |
| | Higgins | Katie | Sp Ed Mild/Mod LD 5th | 2 | 2 | Probationary |
| | Hinkle | Kimberly | 4th Grade | 11 | 11 | Career |
| | Hoskins | Stacie | 6th Grade Language Ar | 2 | 9 | Probationary |
| | Jarnagin | Glenda | 4th Grade | 22 | 22 | Career |
| | McCoy | Afton | 5th Grade | 3 | 3 | Career |
| | Mitchell | Charlotte | 6th Grade Social Studi | 22 | 28 | Career |
| | Pratt | Cheryl | K-6 Gifted Talented | 23 | 23 | Career |
| | Ross | Jackie | 4th Grade | 9 | 10 | Career |

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> | <i>In District Experience</i> | <i>Total Experience</i> | <i>Contract Type</i> |
|--------------------|------------------|-------------------|---------------------------|-------------------------------|-------------------------|----------------------|
| | Russell | Donna | Math | 13 | 13 | Career |
| | Stone | Belinda | Counselor | 30 | 32 | Career |
| | Turner | Emily | Instructional Coach | 10 | 12 | Career |
| | Way | Michael | Music | 6 | 16 | Career |
| | Wiss | Ryan | 5th Grade | 17 | 17 | Career |
| | Yost | Shari | 6th Grade | 9 | 9 | Career |
| <i>High School</i> | | | | | | |
| | Allen | Joyce | Drama/Speech | 36 | 36 | Career |
| | Baker | Lindsey | Art | 8 | 8 | Career |
| | Barrett | Kimberly | Social Studies | 10 | 10 | Career |
| | Beeby | Kelly | I.S.S. | 11 | 20 | Career |
| | Benson | Juana | Concurrent Adv./Bus. I | 15 | 17 | Career |
| | Berryman | Shelley | Drama | 23 | 23 | Career |
| | Blackburn | Robert | Band Director | 11 | 17 | Career |
| | Blakemore | Kristi | Counselor HS/Jr High | 3 | 3 | Career |
| | Chadd | Joyce | Counselor | 16 | 20 | Career |
| | Fields | Monetta | Algebra I | 2 | 9 | Probationary |
| | Hodge | Jordan | Physical Education | 4 | 4 | Career |
| | Hoskins | Ryan | Biology | 2 | 9 | Probationary |
| | Hudson | Mary | Library Media | 15 | 22 | Career |
| | Jones | Tonya | Computer Apps/Web P | 3 | 5 | Career |
| | Kinzie | Patsy | Sp. Ed. MR | 25 | 33 | Career |
| | Kroth | Lisa | Sp. Ed. MR | 15 | 17 | Career |
| | Kuriger | Tamara | Sp. Ed. Mild/Mod Math | 6 | 16 | Career |
| | Lausen | Ted | Social Studies | 9 | 18 | Career |
| | Meshew | Ricky | Health | 27 | 28 | Career |
| | Mick | Scott | Personal Fin Lit | 14 | 14 | Career |
| | Myers | Monte | Algebra | 2 | 8 | Probationary |
| | Oneill | Jennifer | Science | 5 | 14 | Career |
| | Perring | Billy | Vocal Music | 21 | 24 | Career |
| | Perring | Matthew | English | 4 | 4 | Career |
| | Porter | Casey | Sp. Ed. MR | 19 | 19 | Career |
| | Redus | Michelle | Science | 17 | 18 | Career |
| | Reynolds | Rachael | Keyboarding/Computer | 2 | 6 | Probationary |
| | Rice | Jason | Social Studies | 6 | 6 | Career |
| | Salas | Gloria | Spanish II | 7 | 11 | Career |
| | Simek | Sherri | Math | 4 | 22 | Career |
| | Smith | Lauren | English | 2 | 2 | Probationary |
| | Stevens | Justin | Computer Apps | 5 | 5 | Career |

| <i>Site</i> | <i>Last Name</i> | <i>First Name</i> | <i>Current Assignment</i> | <i>In District Experience</i> | <i>Total Experience</i> | <i>Contract Type</i> |
|--------------------|------------------|-------------------|---------------------------|-------------------------------|-------------------------|----------------------|
| | Stevenson | Jennifer | Sp Ed Mild/Mod 10-12 | 2 | 23 | Probationary |
| | Tarrant | Kara | Government | 3 | 10 | Career |
| | Wade | Margaret | Counselor | 19 | 19 | Career |
| | Wilson | Phyllis | PE 1/2 day//Faver 1/2 d | 16 | 16 | Career |
| | Woodard | Eric | Science HS/Faver | 11 | 22 | Career |
| | Young | Tyler | HS Computer App | 4 | 4 | Career |
| <i>Junior High</i> | | | | | | |
| | Barbour | Teresa | Counselor | 26 | 26 | Career |
| | Bertolino | Julie | Spec Ed Mild/Mod | 3 | 3 | Career |
| | Canning | Ruth | 7th Science | 23 | 23 | Career |
| | Cochrane | Sharon | Title I Reading | 6 | 15 | Career |
| | Dearing | Bryan | 8th History | 9 | 9 | Career |
| | Geiser | Justin | 7th Grade Geography | 2 | 3 | Probationary |
| | Gillett | Ronald | 7th Reading | 4 | 4 | Career |
| | Howard | Patrick | Art JH | 2 | 19 | Probationary |
| | Ice | Kathy | 8th Grade Science | 10 | 17 | Career |
| | LeGrande | Sharolyn | Keyboarding | 18 | 19 | Career |
| | Maltz | Shurlyn | 8th Math/Algebra | 21 | 21 | Career |
| | Mick | Jeri | Library Media | 9 | 9 | Career |
| | Morgan | Seth | Math | 6 | 6 | Career |
| | O'Connor | Jack | Physical Education | 23 | 23 | Career |
| | Ogle | Tina | 7th Science | 10 | 15 | Career |
| | Ross | Aubrey | Vocal Music | 2 | 2 | Probationary |
| | Stevenson | Sheri | SP ED Mild/Mod 7th L | 3 | 3 | Career |
| <i>Technology</i> | | | | | | |
| | Wilson | Maria | Instructional Tech Spec | 18 | 33 | Career |

Guthrie Public Schools District Level Administrators

| <i>LastName</i> | <i>FirstName</i> | <i>Assignment</i> | <i>Site</i> | <i>Total Experience</i> |
|-----------------|------------------|-------------------|-------------|-------------------------|
| Chappell | Jon | Athletic Director | High School | 25 |

Guthrie Public Schools
Property Committee Meeting
May 2, 2016
5:00 p.m.

Members present: Dr. Mike Simpson, Dennis Schulz, Doug Ogle, Jerry Gammill, Sharon Watts, Jennifer Bennett-Johnson, Terry Pennington, and Linda Skinner.

Also in attendance: Oklahoma LED President Josef Schrader and another representative from Oklahoma LED

Mr. Josef Schrader discussed the options and benefits regarding the LED conversion project.

Mr. Gammill spoke on the following items:

Expenditure Reports:

- Summarized the expenses for April
- Outlined new Purchase Orders for April

Completed Projects:

- 157 Work-Orders completed in March

Projects in Progress:

- Currently have 79 Work-Orders in progress
- Smart Boards to install
- Vo-Ag barns construction
- Preparing for summer cleaning
- Quotes for mowing services
- DOL inspection of Jr. High building

**Guthrie Public Schools
Finance Committee Meeting
May 3, 2016
4:00 P.M.**

In Attendance: Dr. Mike Simpson, Dennis Schulz, Doug Ogle, Carmen Walters, Eldona Wooduff, Janna Pierson, Tina Smedley, Gail Davis and Vicki Biggs.

Mr. Schulz opened the meeting informing the committee the first pages were routine financial reports and to contact him if they had questions. He also let the committee know the interest rates were remaining steady.

Mr. Schulz spoke on the following:

Clearwater Enterprise Renewal

This renewal is for the purchase of natural gas for five of the districts' locations.

Child Nutrition Summer Feeding Program

Approval of this application is requested from the State Department each year. The program will only be offered during the month of June.

BuyBoard Continuing Contract

This is a continual membership for 2016-17 that needs to be ratified each year.

School to Work-Oklahoma Department of Rehab

This program gives some of our special needs students the opportunity to work part time. The district is reimbursed for the costs.

YMCA Summer Transportation Request

The YMCA is requesting the use of the districts' buses and drivers to transport the summer program students for various field trips.

Edgenuity Contract Renewal

This is for the Virtual Classroom at Faver and the High School for 2016-17.

Guthrie Public Schools
Curriculum Committee Meeting
May 3, 2016
5:00 P.M.

Members Present: Dr. Mike Simpson, Carmen Walters, Doug Ogle, Eldona Woodruff, Janna Pierson, Travis Sallee, Gail Davis and Sheryl Miles

Discussion Items:

Carmen Walters:

Remedial Summer School Program

- Summer School will be funded completely by Title I

Site School Improvement Plans

- Each school site in our district completes an annual Site Improvement Plan
- The plan is reviewed and updated each year at the Data Retreat
- The plan contains a needs assessment based on data from various assessments and reform strategies
- All site plans are combined together to meet district accreditation requirements