



**NOTICE IS HEREBY GIVEN THAT A REGULAR MEETING OF THE BOARD OF EDUCATION OF THE IDABEL PUBLIC SCHOOLS DISTRICT I-005, MCCURTAIN COUNTY, OKLAHOMA WILL BE HELD IN THE CONFERENCE ROOM AT THE IDABEL PUBLIC LIBRARY, 103 EAST MAIN, IDABEL, OK 74745 ON July 11, 2019 AT 5:30 PM WITH THE FOLLOWING ITEMS TO BE CONSIDERED:**

**AGENDA  
REGULAR MEETING OF THE BOARD OF EDUCATION  
July 11, 2019**

1. **OPENING: CALL TO ORDER AND ROLL CALL OF MEMBERS.**
  - A. **PRESIDENT: BRENT BOLEN**
  - B. **VICE PRESIDENT: DONNIE BUTLER**
  - C. **CLERK: CLAIRE LEHR-DOWNING**
  - D. **MEMBER: DARRELL COURTNEY**
  - E. **MEMBER: JERRY ROBINSON**
2. **CONSENT AGENDA: VOTE TO APPROVE OR DISAPPROVE THE FOLLOWING ITEMS:**
  - A. **MINUTES OF JUNE 10 2019 REGULAR MEETING.**  
**\* REVISED 307 DUE TO CLERICAL ERROR. ACTION NOTES MADE PER KEMPER AND JENKINS. CORRECTED COPY PUT IN JUNE MINUTES.**
  - B. **TREASURER'S REPORT**
  - C. **ENCUMBRANCES**

- D. **GENERAL FUND 11- PO # 10-175  
5 MILL BUILDING FUND 21- PO # 1  
CHILD NUTRITION FUND 22- PO # 4-13**
  
  - E. **ACTIVITY FUND BALANCES**
  
  - F. **ACTIVITY TRANSFERS**
  
  - G. **RESIGNATIONS:  
DONNA WYATT- TEACHER ASSISTANT- EVEN START**
  
  - H. **NEW ASSIGNMENTS:  
RJ THREADGILL- PARAPROFESSIONAL- HIGH SCHOOL  
PATRICIA YOUNG- ASSISTANT CHEER COACH- HIGH SCHOOL  
MALLAREY BULLOCK- TEACHER- HIGH SCHOOL  
DEE COOPER- COACH- HIGH SCHOOL**
- 
- 3. **PRINCIPALS'/DIRECTORS' REPORT**
  
  - 4. **SUPERINTENDENT'S REPORT**
  
  - 5. **VOTE TO APPROVE OR DISAPPROVE THE NEW 2019 IDABEL PUBLIC SCHOOL SALARY SCHEDULE.**
  
  - 6. **VOTE TO APPROVE OR DISAPPROVE TRANSPORTATION SCHOOL BUS BIDS FOR EVEN START.**
  
  - 7. **DISCUSSION ABOUT CHILD NUTRITION RFP BIDS.**
  
  - 8. **VOTE TO APPROVE OR DISAPPROVE AN ALTERNATIVE EDUCATION AGREEMENT WITH DENISON ELEMENTARY SCHOOL 2019-2020.**
  
  - 9. **VOTE TO APPROVE OR DISAPPROVE THE DISTRICT DEREGULATION APPLICATION FOR THE 1080 HOUR SCHOOL YEAR. 2019-2020 SCHOOL YEAR.**
  
  - 10. **VOTE TO APPROVE OR DISAPPROVE DEREGULATION APPLICATION FOR ALTERNATIVE EDUCATION PROGRAM. 2019-2020 SCHOOL YEAR. (THE WARRIOR ACADEMY)**

11. **POSSIBLE CONSIDERATION AND VOTE BY THE IDABEL PUBLIC SCHOOL BOARD TO ADOPT THE RESOLUTION TO ENDORSE THE CCOSA BLENDED/VIRTUAL LEARNING FRAMEWORK THAT INCLUDES STANDARDS FOR HIGH QUALITY BLENDED AND VIRTUAL EDUCATION, AND TO UTILIZE THE TENETS OF THE FRAMEWORK IN THE DEVELOPMENT OF NEW BLENDED/VIRTUAL LEARNING OPPORTUNITIES, OR IN THE ASSESSMENT OF EXISTING BLENDED/VIRTUAL LEARNING PROGRAMS.**
  
12. **VOTE TO APPROVE OR DISAPPROVE CHILDREN'S INTERNET PROTECTION ACT (CIPA) ANNUAL APPROVAL NEEDED. WE WILL USE PALO ALTO FOR OUR TECHNOLOGY PROTECTION MEASURE INTERNET FILTERING SOFTWARE**
  
13. **VOTE TO APPROVE OR DISAPPROVE TO USE THE OSSBA CUSTOMIZED POLICY SERVICE \$6,000 DISTRICT RECEIVES: 100 NEW POLICIES, CODIFICATION OF EACH POLICY IN ACCORDANCE WITH THE OSSBA UNIFORM CODING SYSTEM, DRAFT COPY OF MANUAL FOR REVIEW, REVISION AND APPROVAL, TABLE OF CONTENTS, POLICY MANUAL IN CUSTOMIZED BINDER AND TABBED FOR EASY REFERENCE UPON APPROVAL, MANUAL FOR EACH BOARD MEMBER, ONE YEAR SUBSCRIPTION TO THE OSSBA POLICY NEWSLETTER, AND AN ELECTRONIC VERSION OF CUSTOMIZED MANUAL TO POST ON OUR WEBSITE. OSSBA WILL REVIEW BOARD MINUTES FOR THE PAST THREE YEARS, REVIEW DISTRICT HANDBOOKS, REVIEW NEGOTIATED AGREEMENTS, AND REVIEW THE CURRENT POLICY MANUAL AN/OR OTHER WRITTEN POLICIES.**
  
14. **VOTE TO APPROVE OR DISAPPROVE CONTINUE EMPLOYMENT CONTRACT FOR MCCURTAIN COUNTY SPORTS NETWORK TO STREAM SELECT ATHLETIC EVENTS.**
  
15. **VOTE TO APPROVE OR DISAPPROVE TO CONTINUE EMPLOYMENT CONTRACT FOR KBEL RADIO TO BROADCAST IDABEL WARRIOR FOOTBALL GAMES, SELECT BASKETBALL AND BASEBALL GAMES.**
  
16. **VOTE TO APPROVE OR DISAPPROVE THE SUMMER EMPLOYMENT OF COACHES FOR SUMMER MAINTENANCE WORKERS FOR MAY 14TH- AUG 6 2019 AT \$15 HOUR--A REVISION OF THE PREVIOUS VOTE IN MAY FOR \$10 HOUR.  
SHUNTEZ SMITH- \$15 HR  
JEREMY BEAN- \$15 HR  
SCOTT PRATT- \$15 HR  
TREVOR MATLOCK- \$1600 STIPEND**
  
17. **VOTE TO APPROVE OR DISAPPROVE CONTRACT WITH EDUSKILLS EL RENEWAL FOR THE 2019-20 FISCAL YEAR**
  
18. **DISCUSSION, MOTION AND POSSIBLE ACTION TO APPROVE OR NOT TO APPROVE ENTRY INTO AN AGREEMENT WITH THE COOPERATIVE COUNCIL FOR OKLAHOMA SCHOOL ADMINISTRATION (CCOSA) TO PARTICIPATE IN THE CCOSA DISTRICT LEVEL SERVICES PROGRAM FOR THE 2019-20 FISCAL YEAR**

19. **VOTE TO APPROVE OR DISAPPROVE CHANGES TO THE FOLLOWING SCHOOLS HANDBOOKS FOR 2019-2020**
  - A. **HIGH SCHOOL: SEE ATTACHMENT PERSONNEL CHANGES, DISCIPLINE, TARDIES, EDUCATION PROGRAM**
20. **B. MIDDLE SCHOOL: \*SEE ATTACHMENT**
  - UPDATING CALENDARS, PERSONNEL, SCHEDULES
  - VALENTINE DELIVERY CHANGES
  - DISCIPLINE CHANGES
  - CELL PHONE VIOLATIONS
  - C. **CENTRAL: NO CHANGES**
  - D. **PRIMARY SOUTH: NO CHANGES**
  - E. **EVEN START: NO CHANGES**
  - F. **SUPPORT: NO CHANGES**
21. **VOTE TO APPROVE OR DISAPPROVE TO ACCEPT THE CHOCTAW NATION YOUTH ADVISORY BOARD (YAB) AS AN APPROVED EXTRACURRICULAR ACTIVITY IN IDABEL PUBLIC SCHOOLS.**
22. **VOTE TO GO INTO PROPOSED EXECUTIVE SESSION TO DISCUSS THE FOLLOWING ITEMS: AUTHORIZED BY: 25 O.S. SECTION 307 (B)(1)(2).**
  - A. **1. EMPLOYMENT OF:**
    - A. **KAITLIND ANDERSON- TEACHER ASSISTANT- EVEN START**
    - B. **MACEY WALLIS- TEACHER- PRIMARY SOUTH**
    - C. **JEFFERY JONES- SCIENCE TEACHER- MIDDLE SCHOOL**
    - D. **CAMILLE CRANE- PARAPROFESSIONAL- PRIMARY SOUTH**
    - E. **LOIS ANDERSON- PARAPROFESSIONAL- CENTRAL**
  - 2. VOTE TO APPROVE OR DISAPPROVE THE SUPERINTENDENTS CONTRACT**
23. **ACKNOWLEDGE THE BOARD HAS RETURNED TO OPEN SESSION**
24. **EXECUTIVE SESSION MINUTES COMPLIANCE: STATEMENT BY BOARD PRESIDENT: THE IDABEL BOARD OF EDUCATION MET IN EXECUTIVE SESSION FOR THE PURPOSE OF:**
  - 1. EMPLOYMENT :**
    - A. **KAITLIND ANDERSON- TEACHER ASSISTANT- EVEN START**
    - B. **MACEY WALLIS- TEACHER- PRIMARY SOUTH**
    - C. **JEFFERY JONES- SCIENCE TEACHER- MIDDLE SCHOOL**
    - D. **CAMILLE CRANE- PARAPROFESSIONAL- PRIMARY SOUTH**
    - E. **LOIS ANDERSON- PARAPROFESSIONAL- CENTRAL**
  - 2. VOTE TO APPROVE OR DISAPPROVE THE SUPERINTENDENTS CONTRACT**
25. **VOTE TO APPROVE OR DISAPPROVE:**
  - 1. EMPLOYMENT OF:**
    - A. **KAITLIND ANDERSON- TEACHER ASSISTANT- EVEN START**
    - B. **MACEY WALLIS- TEACHER- PRIMARY SOUTH**
    - C. **JEFFERY JONES- SCIENCE TEACHER- MIDDLE SCHOOL**
    - D. **CAMILLE CRANE- PARAPROFESSIONAL- PRIMARY SOUTH**
    - E. **LOIS ANDERSON- PARAPROFESSIONAL- CENTRAL**

**2. VOTE TO APPROVE OR DISAPPROVE THE SUPERINTENDENTS CONTRACT**

26. **CONSIDER AND POSSIBLE ACTION ON ANY MATTER NOT KNOWN ABOUT OR WHICH COULD NOT HAVE BEEN REASONABLY FORSEEN PRIOR TO THE TIME OF PREPARATION OF THE AGENDA FOR THE REGULARLY SCHEDULED MEETING.**

27. **VOTE TO ADJOURN**



**MINUTES OF  
Idabel Public Schools  
REGULAR MEETING OF THE BOARD OF EDUCATION  
June 10, 2019**

THE Idabel Public Schools, IDABEL INDEPENDENT SCHOOL DISTRICT NUMBER FIVE,  
IDABEL, OKLAHOMA MET June 10, 2019 AT 5:30 PM WITH THE FOLLOWING  
MEMBERS PRESENT:

Attendance Taken at 5:37 PM.

Brent Bolen: Present  
Donny Butler: Present  
Darrell Courtney: Present  
Claire Downing: Present  
Jerry Robinson: Absent

Attendance Update Taken at 5:53 PM.

Jerry Robinson: Present

**1. OPENING: CALL TO ORDER AND ROLL CALL OF MEMBERS.**

- A. PRESIDENT: BRENT BOLEN
- B. VICE PRESIDENT: DONNIE BUTLER
- C. CLERK: CLAIRE LEHR-DOWNING
- D. MEMBER: DARRELL COURTNEY
- E. MEMBER: JERRY ROBINSON

**2. BOARD TO TAKE ACTION ON THE EMPLOYMENT OF STEPHEN H. MCDONALD & ASSOCIATES, INC. AS FINANCIAL CONSULTANT TO THE SCHOOL DISTRICT.**

MOTION TO APPROVE THE BOARD TO TAKE ACTION ON THE EMPLOYMENT OF STEPHEN H. MCDONALD & ASSOCIATES, INC. AS FINANCIAL CONSULTANT TO THE SCHOOL DISTRICT. Passed with a motion by Darrell Courtney and a second by Donny Butler.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**3. BOARD TO CONSIDER AND TAKE ACTION ON A RESOLUTION AUTHORIZING THE CALLING AND HOLDING OF A SPECIAL ELECTION TO BE HELD IN THIS SCHOOL DISTRICT TO AUTHORIZE THE ISSUANCE OF GENERAL OBLIGATION BONDS.**

MOTION TO APPROVE THE BOARD TO CONSIDER AND TAKE ACTION ON A RESOLUTION AUTHORIZING THE CALLING AND HOLDING OF A SPECIAL ELECTION TO BE HELD IN THIS SCHOOL DISTRICT TO AUTHORIZE THE ISSUANCE OF GENERAL OBLIGATION BONDS. Passed with a motion by Darrell Courtney and a second by Donny Butler.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**4. CONSENT AGENDA: VOTE TO APPROVE OR DISAPPROVE THE FOLLOWING ITEMS:**

Motion to approve the consent agenda Passed with a motion by Darrell Courtney and a second by Donny Butler.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Absent  
Yea: 4, Nay: 0, Absent: 1

**A. MINUTES OF MAY 13, 2019 REGULAR MEETING.**

**B. TREASURER'S REPORT**

**C. ENCUMBRANCES**

2018-2019 GENERAL FUND 11 - #907-920  
2018-2019 CHILD NUTRITION 22 #68  
2019-2020 GENERAL FUND 11 #1-9  
19-20 CHILD NUTRITION FUND 22 #1-3  
19-20 SINKING FUND 41 #1-2

**D. ACTIVITY FUND BALANCES**

**E. ACTIVITY FUND NEW ACCOUNT**

**F. RESIGNATIONS.**

**1. RESIGNATIONS:**

COURTNEY FIPPS NEWMAN- SCIENCE TEACHER- MIDDLE SCHOOL  
RACHEL BRYANT- PARAPROFESSIONAL- CENTRAL  
ANNETTE AZLIN- MATH TEACHER- MIDDLE SCHOOL

**5. PRINCIPALS'/DIRECTORS' REPORT**

**6. SUPERINTENDENT'S REPORT**

**7. DISCUSSION AND POSSIBLE ACTION TO EMPLOY SOONER CONSTRUCTION MANAGEMENT SERVICES, INC 190 SOUTH THREE MILE ROAD, FT. GIBSON OK. TO COMPLETE CONSTRUCTION OF THE PROPOSED BOND PROJECTS.**

MOTION TO APPROVE TO EMPLOY SOONER CONSTRUCTION MANAGEMENT SERVICES, INC 190 SOUTH THREE MILE ROAD, FT. GIBSON OK. TO COMPLETE CONSTRUCTION OF THE PROPOSED BOND PROJECTS. Passed with a motion by Donny Butler and a second by Darrell Courtney.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**8. DISCUSSION AND POSSIBLE ACTION TO EMPLOYE BOYNTON WILLIAMS & ASSOCIATES, 900 36<sup>TH</sup> AVENUE NW STE. #100 NORMAN OKLAHOMA 73072 TO DESIGN AND ASSIST IN CONSTRUCTION OF THE PROPOSED BOND PROJECTS.**

MOTION TO APPROVE TO EMPLOYE BOYNTON WILLIAMS & ASSOCIATES, 900 36TH AVENUE NW STE. #100 NORMAN OKLAHOMA 73072 TO DESIGN AND ASSIST IN CONSTRUCTION OF THE PROPOSED BOND PROJECTS. Passed with a motion by Jerry Robinson and a second by Darrell Courtney.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
ClaireDowning: Yea  
Jerry Robinson: Yea

Yea: 5, Nay: 0

**9. VOTE TO APPROVE OR DISAPPROVE THE SURPLUS OF ITEMS FROM CENTRAL ELEMENTARY SCHOOL. ADDENDUM A (SEE ATTACHED)**

**10. DISCUSSION AND REVIEW OF IDABEL PUBLIC SCHOOLS STUDENT ACCIDENT INSURANCE OPTIONS FOR THE 2019-2020 SCHOOL YEAR.**

MOTION TO APPROVE SURPLUS ITEMS AT CENTRAL. SEE ATTACHMENT  
Passed with a motion by Claire Downing and a second by Darrell Courtney.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea

Yea: 5, Nay: 0

**11. DISCUSSION AND VOTE TO APPROVE OR DISAPPROVE TO CONTINUE THE CURRENT PROPERTY AND CASUALTY INSURANCE WITH OKLAHOMA SCHOOLS INSURANCE GROUP (OSIG) FOR 2019-2020 OR THE NEW PROPOSAL INCREASING COVERAGE.**

MOTION TO APPROVE TO CONTINUE THE CURRENT PROPERTY AND CASUALTY INSURANCE WITH OKLAHOMA SCHOOLS INSURANCE GROUP (OSIG) FOR 2019-2020 OR THE NEW PROPOSAL INCREASING COVERAGE. Passed with a motion by Donny Butler and a second by Darrell Courtney.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**12. VOTE TO APPROVE OR DISAPPROVE TO CONTINUE MEMBERSHIP WITH OKLAHOMA STATE SCHOOL BOARDS ASSOCIATION FOR 2019-2020.**

MOTION TO APPROVE TO CONTINUE MEMBERSHIP WITH OKLAHOMA STATE SCHOOL BOARDS ASSOCIATION FOR 2019-2020. Passed with a motion by Darrell Courtney and a second by Donny Butler.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**13. VOTE TO APPROVE OR DISAPPROVE TO CONTINUE UNEMPLOYMENT SERVICES WITH OPSUCA FOR 2019-2020**

MOTION TO APPROVE TO CONTINUE UNEMPLOYMENT SERVICES WITH OPSUCA FOR 2019-2020 Passed with a motion by Darrell Courtney and a second by Jerry Robinson.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**14. VOTE TO APPROVE OR DISAPPROVE TO CONTINUE WORKERS COMPENSATION INSURANCE WITH OSAG (OKLAHOMA SCHOOL ASSURANCE GROUP) FOR 2019-2020**

MOTION TO APPROVE TO CONTINUE WORKERS COMPENSATION INSURANCE

WITH OSAG  
(OKLAHOMA SCHOOL ASSURANCE GROUP) FOR 2019-2020 Passed with a motion  
by Darrell Courtney and a second by Claire Downing.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**15. VOTE TO APPROVE OR DISAPPROVE THE 2019-2020 COOPERATIVE AGREEMENT/TITLE III CONSORTIUM WITH MCALESTER PUBLIC SCHOOLS. MOTION TO APPROVE THE 2019-2020 COOPERATIVE AGREEMENT/TITLE III CONSORTIUM WITH MCALESTER PUBLIC SCHOOLS. Passed with a motion by Darrell Courtney and a second by Jerry Robinson.**

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**16. VOTE TO APPROVE OR DISAPPROVE FORM 307 TO ADD APPROPRIATIONS FOR STATE AND FEDERAL FUNDS**

**MOTION TO APPROVE FORM 307 TO ADD APPROPRIATIONS FOR STATE AND FEDERAL FUNDS Passed with a motion by Darrell Courtney and a second by Claire Downing.**

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**17. VOTE TO APPROVE OR DISAPPROVE THE SCHOOL DISTRICT TREASURER TO CONTINUE TO DEPOSIT ALL INTEREST EARNINGS IN THE IDABEL NATIONAL BANK ACCOUNT INTO THE GENERAL FUND FOR 2018-2019.**

**MOTION TO APPROVE THE SCHOOL DISTRICT TREASURER TO CONTINUE TO DEPOSIT ALL INTEREST EARNINGS IN THE IDABEL NATIONAL BANK ACCOUNT INTO THE GENERAL FUND FOR 2018-2019. Passed with a motion by Claire Downing and a second by Jerry Robinson.**

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea

Jerry Robinson: Yea

Yea: 5, Nay: 0

**18. VOTE TO APPROVE OR NOT APPROVE THE FOLLOWING:**

- A. SUPERINTENDENT DOUG BROWN AS PURCHASING AGENT FOR IDABEL INDEPENDENT SCHOOL DISTRICT, AUTHORIZED REPRESENTATIVE FOR ALL FEDERAL PROGRAMS INCLUDING E-RATE AND CHILD NUTRITION, AND DESIGNATED CUSTODIAN FOR THE GENERAL FUND, BUILDING FUND, CHILD NUTRITION FUND, CO-OP FUND, BOND FUND, ACTIVITY FUND, AND ALL FEDERAL PROGRAMS INCLUDING E-RATE, ALL STATE PROGRAMS, AND ALL OTHER SCHOOL PROGRAMS AND ACTIVITIES NOT LISTED FOR THE 2019-2020 SCHOOL YEAR.**
- B. CAROLYN JANZ AS AN AUTHORIZED REPRESENTATIVE OF IDABEL PUBLIC SCHOOLS CHILD NUTRITION PROGRAM**
- C. DEBRA MCGEE, PAYROLL CLERK FOR THE IDABEL PUBLIC SCHOOLS, AS THE SCHOOL'S TREASURER AND AUTHORIZED INVESTING OFFICER OF THE IDABEL PUBLIC SCHOOLS GENERAL, BUILDING, SINKING AND CHILD NUTRITION, CO-OP, AND BOND FUNDS AS DIRECTED BY THE SUPERINTENDENT OF SCHOOLS.**
- D. DOUG BROWN, DAWN BOURNE AND DEBRA MCGEE AS CUSTODIANS OF THE SCHOOL'S ACTIVITY FUND AND CHILD NUTRITION FUND ACCOUNTS; DOUG BROWN AS PURCHASING AGENT AND INVESTING OFFICER OF IDABEL PUBLIC SCHOOL ACCOUNTS**
- E. DAWN BOURNE, AS THE MINUTES CLERK FOR THE IDABEL PUBLIC SCHOOLS**
- F. KRISTIN GREEN, AS THE ENCUMBRANCE CLERK FOR THE IDABEL PUBLIC SCHOOLS.**
- G. ALL OF THE ACTIVITY FUND EXPENDITURES FOR 2019-2020 AS PRESENTED IN ADDENDUM "A" (SEE ATTACHED.)**

**MOTION TO APPROVE THE FOLLOWING A, C-G. TABLE AGENDA ITEM B**

- A. SUPERINTENDENT DOUG BROWN AS PURCHASING AGENT FOR IDABEL INDEPENDENT SCHOOL DISTRICT, AUTHORIZED REPRESENTATIVE FOR ALL FEDERAL PROGRAMS INCLUDING E-RATE AND CHILD NUTRITION, AND DESIGNATED CUSTODIAN FOR THE GENERAL FUND, BUILDING FUND, CHILD NUTRITION FUND, CO-OP FUND, BOND FUND, ACTIVITY FUND, AND ALL FEDERAL PROGRAMS INCLUDING E-RATE, ALL STATE PROGRAMS, AND ALL OTHER SCHOOL PROGRAMS AND ACTIVITIES NOT LISTED FOR THE 2019-2020 SCHOOL YEAR.**
- B. CAROLYN JANZ AS AN AUTHORIZED REPRESENTATIVE OF IDABEL PUBLIC SCHOOLS CHILD NUTRITION PROGRAM**
- C. DEBRA MCGEE, PAYROLL CLERK FOR THE IDABEL PUBLIC SCHOOLS, AS THE SCHOOL'S TREASURER AND AUTHORIZED INVESTING OFFICER OF THE IDABEL PUBLIC SCHOOLS GENERAL, BUILDING, SINKING AND CHILD NUTRITION, CO-OP, AND BOND FUNDS AS DIRECTED BY THE SUPERINTENDENT OF SCHOOLS.**
- D. DOUG BROWN, DAWN BOURNE AND DEBRA MCGEE AS CUSTODIANS OF THE SCHOOL'S ACTIVITY FUND AND CHILD NUTRITION FUND ACCOUNTS; DOUG BROWN AS PURCHASING AGENT AND INVESTING OFFICER OF IDABEL PUBLIC SCHOOL ACCOUNTS**
- E. DAWN BOURNE, AS THE MINUTES CLERK FOR THE IDABEL PUBLIC SCHOOLS**
- F. KRISTIN GREEN, AS THE ENCUMBRANCE CLERK FOR THE IDABEL PUBLIC SCHOOLS.**
- G. ALL OF THE ACTIVITY FUND EXPENDITURES FOR 2019-2020 AS PRESENTED IN ADDENDUM "A" (SEE ATTACHED.) Passed with a motion by Darrell Courtney and a second by Donny Butler.**

Brent Bolen: Yea

Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**19. VOTE TO GO INTO PROPOSED EXECUTIVE SESSION TO DISCUSS THE FOLLOWING ITEMS: AUTHORIZED BY: 25 O.S. SECTION 307 (B)(1)(2).**

**MOTION TO GO INTO PROPOSED EXECUTIVE SESSION TO DISCUSS THE FOLLOWING ITEMS: AUTHORIZED BY: 25 O.S. SECTION 307 (B)(1)(2)** Passed with a motion by Darrell Courtney and a second by Donny Butler.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea

Yea: 5, Nay: 0

**A. EMPLOYMENT OF:**

- A. KELSEY ANDERSON- TEACHER- CENTRAL SCHOOL**
- B. CHADLEY DAVIS- MATH TEACHER- MIDDLE SCHOOL**
- C. DONAL WEATHERFORD- MATH TEACHER- MIDDLE SCHOOL**
- D. JOHN HARJO- DIRECTOR OF ALTERNATE EDUCATION**
- E. DISCUSSION AND POSSIBLE ACTION ON SUPERINTENDENTS CONTRACT**

**20. ACKNOWLEDGE THAT THE BOARD HAS RETURNED TO OPEN SESSION.**

**21. EXECUTIVE SESSION MINUTES COMPLIANCE: STATEMENT BY BOARD PRESIDENT: THE IDABEL BOARD OF EDUCATION MET IN EXECUTIVE SESSION FOR THE PURPOSE OF EMPLOYMENT.**

- A. KELSEY ANDERSON- TEACHER- CENTRAL SCHOOL**
- B. CHADLEY DAVIS- MATH TEACHER- MIDDLE SCHOOL**
- C. DONAL WEATHERFORD- MATH TEACHER- MIDDLE SCHOOL**
- D. JOHN HARJO- DIRECTOR OF ALTERNATE EDUCATION**
- E. DISCUSSION AND POSSIBLE ACTION ON SUPERINTENDENTS CONTRACT**

**22. VOTE TO APPROVE OR DISAPPROVE THE HIRING OF:**

- A. KELSEY ANDERSON- TEACHER- CENTRAL SCHOOL**
- B. CHADLEY DAVIS- MATH TEACHER- MIDDLE SCHOOL**
- C. DONAL WEATHERFORD- MATH TEACHER- MIDDLE SCHOOL**
- D. JOHN HARJO- DIRECTOR OF ALTERNATE EDUCATION**

**MOTION TO APPROVE THE HIRING OF:**

- A. KELSEY ANDERSON- TEACHER- CENTRAL SCHOOL**
- B. CHADLEY DAVIS- MATH TEACHER- MIDDLE SCHOOL**
- C. DONAL WEATHERFORD- MATH TEACHER- MIDDLE SCHOOL**
- D. JOHN HARJO- DIRECTOR OF ALTERNATE EDUCATION** Passed with a motion by Darrell Courtney and a second by Claire Downing.

Brent Bolen: Yea  
Donny Butler: Yea

Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**23. VOTE TO APPROVE OR DISAPPROVE CHANGES TO SUPERINTENDENT CONTRACT**

MOTION TO APPROVE CHANGES TO SUPERINTENDENT CONTRACT. BASE SALARY RAISE \$9336.13  
CHANGE UNUSED VACATION TO BE REDEEMED THE SAME AS SICK DAYS  
Passed with a motion by Darrell Courtney and a second by Donny Butler.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**24. CONSIDER AND POSSIBLE ACTION ON ANY MATTER NOT KNOWN ABOUT OR WHICH COULD NOT HAVE BEEN REASONABLY FORSEEN PRIOR TO THE TIME OF PREPARATION OF THE AGENDA FOR THE REGULARLY SCHEDULED MEETING.**

**MOTION TO CHANGE JULY 8TH BOARD MEETING TO JULY 11TH 2019** Passed with a motion by Darrell Courtney and a second by Claire Downing.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

**25. VOTE TO ADJOURN**

Motion to adjourn at 7:50 Passed with a motion by Darrell Courtney and a second by Donny Butler.

Brent Bolen: Yea  
Donny Butler: Yea  
Darrell Courtney: Yea  
Claire Downing: Yea  
Jerry Robinson: Yea  
Yea: 5, Nay: 0

Meeting Adjournment Time: 7:51 PM

\_\_\_\_\_  
BRENT BOLEN, PRESIDENT

  
\_\_\_\_\_  
DAWN BOURNE, MINUTES CLERK



REQUEST FOR APPROVAL OF STATE AID AND/OR FEDERAL FUNDS FOR SCHOOLS

Form 307

SCHOOL DISTRICT NO. I-005

To the County Clerk of McCURTAIN County, State of Oklahoma:

We, the undersigned, duly qualified and acting officers of the Governing Board of the aforementioned school district of said County and State hereby certify that the notice of approval of the following State and/or Federal Funds has been received and is currently on file in the school's business office:

We further certify that these funds are in addition to and in excess of the State and/or Federal funds previously appropriated for the school district. We, therefore, request that the School's appropriations be increased by the following amounts:

UNIVERSITY OF OKLAHOMA-REIMBURSE	000-1590	174.07
DENISON SCHOOL(LAST 1/2 BELL CONTRACT)	000-1590	5,088.05
STERICYCLE CLASS ACTION	000-1590	51.80
CHOCTAW NATION POSSEE(SUMMER SCHOOL)	015-1590	134,808.00
TEXTBOOKS	333-3420	468.71
USDE-IMPACT AID	591-4130	1,391.96
USE-IMPACT AID-DISABLED	592-4130	731.23
<b>TOTAL GENERAL FUND</b>		<b>142,713.82</b>

PURPOSE OF ITEM OR APPROPRIATION	PRIOR APPROVED APPROPRIATIONS	REQUESTED APPLICATION OF FUNDS	CURRENT APPROVED APPROPRIATIONS	ADDED BY COUNTY CLERK
----------------------------------	-------------------------------	--------------------------------	---------------------------------	-----------------------

Current Expense/Gen Fund	\$ 11,987,776.60	\$ 142,713.82	\$ 12,130,490.42	
Current Expense/CNF	\$			

Submitted, by order of the Board, this 10TH day of JUNE, 2019.

[Signature]  
President of the Board

[Signature]  
Clerk

CERTIFICATE OF COUNTY CLERK  
STATE OF OKLAHOMA, COUNTY OF McCURTAIN:

I, the duly qualified and acting County Clerk in and for the said County and State, do hereby certify that I have added the requested amount to the appropriations of the school district in the manner requested by the School's Board of Education.

Done at Idabel Oklahoma, this 13 day of June, 2019.

[Signature]  
[Signature] County Clerk/ Deputy



REQUEST FOR APPROVAL OF STATE AID AND/OR FEDERAL FUNDS FOR SCHOOLS

Form 307

SCHOOL DISTRICT NO. 1-005

To the County Clerk of McCURTAIN County, State of Oklahoma:

We, the undersigned, duly qualified and acting officers of the Governing Board of the aforementioned school district of said County and State hereby certify that the notice of approval of the following State and/or Federal Funds has been received and is currently on file in the school's business office:

We further certify that these funds are in addition to and in excess of the State and/or Federal funds previously appropriated for the school district. We, therefore, request that the School's appropriations be increased by the following amounts:

UNIVERSITY OF OKLAHOMA-REIMBURSE	000-1590	174.07
DENISON SCHOOL(LAST 1/2 BELL CONTRACT)	000-1590	5,088.05
STERICYCLE CLASS ACTION	000-1590	51.80
CHOCTAW NATION POSSEE(SUMMER SCHOOL)	015-1590	134,808.00
TEXTBOOKS	333-3420	468.71
USDE-IMPACT AID	591-4130	1,391.96
USE-IMPACT AID-DISABLED	592-4130	731.23
<b>TOTAL GENERAL FUND</b>		<b>142,713.82</b>

PURPOSE OF ITEM OR APPROPRIATION	PRIOR APPROVED APPROPRIATIONS	REQUESTED APPLICATION OF FUNDS	CURRENT APPROVED APPROPRIATIONS	ADDED BY COUNTY CLERK
----------------------------------	-------------------------------	--------------------------------	---------------------------------	-----------------------

Current Expense/Gen Fund	\$ 11,987,776.60	\$ 147,713.82	\$ 12,135,490.42	
Current Expense/CNF	\$			

Submitted, by order of the Board, this 10TH day of JUNE, 2019.

\_\_\_\_\_  
President of the Board

\_\_\_\_\_  
Clerk

*Wrong*

CERTIFICATE OF COUNTY CLERK  
STATE OF OKLAHOMA, COUNTY OF McCURTAIN:

I, the duly qualified and acting County Clerk in and for the said County and State, do hereby certify that I have added the requested amount to the appropriations of the school district in the manner requested by the School's Board of Education.

Done at \_\_\_\_\_ Oklahoma, this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

by \_\_\_\_\_ County Clerk/ Deputy

**GENERAL FUND: (Fund 11)**

BEGINNING BANK BALANCE	1,908,329.24			
REVENUE				
TOTAL NEW REVENUE FOR JUNE 30, 2019	1,283,093.22			
DISBURSEMENTS				
WARRANTS PAID	(1,334,121.30)			
		6/30/2018	6/30/2017	6/30/2016
<b>GENERAL FUND - ENDING BANK BALANCE (INB)</b>	<b>1,857,301.16</b>			
LESS OUTSTANDING WARRANTS	(899,272.13)			
LESS RESERVES FOR OPEN ENCUMBRANCES	0.00			
		6/30/2018	6/30/2017	6/30/2016
<b>GENERAL FUND - FUND BALANCE AS OF: JUNE</b>	<b>958,029.03</b>	<b>1,292,183.74</b>	<b>941,211.15</b>	<b>979,512.67</b>

\*\*\*\*\*

**5 MILL BUILDING FUND: (Fund 21)**

BEGINNING BANK BALANCE	280,920.20			
REVENUE				
TOTAL NEW REVENUE FOR JUNE 30, 2019	3,738.60			
DISBURSEMENTS				
WARRANTS PAID	(41,000.00)			
<b>5M BLDG FUND - ENDING BANK BALANCE (INB)</b>	<b>243,658.80</b>			
LESS OUTSTANDING WARRANTS	(9,391.28)			
LESS RESERVES FOR OPEN ENCUMBRANCES	0.00			
<b>5M BLDG FUND - FUND BAL AS OF JUNE 30, 2</b>	<b>234,267.52</b>			

\*\*\*\*\*

**CHILD NUTRITION FUND: (Fund 22)**

BEGINNING BANK BALANCE	597,908.50			
REVENUE				
TOTAL NEW REVENUE FOR JUNE 30, 2019	29,697.39			
DISBURSEMENTS				
WARRANTS PAID	(294,395.91)			
<b>CHILD NUTRITION FUND - ENDING BANK BAL</b>	<b>333,209.98</b>			
LESS OUTSTANDING WARRANTS	(34,804.04)			
LESS RESERVES FOR OPEN ENCUMBRANCES	0.00			
<b>CHILD NUTR FUND - FUND BAL AS OF JUNE 30,</b>	<b>298,405.94</b>			

\*\*\*\*\*

**SINKING FUND: (Fund 41)**

BEGINNING BANK BALANCE	515,689.77			
REVENUE				
TOTAL NEW REVENUE FOR JUNE 30, 2019	16,638.45			
DISBURSEMENTS	0.00			
WARRANTS PAID	0.00			
LESS OUTSTANDING WARRANTS	0.00			
<b>SINKING FUND - FUND BAL AS OF JUNE 30, 2019</b>	<b>532,328.22</b>			

\*\*\*\*\*

**BOND FUND 2013: (FUND 36-BUILDING)**

BEGINNING BANK BALANCE	0.00		
REVENUE			
TOTAL NEW REVENUE FOR JUNE 30, 2019	0.00		
DISBURSEMENTS			
WARRANTS PAID	0.00		
<b>BOND FUND -FUND BAL AS OF JUNE 30, 2019</b>	<b>0.00</b>		
LESS OUTSTANDING WARRANTS	0.00		
LESS RESERVES FOR OPEN ENCUMBRANCES	0.00		
<b>BOND FUND - FUND BAL AS OF JUNE 30, 2019</b>	<b>0.00</b>		

\*\*\*\*\*

**BOND FUND 2013: (FUND 37-TRANSPORTATION)**

BEGINNING BANK BALANCE	0.00		
REVENUE			
TOTAL NEW REVENUE FOR JUNE 30, 2019	0.00		
DISBURSEMENTS			
WARRANTS PAID	0.00		
<b>BOND FUND -FUND BAL AS OF MAY 31, 2019</b>	<b>0.00</b>		
LESS OUTSTANDING WARRANTS	0.00		
LESS RESERVES FOR OPEN ENCUMBRANCES	0.00		
<b>BOND FUND - FUND BAL AS OF JUNE 30, 2019</b>	<b>0.00</b>		

\*\*\*\*\*

**BOND FUND 2018: (FUND 31-BUILDING )**

BEGINNING BANK BALANCE	53,260.16		
REVENUE			
TOTAL NEW REVENUE FOR JUNE 30, 2019	0.00		
DISBURSEMENTS			
WARRANTS PAID	(47,482.90)		
<b>BOND FUND -FUND BAL AS OF JUNE 30, 2019</b>	<b>5,777.26</b>		
LESS OUTSTANDING WARRANTS	0.00		
LESS RESERVES FOR OPEN ENCUMBRANCES	0.00		
<b>BOND FUND - FUND BAL AS OF JUNE 30, 2019</b>	<b>5,777.26</b>		

\*\*\*\*\*

**BOND FUND 2018: (FUND 32-TRANSPORTATION )**

BEGINNING BANK BALANCE	0.00		
REVENUE			
TOTAL NEW REVENUE FOR JUNE 30, 2019	0.00		
DISBURSEMENTS			
WARRANTS PAID	0.00		
<b>BOND FUND -FUND BAL AS OF JUNE 30, 2019</b>	<b>0.00</b>		
LESS OUTSTANDING WARRANTS	0.00		
LESS RESERVES FOR OPEN ENCUMBRANCES	0.00		
<b>BOND FUND - FUND BAL AS OF JUNE 30, 2019</b>	<b>0.00</b>		

**DEBT REPAYMENT SCHEDULES****REPAYMENT SCHEDULE/COMBINED BOND ISSUE OF 2017 (SERIES B)**

<b>PAYMENT DATE:</b>		<b>PRINCIPAL</b>	<b>INTEREST</b>	<b>TOTAL</b>
July 1, 2017				
January 1, 2018				
July 1, 2018				
January 1, 2019				
JULY 1, 2019	1.650%	165,000.00	49,500.00	214,500.00
January 1, 2020			11,013.75	11,013.75
JULY 1, 2020	1.650%	445,000.00	11,013.75	456,013.75
January 1, 2021			7,342.50	7,342.50
JULY 1, 2021	1.650%	445,000.00	7,342.50	452,342.50
January 1, 2022			3671.25	3671.25
JULY 1, 2022	1.650%	445,000.00	3671.25	448671.25
	<b>TOTALS</b>	<b>1,500,000.00</b>	<b>93,555.00</b>	<b>1,593,555.00</b>

**REPAYMENT SCHEDULE/COMBINED BOND ISSUE OF 2018**

<b>PAYMENT DATE:</b>		<b>PRINCIPAL</b>	<b>INTEREST</b>	<b>TOTAL</b>
June 1, 2019	0.000%		14,707.50	14,707.50
December 1, 2019			7,353.75	7,353.75
June 1, 2020	2.650%	165,000.00	7,353.75	172,353.75
December 1, 2020			5,167.50	5,167.50
June 1, 2021	2.650%	195,000.00	5,167.50	200,167.50
December 1, 2021			2,583.75	2,583.75
June 1, 2022	2.650%	195,000.00	2,583.75	197,583.75
	<b>TOTALS</b>	<b>555,000.00</b>	<b>44,917.50</b>	<b>599,917.50</b>



## IDABEL PUBLIC SCHOOLS

## Balance Sheet

Options: Fiscal Years: 2018-2019, Funds: 11-41, As Of Date: 6/30/2019

37	2019	TRANSPORTATION BOND - 13-14		(\$500,000.00)
			Fund 37 Total	(\$500,000.00)
41	2018	SINKING FUND		\$0.00
41	2019	SINKING FUND		(\$1,252,090.72)
			Fund 41 Total	(\$1,252,090.72)
			Revenue Receivable Total	(\$2,305,379.71)
			Assets Total	\$666,895.71

## Liabilities, Reserves and Fund Balance

## Outstanding Warrants

11	2018	GENERAL FUND FOR OP		\$295.33
11	2019	GENERAL FUND FOR OP		\$898,976.80
			Fund 11 Total	\$899,272.13
21	2018	5 MILL BUILDING FUND		\$0.00
21	2019	5 MILL BUILDING FUND		\$9,391.28
			Fund 21 Total	\$9,391.28
22	2018	CHILD NUTRITION FUND		\$24.94
22	2019	CHILD NUTRITION FUND		\$34,779.10
			Fund 22 Total	\$34,804.04
31	2018	BUILDING BOND 2018		\$0.00
31	2019	BUILDING BOND 2018		\$0.00
			Fund 31 Total	\$0.00
32	2019	TRANSPORTATION BOND 2018		\$0.00
			Fund 32 Total	\$0.00
36	2018	BUILDING BOND - 13-14		\$0.00
36	2019	BUILDING BOND - 13-14		\$0.00
			Fund 36 Total	\$0.00
37	2018	TRANSPORTATION BOND - 13-14		\$0.00
37	2019	TRANSPORTATION BOND - 13-14		\$0.00
			Fund 37 Total	\$0.00
41	2018	SINKING FUND		\$0.00
41	2019	SINKING FUND		\$0.00
			Fund 41 Total	\$0.00
			Outstanding Warrants Total	\$943,467.45

## Fund Balance

11	2018	GENERAL FUND FOR OP		\$0.00
11	2019	GENERAL FUND FOR OP		\$948,502.76
			Fund 11 Total	\$948,502.76
21	2018	5 MILL BUILDING FUND		\$0.00
21	2019	5 MILL BUILDING FUND		\$211,424.47
			Fund 21 Total	\$211,424.47
22	2018	CHILD NUTRITION FUND		\$0.00
22	2019	CHILD NUTRITION FUND		\$242,924.40
			Fund 22 Total	\$242,924.40
31	2018	BUILDING BOND 2018		\$0.00
31	2019	BUILDING BOND 2018		(\$364,410.87)
			Fund 31 Total	(\$364,410.87)
32	2019	TRANSPORTATION BOND 2018		(\$95,000.00)
			Fund 32 Total	(\$95,000.00)
36	2018	BUILDING BOND - 13-14		\$0.00
36	2019	BUILDING BOND - 13-14		(\$250.00)

**IDABEL PUBLIC SCHOOLS****Balance Sheet****Options:** Fiscal Years: 2018-2019, Funds: 11-41, As Of Date: 6/30/2019

			Fund 36 Total	<u>(\$250.00)</u>
37	2018	TRANSPORTATION BOND - 13-14		\$0.00
37	2019	TRANSPORTATION BOND - 13-14		<u>(\$500,000.00)</u>
			Fund 37 Total	<u>(\$500,000.00)</u>
41	2018	SINKING FUND		\$0.00
41	2019	SINKING FUND		<u>(\$719,762.50)</u>
			Fund 41 Total	<u>(\$719,762.50)</u>
			Fund Balance Total	<u>(\$276,571.74)</u>
			Liabilities, Reserves and Fund Balance Total	<u><u>\$666,895.71</u></u>

# IDABEL PUBLIC SCHOOLS

## Revenue By Month

Options: Fiscal Year: 2019, Funds: 11-41

Account	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Total
AR 1110	\$1,437.94	\$0.00	\$0.00	\$0.00	\$0.00	\$53,000.15	\$662,382.09	\$503,616.74	\$87,188.72	\$265,664.28	\$54,503.78	\$41,918.41	\$1,669,712.11
AR 1120	\$21,728.78	\$28,687.15	\$7,688.12	\$12,709.31	\$4,472.66	\$1,298.30	\$4,585.49	\$11,822.29	\$6,504.57	\$6,134.57	\$4,766.40	\$4,628.91	\$115,026.55
AR 1130	\$869.63	\$0.00	\$50.48	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$156.40	\$0.00	\$1,076.51
AR 1311	\$2,856.00	\$2,872.00	\$1,889.68	\$1,574.24	\$1,652.80	\$1,465.06	\$1,428.61	\$2,075.57	\$2,997.13	\$2,546.05	\$2,998.99	\$2,463.89	\$26,820.02
AR 1510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$860.00	\$0.00	\$0.00	\$0.00	\$0.00	\$860.00
AR 1550	\$2,362.52	\$0.00	\$155.70	\$0.00	\$39.73	\$0.00	\$244.69	\$397.26	\$0.00	\$0.00	\$0.00	\$0.00	\$3,199.90
AR 1590	\$9,428.19	\$5,943.94	\$4,680.27	\$27,082.87	\$4,156.75	\$21,015.64	\$4,831.19	\$7,884.97	\$23,131.66	\$4,312.37	\$17,553.28	\$139,631.65	\$269,652.78
AR 1610	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$24,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,000.00
AR 1650	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,878.24	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,878.24	\$3,756.48
AR 1690	\$0.00	\$4,815.38	\$15,078.79	\$141.83	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,320.24	\$0.00	\$0.00	\$23,356.24
AR 2100	\$20,732.19	\$1,406.62	\$846.89	\$492.95	\$272.78	\$4,798.22	\$54,176.56	\$55,296.57	\$4,524.69	\$34,787.50	\$3,557.46	\$3,258.81	\$184,151.24
AR 2200	\$2,668.16	\$2,722.91	\$3,470.86	\$2,878.37	\$5,291.50	\$3,025.20	\$2,773.03	\$3,693.90	\$2,927.44	\$3,679.58	\$4,294.61	\$3,644.36	\$41,069.92
AR 3120	\$39,503.42	\$42,825.67	\$41,846.22	\$36,280.58	\$39,893.10	\$36,562.31	\$36,795.44	\$53,680.77	\$33,890.16	\$40,303.27	\$42,800.47	\$42,522.66	\$486,904.07
AR 3130	\$3,507.07	\$4,213.84	\$4,502.78	\$4,410.18	\$4,020.01	\$3,450.87	\$3,582.82	\$4,039.69	\$4,315.76	\$4,628.72	\$4,336.70	\$0.00	\$45,008.44
AR 3140	\$14,424.85	\$9,009.02	\$14,954.92	\$15,305.04	\$11,276.77	\$12,493.55	\$20,448.46	\$17,051.24	\$10,900.62	\$13,534.54	\$10,293.21	\$32,622.59	\$182,314.81
AR 3150	\$61.00	\$47.54	\$95.70	\$51.03	\$87.09	\$19.14	\$79.75	\$47.85	\$26.15	\$71.78	\$33.17	\$100.49	\$720.69
AR 3210	\$0.00	\$438,314.00	\$547,894.00	\$493,103.00	\$493,104.00	\$493,104.00	\$480,744.00	\$491,044.00	\$491,044.00	\$491,044.00	\$545,604.00	\$491,044.00	\$5,456,043.00
AR 3250	\$0.00	\$92,985.85	\$92,985.85	\$92,985.86	\$92,985.85	\$112,776.52	\$96,943.98	\$96,944.00	\$96,943.98	\$96,943.99	\$96,943.98	\$107,715.54	\$1,077,155.40
AR 3310	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,296.40	\$0.00	\$12,148.20	\$0.00	\$0.00	\$12,148.20	\$0.00	\$48,592.80
AR 3415	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,188.75	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,188.75
AR 3420	\$0.00	\$5,261.03	\$5,261.03	\$5,261.03	\$5,261.03	\$5,261.04	\$5,514.13	\$5,303.21	\$5,303.22	\$5,303.21	\$5,303.22	\$5,892.46	\$58,924.61
AR 3430	\$4,667.81	\$0.00	\$0.00	\$0.00	\$4,667.81	\$0.00	\$4,667.81	\$0.00	\$0.00	\$0.00	\$4,667.83	\$0.00	\$18,671.26
AR 3440	\$0.00	\$0.00	\$0.00	\$3,272.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,272.50
AR 3690	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,403.40	\$6,403.40
AR 3720	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,562.19
AR 3811	\$0.00	\$0.00	\$3,410.00	\$0.00	\$0.00	\$7,810.00	\$0.00	\$0.00	\$3,410.00	\$0.00	\$7,810.00	\$0.00	\$22,440.00
AR 3812	\$0.00	\$0.00	\$9,126.00	\$0.00	\$0.00	\$9,125.00	\$0.00	\$0.00	\$9,123.00	\$0.00	\$9,125.00	\$0.00	\$36,499.00
AR 4130	\$0.00	\$1,269.03	\$854.16	\$1,454.26	\$0.00	\$1,134.76	\$0.00	\$0.00	\$0.00	\$598.17	\$0.00	\$0.00	\$5,310.38
AR 4140	\$4,307.41	\$0.00	\$0.00	\$0.00	\$15,159.75	\$0.00	\$3,096.12	\$3,366.66	\$3,226.86	\$8,986.74	\$9,079.90	\$31,131.97	\$78,355.41
AR 4163	\$1,512.85	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,963.09	\$0.00	\$4,475.94
AR 4210	\$0.00	\$1,384.55	\$0.00	\$0.00	\$2,347.38	\$169,726.78	\$40,247.32	\$78,831.27	\$0.00	\$77,148.49	\$39,968.31	\$147,386.75	\$557,040.85
AR 4271	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,372.83	\$6,684.53	\$6,680.56	\$0.00	\$15,211.12	\$6,681.12	\$24,066.59	\$74,696.75
AR 4310	\$447.99	\$0.00	\$0.00	\$24,836.20	\$24,548.59	\$20,514.32	\$23,367.38	\$20,029.46	\$22,435.50	\$23,475.50	\$22,970.40	\$63,929.43	\$246,554.77
AR 4340	\$0.00	\$0.00	\$0.00	\$8,437.98	\$1,644.63	\$1,454.32	\$804.32	\$804.32	\$804.32	\$1,794.86	\$804.32	\$2,266.24	\$18,815.31
AR 4442	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,663.55	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,663.55
AR 4443	\$53,790.94	\$0.00	\$0.00	\$0.00	\$0.00	\$38,019.89	\$14,644.24	\$26,943.30	\$0.00	\$18,626.67	\$39,892.30	\$43,831.58	\$235,748.92
AR 4470	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$806.25	\$0.00	\$14,000.00	\$0.00	\$0.00	\$917.82	\$0.00	\$15,724.07
AR 4550	\$2,635.17	\$0.00	\$0.00	\$8,436.13	\$0.00	\$0.00	\$6,108.17	\$0.00	\$0.00	\$0.00	\$4,314.50	\$1,029.09	\$22,523.06
AR 4611	\$0.00	\$135,661.69	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,305.53	\$0.00	\$0.00	\$0.00	\$31,682.67	\$193,649.89
AR 4689	\$0.00	\$0.00	\$0.00	\$50,000.00	\$24,767.30	\$0.00	\$35,430.18	\$49,792.89	\$27,536.49	\$23,116.37	\$68,899.40	\$67,138.09	\$346,680.72
AR 4710	\$0.00	\$0.00	\$0.00	\$146,879.63	\$87,364.69	\$0.00	\$72,610.15	\$136,063.88	\$78,678.45	\$70,101.11	\$115,863.28	\$0.00	\$707,561.19
AR 4720	\$0.00	\$0.00	\$0.00	\$79,404.70	\$47,968.10	\$0.00	\$41,980.38	\$79,111.52	\$45,462.16	\$36,326.50	\$58,096.72	\$0.00	\$388,350.08
AR 4740	\$55,575.67	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,425.80	\$69,001.47

# IDABEL PUBLIC SCHOOLS

## Revenue By Month

Options: Fiscal Year: 2019, Funds: 11-41

Account	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Total
AR 4821	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,929.10	\$0.00	\$0.00	\$0.00	\$2,471.50	\$27,400.60
AR 5160	\$0.00	\$1,535.86	\$1,186.67	\$2,114.90	\$4,416.78	\$441.66	\$2,594.47	\$191.63	\$1,753.55	\$2,781.73	\$603.21	\$2,966.88	\$20,587.34
AR 5190	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,115.66	\$17,115.66
AR 5200	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
AR 5600	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$117.13	\$738.07	\$153.52	\$0.00	\$0.00	\$1,008.72
AR 6110	\$3,469,801.35	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,469,801.35
AR 6200	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$3,712,318.94</b>	<b>\$778,956.08</b>	<b>\$755,978.12</b>	<b>\$1,017,112.59</b>	<b>\$875,399.10</b>	<b>\$1,078,702.75</b>	<b>\$1,650,765.31</b>	<b>\$1,736,854.60</b>	<b>\$962,866.50</b>	<b>\$1,250,594.88</b>	<b>\$1,201,732.17</b>	<b>\$1,332,167.66</b>	<b>\$16,353,448.70</b>

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
<b>Fund - 11 GENERAL FUND FOR OP</b>						
Project - 000 NON-CATEGORICAL EXP						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT)	\$891,822.56	\$934,306.95	\$0.00	\$42,484.39	104.76%	\$23,476.15
Source - 1120 AD VALOREM TAX LEVY (PR.YRS)	\$0.00	\$66,860.56	\$0.00	\$66,860.56	N/A	\$2,694.12
Source - 1130 REVENUE IN LIEU OF TAXES	\$0.00	\$607.22	\$0.00	\$607.22	N/A	\$0.00
Source - 1311 NOW ACCNT INTEREST	\$0.00	\$26,820.02	\$0.00	\$26,820.02	N/A	\$2,463.89
Source - 1510 INSURANCE LOSS RECOVERIES	\$0.00	\$860.00	\$0.00	\$860.00	N/A	\$0.00
Source - 1550 WORKER'S COMPENSATION	\$3,199.90	\$3,199.90	\$0.00	\$0.00	100.00%	\$0.00
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$69,114.47	\$60,590.58	\$8,523.89	\$0.00	87.67%	\$531.92
Source - 1650 DISTRICT CONTRACTS	\$1,878.24	\$3,756.48	\$0.00	\$1,878.24	200.00%	\$1,878.24
Source - 1690 MISC. REV. FROM DIST.SOURCE	\$0.00	\$15,220.62	\$0.00	\$15,220.62	N/A	\$0.00
<b>Series - 1000 Total</b>	<b>\$966,015.17</b>	<b>\$1,112,222.33</b>	<b>\$8,523.89</b>	<b>\$154,731.05</b>	<b>115.14%</b>	<b>\$31,044.32</b>
Series - 2000						
Source - 2100 COUNTY 4 MILL AD VALOREM TAX	\$146,631.04	\$184,151.24	\$0.00	\$37,520.20	125.59%	\$3,258.81
Source - 2200 COUNTY APPORT. (MORTGAGE TAX)	\$37,628.20	\$41,069.92	\$0.00	\$3,441.72	109.15%	\$3,644.36
<b>Series - 2000 Total</b>	<b>\$184,259.24</b>	<b>\$225,221.16</b>	<b>\$0.00</b>	<b>\$40,961.92</b>	<b>122.23%</b>	<b>\$6,903.17</b>
Series - 3000						
Source - 3120 MOTOR VEHICLE COLLECTIONS	\$450,224.37	\$486,904.07	\$0.00	\$36,679.70	108.15%	\$42,522.66
Source - 3130 RURAL ELECTRIC COOP.TAX	\$44,484.83	\$45,008.44	\$0.00	\$523.61	101.18%	\$0.00
Source - 3140 STATE SCHOOL LAND EARNINGS	\$182,606.26	\$182,314.81	\$291.45	\$0.00	99.84%	\$32,622.59
Source - 3150 VEHICLE TAX STAMPS	\$674.12	\$720.69	\$0.00	\$46.57	106.91%	\$100.49
Source - 3210 FOUNDATION AND SALARY INCEN.	\$5,478,931.00	\$5,456,043.00	\$22,888.00	\$0.00	99.58%	\$491,044.00
<b>Series - 3000 Total</b>	<b>\$6,156,920.58</b>	<b>\$6,170,991.01</b>	<b>\$23,179.45</b>	<b>\$37,249.88</b>	<b>100.23%</b>	<b>\$566,289.74</b>
Series - 5000						
Source - 5160 ACTIVITY FUND REIMBURSEMENT	\$14,601.25	\$18,171.34	\$0.00	\$3,570.09	124.45%	\$2,966.88
Source - 5190 MISC.REVENUE TRANSFER	\$15,220.62	\$7,176.00	\$8,044.62	\$0.00	47.15%	\$7,176.00
Source - 5600 CORRECTING ENTRY	\$780.98	\$1,008.72	\$0.00	\$227.74	129.16%	\$0.00
<b>Series - 5000 Total</b>	<b>\$30,602.85</b>	<b>\$26,356.06</b>	<b>\$8,044.62</b>	<b>\$3,797.83</b>	<b>86.12%</b>	<b>\$10,142.88</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$1,292,183.74	\$1,269,859.52	\$22,324.22	\$0.00	98.27%	\$0.00
Source - 6200 INTER FUND TRANSFER	\$0.00	\$1,000.00	\$0.00	\$1,000.00	N/A	\$1,000.00
<b>Series - 6000 Total</b>	<b>\$1,292,183.74</b>	<b>\$1,270,859.52</b>	<b>\$22,324.22</b>	<b>\$1,000.00</b>	<b>98.35%</b>	<b>\$1,000.00</b>
<b>Project - 000 NON-CATEGORICAL EXP Total</b>	<b>\$8,629,981.58</b>	<b>\$8,805,650.08</b>	<b>\$62,072.18</b>	<b>\$237,740.68</b>	<b>102.04%</b>	<b>\$615,380.11</b>
Project - 015 CHOCTAW NATION SUMMER SCHOOL						
Series - 1000						
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$134,808.00	\$134,808.00	\$0.00	\$0.00	100.00%	\$134,808.00
<b>Series - 1000 Total</b>	<b>\$134,808.00</b>	<b>\$134,808.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$134,808.00</b>
<b>Project - 015 CHOCTAW NATION SUMMER SCHOOL Total</b>	<b>\$134,808.00</b>	<b>\$134,808.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$134,808.00</b>
Project - 016 SCHOOL VEHICLE-PERSONAL USE						
Series - 1000						

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$497.30	\$596.76	\$0.00	\$99.46	120.00%	\$49.73
<b>Series - 1000 Total</b>	<b>\$497.30</b>	<b>\$596.76</b>	<b>\$0.00</b>	<b>\$99.46</b>	<b>120.00%</b>	<b>\$49.73</b>
<b>Project - 016 SCHOOL VEHICLE- PERSONAL USE Total</b>	<b>\$497.30</b>	<b>\$596.76</b>	<b>\$0.00</b>	<b>\$99.46</b>	<b>120.00%</b>	<b>\$49.73</b>
Project - 017 MIFI-VERIZON						
Series - 1000						
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$41,862.81	\$50,259.59	\$0.00	\$8,396.78	120.06%	\$4,242.00
<b>Series - 1000 Total</b>	<b>\$41,862.81</b>	<b>\$50,259.59</b>	<b>\$0.00</b>	<b>\$8,396.78</b>	<b>120.06%</b>	<b>\$4,242.00</b>
<b>Project - 017 MIFI-VERIZON Total</b>	<b>\$41,862.81</b>	<b>\$50,259.59</b>	<b>\$0.00</b>	<b>\$8,396.78</b>	<b>120.06%</b>	<b>\$4,242.00</b>
Project - 019 ARVEST BANK GRANT						
Series - 5000						
Source - 5160 ACTIVITY FUND REIMBURSEMENT	\$2,416.00	\$2,416.00	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 5000 Total</b>	<b>\$2,416.00</b>	<b>\$2,416.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 019 ARVEST BANK GRANT Total</b>	<b>\$2,416.00</b>	<b>\$2,416.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 021 ANONYMOUS DONOR-CLEET						
Series - 1000						
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$0.00	\$10,000.00	\$0.00	\$10,000.00	N/A	\$0.00
<b>Series - 1000 Total</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 021 ANONYMOUS DONOR-CLEET Total</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>N/A</b>	<b>\$0.00</b>
Project - 023 CHOCTAW NATION - TPP						
Series - 1000						
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$15,000.00	\$5,000.00	\$10,000.00	\$0.00	33.33%	\$0.00
<b>Series - 1000 Total</b>	<b>\$15,000.00</b>	<b>\$5,000.00</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>33.33%</b>	<b>\$0.00</b>
<b>Project - 023 CHOCTAW NATION - TPP Total</b>	<b>\$15,000.00</b>	<b>\$5,000.00</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>33.33%</b>	<b>\$0.00</b>
Project - 024 WEYCO -SAFETY GRANT						
Series - 1000						
Source - 1610 CONTRIBUTIONS/DONATIONS-PRIV.	\$10,000.00	\$10,000.00	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 1000 Total</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 024 WEYCO -SAFETY GRANT Total</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 025 IDABEL FOUNDATION GRANTS						
Series - 1000						
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$8,086.65	\$8,086.65	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 1000 Total</b>	<b>\$8,086.65</b>	<b>\$8,086.65</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 025 IDABEL FOUNDATION GRANTS Total</b>	<b>\$8,086.65</b>	<b>\$8,086.65</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 132 SE-MARTHA A JOHNSON TRUST						
Series - 1000						
Source - 1610 CONTRIBUTIONS/DONATIONS-PRIV.	\$24,000.00	\$24,000.00	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 1000 Total</b>	<b>\$24,000.00</b>	<b>\$24,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 132 SE-MARTHA A JOHNSON TRUST Total</b>	<b>\$24,000.00</b>	<b>\$24,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 282 HS - VOCAL MUSIC						
Series - 1000						
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$150.00	\$150.00	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 1000 Total</b>	<b>\$150.00</b>	<b>\$150.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 282 HS - VOCAL MUSIC Total</b>	<b>\$150.00</b>	<b>\$150.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Project - 311 STF DEV-ADA						
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$3,911.00	\$0.00	\$3,911.00	N/A	\$0.00
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$3,911.00</b>	<b>\$0.00</b>	<b>\$3,911.00</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 311 STF DEV-ADA Total</b>	<b>\$0.00</b>	<b>\$3,911.00</b>	<b>\$0.00</b>	<b>\$3,911.00</b>	<b>N/A</b>	<b>\$0.00</b>
Project - 317 DRIVER ED						
Series - 3000						
Source - 3440 DRIVER EDUCATION	\$3,272.50	\$3,272.50	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 3000 Total</b>	<b>\$3,272.50</b>	<b>\$3,272.50</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 317 DRIVER ED Total</b>	<b>\$3,272.50</b>	<b>\$3,272.50</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 319 ADULT ED MATCHING						
Series - 3000						
Source - 3430 ADULT EDUCATION MATCHING	\$18,671.26	\$18,671.26	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 3000 Total</b>	<b>\$18,671.26</b>	<b>\$18,671.26</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$1,522.49	\$0.00	\$1,522.49	N/A	\$0.00
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$1,522.49</b>	<b>\$0.00</b>	<b>\$1,522.49</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 319 ADULT ED MATCHING Total</b>	<b>\$18,671.26</b>	<b>\$20,193.75</b>	<b>\$0.00</b>	<b>\$1,522.49</b>	<b>108.15%</b>	<b>\$0.00</b>
Project - 331 FLEX BENEFITS / CERT						
Series - 3000						
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$10,874.76	\$11,711.28	\$0.00	\$836.52	107.69%	\$1,171.13
<b>Series - 3000 Total</b>	<b>\$10,874.76</b>	<b>\$11,711.28</b>	<b>\$0.00</b>	<b>\$836.52</b>	<b>107.69%</b>	<b>\$1,171.13</b>
<b>Project - 331 FLEX BENEFITS / CERT Total</b>	<b>\$10,874.76</b>	<b>\$11,711.28</b>	<b>\$0.00</b>	<b>\$836.52</b>	<b>107.69%</b>	<b>\$1,171.13</b>
Project - 332 FLEX BENEFITS / NON CERT						
Series - 3000						
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$48,623.51	\$45,497.37	\$3,126.14	\$0.00	93.57%	\$4,552.56
<b>Series - 3000 Total</b>	<b>\$48,623.51</b>	<b>\$45,497.37</b>	<b>\$3,126.14</b>	<b>\$0.00</b>	<b>93.57%</b>	<b>\$4,552.56</b>
<b>Project - 332 FLEX BENEFITS / NON CERT Total</b>	<b>\$48,623.51</b>	<b>\$45,497.37</b>	<b>\$3,126.14</b>	<b>\$0.00</b>	<b>93.57%</b>	<b>\$4,552.56</b>
Project - 333 STATE TEXTBOOKS						
Series - 3000						
Source - 3420 STATE TEXTBOOK	\$58,924.61	\$58,924.61	\$0.00	\$0.00	100.00%	\$5,892.46
<b>Series - 3000 Total</b>	<b>\$58,924.61</b>	<b>\$58,924.61</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$5,892.46</b>
<b>Project - 333 STATE TEXTBOOKS Total</b>	<b>\$58,924.61</b>	<b>\$58,924.61</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$5,892.46</b>
Project - 334 CER MED PD BY STATE						
Series - 3000						
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$621,075.60	\$671,047.20	\$0.00	\$49,971.60	108.05%	\$67,104.72
<b>Series - 3000 Total</b>	<b>\$621,075.60</b>	<b>\$671,047.20</b>	<b>\$0.00</b>	<b>\$49,971.60</b>	<b>108.05%</b>	<b>\$67,104.72</b>
<b>Project - 334 CER MED PD BY STATE Total</b>	<b>\$621,075.60</b>	<b>\$671,047.20</b>	<b>\$0.00</b>	<b>\$49,971.60</b>	<b>108.05%</b>	<b>\$67,104.72</b>
Project - 335 NC MED PD BY STATE						
Series - 3000						
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$290,705.91	\$286,837.00	\$3,868.91	\$0.00	98.67%	\$28,555.20
<b>Series - 3000 Total</b>	<b>\$290,705.91</b>	<b>\$286,837.00</b>	<b>\$3,868.91</b>	<b>\$0.00</b>	<b>98.67%</b>	<b>\$28,555.20</b>
<b>Project - 335 NC MED PD BY STATE Total</b>	<b>\$290,705.91</b>	<b>\$286,837.00</b>	<b>\$3,868.91</b>	<b>\$0.00</b>	<b>98.67%</b>	<b>\$28,555.20</b>
Project - 338 OKLAHOMA PARENTS						
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$577.63	\$0.00	\$577.63	N/A	\$0.00

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$577.63</b>	<b>\$0.00</b>	<b>\$577.63</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 338 OKLAHOMA PARENTS Total</b>	<b>\$0.00</b>	<b>\$577.63</b>	<b>\$0.00</b>	<b>\$577.63</b>	<b>N/A</b>	<b>\$0.00</b>
Project - 361 ACE TECHNOLOGY						
Series - 3000						
Source - 3690 MISC. SOURCES OF STATE REVENUE	\$0.00	\$6,403.40	\$0.00	\$6,403.40	N/A	\$6,403.40
<b>Series - 3000 Total</b>	<b>\$0.00</b>	<b>\$6,403.40</b>	<b>\$0.00</b>	<b>\$6,403.40</b>	<b>N/A</b>	<b>\$6,403.40</b>
<b>Project - 361 ACE TECHNOLOGY Total</b>	<b>\$0.00</b>	<b>\$6,403.40</b>	<b>\$0.00</b>	<b>\$6,403.40</b>	<b>N/A</b>	<b>\$6,403.40</b>
Project - 367 READING SUFFICIENCY						
Series - 3000						
Source - 3415 READING SUFFICIENCE ACT	\$10,188.75	\$10,188.75	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 3000 Total</b>	<b>\$10,188.75</b>	<b>\$10,188.75</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$9,539.55	\$0.00	\$9,539.55	N/A	\$0.00
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$9,539.55</b>	<b>\$0.00</b>	<b>\$9,539.55</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 367 READING SUFFICIENCY Total</b>	<b>\$10,188.75</b>	<b>\$19,728.30</b>	<b>\$0.00</b>	<b>\$9,539.55</b>	<b>193.63%</b>	<b>\$0.00</b>
Project - 388 ALTERNATIVE ED GRANT						
Series - 3000						
Source - 3310 ALTERNATIVE AND HIGH CHALLENGE	\$48,592.80	\$48,592.80	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 3000 Total</b>	<b>\$48,592.80</b>	<b>\$48,592.80</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$6,773.55	\$0.00	\$6,773.55	N/A	\$0.00
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$6,773.55</b>	<b>\$0.00</b>	<b>\$6,773.55</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 388 ALTERNATIVE ED GRANT Total</b>	<b>\$48,592.80</b>	<b>\$55,366.35</b>	<b>\$0.00</b>	<b>\$6,773.55</b>	<b>113.94%</b>	<b>\$0.00</b>
Project - 411 COMPR HS PROG						
Series - 3000						
Source - 3811 COMP. HS VOC. SALARY REIM.	\$21,440.00	\$22,440.00	\$0.00	\$1,000.00	104.66%	\$0.00
<b>Series - 3000 Total</b>	<b>\$21,440.00</b>	<b>\$22,440.00</b>	<b>\$0.00</b>	<b>\$1,000.00</b>	<b>104.66%</b>	<b>\$0.00</b>
<b>Project - 411 COMPR HS PROG Total</b>	<b>\$21,440.00</b>	<b>\$22,440.00</b>	<b>\$0.00</b>	<b>\$1,000.00</b>	<b>104.66%</b>	<b>\$0.00</b>
Project - 412 VOCATIONAL PROGRAMS						
Series - 3000						
Source - 3812 VOC. PROG. INCENTIVE ASSIST.	\$36,499.00	\$36,499.00	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 3000 Total</b>	<b>\$36,499.00</b>	<b>\$36,499.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 412 VOCATIONAL PROGRAMS Total</b>	<b>\$36,499.00</b>	<b>\$36,499.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 421 CARL PERKINS						
Series - 4000						
Source - 4821 CARL PERKINS	\$27,469.98	\$27,400.60	\$69.38	\$0.00	99.75%	\$2,471.50
<b>Series - 4000 Total</b>	<b>\$27,469.98</b>	<b>\$27,400.60</b>	<b>\$69.38</b>	<b>\$0.00</b>	<b>99.75%</b>	<b>\$2,471.50</b>
<b>Project - 421 CARL PERKINS Total</b>	<b>\$27,469.98</b>	<b>\$27,400.60</b>	<b>\$69.38</b>	<b>\$0.00</b>	<b>99.75%</b>	<b>\$2,471.50</b>
Project - 511 BASIC PROG, CY						
Series - 4000						
Source - 4210 TITLE I-BASIC PROGRAM	\$589,121.96	\$541,852.11	\$47,269.85	\$0.00	91.98%	\$147,386.75
<b>Series - 4000 Total</b>	<b>\$589,121.96</b>	<b>\$541,852.11</b>	<b>\$47,269.85</b>	<b>\$0.00</b>	<b>91.98%</b>	<b>\$147,386.75</b>
<b>Project - 511 BASIC PROG, CY Total</b>	<b>\$589,121.96</b>	<b>\$541,852.11</b>	<b>\$47,269.85</b>	<b>\$0.00</b>	<b>91.98%</b>	<b>\$147,386.75</b>
Project - 515 SCHOOL SUPPORT						
Series - 4000						
Source - 4210 TITLE I-BASIC PROGRAM	\$5,003.15	\$3,272.38	\$1,730.77	\$0.00	65.41%	\$0.00
<b>Series - 4000 Total</b>	<b>\$5,003.15</b>	<b>\$3,272.38</b>	<b>\$1,730.77</b>	<b>\$0.00</b>	<b>65.41%</b>	<b>\$0.00</b>
<b>Project - 515 SCHOOL SUPPORT Total</b>	<b>\$5,003.15</b>	<b>\$3,272.38</b>	<b>\$1,730.77</b>	<b>\$0.00</b>	<b>65.41%</b>	<b>\$0.00</b>

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Project - 518 TITLE I PART D-NEGLECTED						
Series - 4000						
Source - 4210 TITLE I-BASIC PROGRAM	\$10,568.79	\$10,531.81	\$36.98	\$0.00	99.65%	\$0.00
<b>Series - 4000 Total</b>	<b>\$10,568.79</b>	<b>\$10,531.81</b>	<b>\$36.98</b>	<b>\$0.00</b>	<b>99.65%</b>	<b>\$0.00</b>
<b>Project - 518 TITLE I PART D-NEGLECTED Total</b>	<b>\$10,568.79</b>	<b>\$10,531.81</b>	<b>\$36.98</b>	<b>\$0.00</b>	<b>99.65%</b>	<b>\$0.00</b>
Project - 541 TITLE II PART A						
Series - 4000						
Source - 4210 TITLE I-BASIC PROGRAM	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 4271 PART A RECRUITMENT	\$102,725.99	\$74,696.75	\$28,029.24	\$0.00	72.71%	\$24,066.59
<b>Series - 4000 Total</b>	<b>\$102,725.99</b>	<b>\$74,696.75</b>	<b>\$28,029.24</b>	<b>\$0.00</b>	<b>72.71%</b>	<b>\$24,066.59</b>
<b>Project - 541 TITLE II PART A Total</b>	<b>\$102,725.99</b>	<b>\$74,696.75</b>	<b>\$28,029.24</b>	<b>\$0.00</b>	<b>72.71%</b>	<b>\$24,066.59</b>
Project - 552 TITLE IV, PART A, STUDENT SUPPORT, FORMULA GRANT						
Series - 4000						
Source - 4442 TITLE IV-STUDENT SUPPORT & ACADE	\$19,663.55	\$19,663.55	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 4000 Total</b>	<b>\$19,663.55</b>	<b>\$19,663.55</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 552 TITLE IV, PART A, STUDENT SUPPORT, FORMULA GRANT Total</b>	<b>\$19,663.55</b>	<b>\$19,663.55</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 553 LEARNING CENTERS						
Series - 4000						
Source - 4443 21ST CENTURY GRANT	\$180,285.60	\$130,360.01	\$49,925.59	\$0.00	72.31%	\$30,262.65
<b>Series - 4000 Total</b>	<b>\$180,285.60</b>	<b>\$130,360.01</b>	<b>\$49,925.59</b>	<b>\$0.00</b>	<b>72.31%</b>	<b>\$30,262.65</b>
<b>Project - 553 LEARNING CENTERS Total</b>	<b>\$180,285.60</b>	<b>\$130,360.01</b>	<b>\$49,925.59</b>	<b>\$0.00</b>	<b>72.31%</b>	<b>\$30,262.65</b>
Project - 554 21st CENTURY-SPECIAL PROJECTS						
Series - 4000						
Source - 4443 21ST CENTURY GRANT	\$80,819.00	\$51,597.97	\$29,221.03	\$0.00	63.84%	\$13,568.93
<b>Series - 4000 Total</b>	<b>\$80,819.00</b>	<b>\$51,597.97</b>	<b>\$29,221.03</b>	<b>\$0.00</b>	<b>63.84%</b>	<b>\$13,568.93</b>
<b>Project - 554 21st CENTURY-SPECIAL PROJECTS Total</b>	<b>\$80,819.00</b>	<b>\$51,597.97</b>	<b>\$29,221.03</b>	<b>\$0.00</b>	<b>63.84%</b>	<b>\$13,568.93</b>
Project - 561 INDIAN ED CURRENT YR						
Series - 4000						
Source - 4140 TITLE VI-IND, HAWAIIA, & ALASKA ED	\$74,048.00	\$74,048.00	\$0.00	\$0.00	100.00%	\$31,131.97
<b>Series - 4000 Total</b>	<b>\$74,048.00</b>	<b>\$74,048.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$31,131.97</b>
<b>Project - 561 INDIAN ED CURRENT YR Total</b>	<b>\$74,048.00</b>	<b>\$74,048.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$31,131.97</b>
Project - 563 J O'MALLEY CURR YR						
Series - 4000						
Source - 4550 JOHNSON O'MALLEY	\$20,540.00	\$19,887.89	\$652.11	\$0.00	96.83%	\$1,029.09
<b>Series - 4000 Total</b>	<b>\$20,540.00</b>	<b>\$19,887.89</b>	<b>\$652.11</b>	<b>\$0.00</b>	<b>96.83%</b>	<b>\$1,029.09</b>
<b>Project - 563 J O'MALLEY CURR YR Total</b>	<b>\$20,540.00</b>	<b>\$19,887.89</b>	<b>\$652.11</b>	<b>\$0.00</b>	<b>96.83%</b>	<b>\$1,029.09</b>
Project - 587 RURAL AND LOW INCOME						
Series - 4000						
Source - 4470 RURAL & LOW INCOME SCHOOLS	\$23,390.87	\$15,724.07	\$7,666.80	\$0.00	67.22%	\$0.00
<b>Series - 4000 Total</b>	<b>\$23,390.87</b>	<b>\$15,724.07</b>	<b>\$7,666.80</b>	<b>\$0.00</b>	<b>67.22%</b>	<b>\$0.00</b>
<b>Project - 587 RURAL AND LOW INCOME Total</b>	<b>\$23,390.87</b>	<b>\$15,724.07</b>	<b>\$7,666.80</b>	<b>\$0.00</b>	<b>67.22%</b>	<b>\$0.00</b>
Project - 591 TITLE VII-IMPACT AID						
Series - 4000						
Source - 4130 TITLE VII - IMPACT AID	\$4,459.52	\$4,459.52	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 4000 Total</b>	<b>\$4,459.52</b>	<b>\$4,459.52</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 591 TITLE VII-IMPACT AID Total</b>	<b>\$4,459.52</b>	<b>\$4,459.52</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 592 TITLE VII-IMPACT AID-DISABLED						
Series - 4000						

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Source - 4130 TITLE VII - IMPACT AID	\$850.86	\$850.86	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 4000 Total</b>	<b>\$850.86</b>	<b>\$850.86</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 592 TITLE VII-IMPACT AID-DISABLED Total</b>	<b>\$850.86</b>	<b>\$850.86</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 613 SPEC ED STAFF DEVELOPMENT						
Series - 4000						
Source - 4310 INDIV.WITH DISABIL.IDEA --B	\$472.75	\$0.00	\$472.75	\$0.00	0.00%	\$0.00
<b>Series - 4000 Total</b>	<b>\$472.75</b>	<b>\$0.00</b>	<b>\$472.75</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>
<b>Project - 613 SPEC ED STAFF DEVELOPMENT Total</b>	<b>\$472.75</b>	<b>\$0.00</b>	<b>\$472.75</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>
Project - 615 ENGAGE/DEVELOP MONITOR MINI GRANT						
Series - 4000						
Source - 4310 INDIV.WITH DISABIL.IDEA --B	\$3,551.22	\$1,416.96	\$2,134.26	\$0.00	39.90%	\$0.00
<b>Series - 4000 Total</b>	<b>\$3,551.22</b>	<b>\$1,416.96</b>	<b>\$2,134.26</b>	<b>\$0.00</b>	<b>39.90%</b>	<b>\$0.00</b>
<b>Project - 615 ENGAGE/DEVELOP MONITOR MINI GRANT Total</b>	<b>\$3,551.22</b>	<b>\$1,416.96</b>	<b>\$2,134.26</b>	<b>\$0.00</b>	<b>39.90%</b>	<b>\$0.00</b>
Project - 621 FLOW THRU CURRENT YR						
Series - 4000						
Source - 4310 INDIV.WITH DISABIL.IDEA --B	\$286,737.53	\$244,689.82	\$42,047.71	\$0.00	85.34%	\$63,929.43
<b>Series - 4000 Total</b>	<b>\$286,737.53</b>	<b>\$244,689.82</b>	<b>\$42,047.71</b>	<b>\$0.00</b>	<b>85.34%</b>	<b>\$63,929.43</b>
<b>Project - 621 FLOW THRU CURRENT YR Total</b>	<b>\$286,737.53</b>	<b>\$244,689.82</b>	<b>\$42,047.71</b>	<b>\$0.00</b>	<b>85.34%</b>	<b>\$63,929.43</b>
Project - 641 PRESCHOOL CURRENT YR						
Series - 4000						
Source - 4340 PRESCHOOL AGES 3-5 IDEA-B	\$21,486.87	\$18,815.31	\$2,671.56	\$0.00	87.57%	\$2,266.24
<b>Series - 4000 Total</b>	<b>\$21,486.87</b>	<b>\$18,815.31</b>	<b>\$2,671.56</b>	<b>\$0.00</b>	<b>87.57%</b>	<b>\$2,266.24</b>
<b>Project - 641 PRESCHOOL CURRENT YR Total</b>	<b>\$21,486.87</b>	<b>\$18,815.31</b>	<b>\$2,671.56</b>	<b>\$0.00</b>	<b>87.57%</b>	<b>\$2,266.24</b>
Project - 731 ADULT ED CURRENT YR						
Series - 4000						
Source - 4611 ADULT BASIC EDUCATION TIT.XIII	\$131,357.74	\$57,988.20	\$73,369.54	\$0.00	44.15%	\$31,682.67
<b>Series - 4000 Total</b>	<b>\$131,357.74</b>	<b>\$57,988.20</b>	<b>\$73,369.54</b>	<b>\$0.00</b>	<b>44.15%</b>	<b>\$31,682.67</b>
<b>Project - 731 ADULT ED CURRENT YR Total</b>	<b>\$131,357.74</b>	<b>\$57,988.20</b>	<b>\$73,369.54</b>	<b>\$0.00</b>	<b>44.15%</b>	<b>\$31,682.67</b>
Project - 732 ENGLISH LITERACY						
Series - 4000						
Source - 4611 ADULT BASIC EDUCATION TIT.XIII	\$28,000.00	\$0.00	\$28,000.00	\$0.00	0.00%	\$0.00
<b>Series - 4000 Total</b>	<b>\$28,000.00</b>	<b>\$0.00</b>	<b>\$28,000.00</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>
<b>Project - 732 ENGLISH LITERACY Total</b>	<b>\$28,000.00</b>	<b>\$0.00</b>	<b>\$28,000.00</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>
Project - 771 USDA GRANT- FFA GREENHOUSE						
Series - 4000						
Source - 4689 OTHER MISC. SOURCES OF FED.REV	\$50,000.00	\$50,000.00	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 4000 Total</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
<b>Project - 771 USDA GRANT- FFA GREENHOUSE Total</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Project - 772 FEDERAL FOREST						
Series - 4000						
Source - 4163 FOREST RESERVE RENTALS	\$0.00	\$4,475.94	\$0.00	\$4,475.94	N/A	\$0.00
<b>Series - 4000 Total</b>	<b>\$0.00</b>	<b>\$4,475.94</b>	<b>\$0.00</b>	<b>\$4,475.94</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 772 FEDERAL FOREST Total</b>	<b>\$0.00</b>	<b>\$4,475.94</b>	<b>\$0.00</b>	<b>\$4,475.94</b>	<b>N/A</b>	<b>\$0.00</b>
Project - 777 READING LITERACY GRANT (ILG)						

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Series - 4000						
Source - 4689 OTHER MISC. SOURCES OF FED.REV	\$434,266.00	\$296,680.72	\$137,585.28	\$0.00	68.32%	\$67,138.09
<b>Series - 4000 Total</b>	<b>\$434,266.00</b>	<b>\$296,680.72</b>	<b>\$137,585.28</b>	<b>\$0.00</b>	<b>68.32%</b>	<b>\$67,138.09</b>
<b>Project - 777 READING LITERACY GRANT (ILG) Total</b>	<b>\$434,266.00</b>	<b>\$296,680.72</b>	<b>\$137,585.28</b>	<b>\$0.00</b>	<b>68.32%</b>	<b>\$67,138.09</b>
Project - 799 PRIOR YEAR FEDERAL						
Series - 1000						
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
<b>Series - 1000 Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>N/A</b>	<b>\$0.00</b>
Series - 4000						
Source - 4140 TITLE VI-IND, HAWAIIA, & ALASKA ED	\$0.00	\$4,307.41	\$0.00	\$4,307.41	N/A	\$0.00
Source - 4210 TITLE I-BASIC PROGRAM	\$0.00	\$1,384.55	\$0.00	\$1,384.55	N/A	\$0.00
Source - 4310 INDIV.WITH DISABIL.IDEA --B	\$0.00	\$447.99	\$0.00	\$447.99	N/A	\$0.00
Source - 4443 21ST CENTURY GRANT	\$0.00	\$53,790.94	\$0.00	\$53,790.94	N/A	\$0.00
Source - 4550 JOHNSON O'MALLEY	\$0.00	\$2,635.17	\$0.00	\$2,635.17	N/A	\$0.00
Source - 4611 ADULT BASIC EDUCATION TIT.XIII	\$0.00	\$135,661.69	\$0.00	\$135,661.69	N/A	\$0.00
<b>Series - 4000 Total</b>	<b>\$0.00</b>	<b>\$198,227.75</b>	<b>\$0.00</b>	<b>\$198,227.75</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 799 PRIOR YEAR FEDERAL Total</b>	<b>\$0.00</b>	<b>\$198,227.75</b>	<b>\$0.00</b>	<b>\$198,227.75</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Fund - 11 GENERAL FUND FOR OP Total</b>	<b>\$12,130,490.42</b>	<b>\$12,140,016.69</b>	<b>\$529,950.08</b>	<b>\$539,476.35</b>	<b>100.08%</b>	<b>\$1,283,093.22</b>
<b>Report Total</b>	<b>\$12,130,490.42</b>	<b>\$12,140,016.69</b>	<b>\$529,950.08</b>	<b>\$539,476.35</b>	<b>100.08%</b>	<b>\$1,283,093.22</b>

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
<b>Fund - 21 5 MILL BUILDING FUND</b>						
Project - 000 NON-CATEGORICAL EXP						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT)	\$127,403.23	\$134,910.36	\$0.00	\$7,507.13	105.89%	\$3,353.74
Source - 1120 AD VALOREM TAX LEVY (PR.YRS)	\$0.00	\$8,113.56	\$0.00	\$8,113.56	N/A	\$384.86
Source - 1130 REVENUE IN LIEU OF TAXES	\$0.00	\$86.74	\$0.00	\$86.74	N/A	\$0.00
<b>Series - 1000 Total</b>	<b>\$127,403.23</b>	<b>\$143,110.66</b>	<b>\$0.00</b>	<b>\$15,707.43</b>	<b>112.33%</b>	<b>\$3,738.60</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$263,825.18	\$263,825.18	\$0.00	\$0.00	100.00%	\$0.00
Source - 6200 INTER FUND TRANSFER	\$0.00	(\$1,000.00)	\$1,000.00	\$0.00	N/A	(\$1,000.00)
<b>Series - 6000 Total</b>	<b>\$263,825.18</b>	<b>\$262,825.18</b>	<b>\$1,000.00</b>	<b>\$0.00</b>	<b>99.62%</b>	<b>(\$1,000.00)</b>
<b>Project - 000 NON-CATEGORICAL EXP Total</b>	<b>\$391,228.41</b>	<b>\$405,935.84</b>	<b>\$1,000.00</b>	<b>\$15,707.43</b>	<b>103.76%</b>	<b>\$2,738.60</b>
Project - 020 PRINCIPAL/INTEREST ON BONDS						
Series - 1000						
Source - 1690 MISC. REV. FROM DIST.SOURCE	\$0.00	\$8,135.62	\$0.00	\$8,135.62	N/A	\$0.00
<b>Series - 1000 Total</b>	<b>\$0.00</b>	<b>\$8,135.62</b>	<b>\$0.00</b>	<b>\$8,135.62</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 020 PRINCIPAL/INTEREST ON BONDS Total</b>	<b>\$0.00</b>	<b>\$8,135.62</b>	<b>\$0.00</b>	<b>\$8,135.62</b>	<b>N/A</b>	<b>\$0.00</b>
Project - 930 GENERAL STUDENT - CENTRAL						
Series - 5000						
Source - 5200 REVEN.FROM ADV.FUND.PROGRAM	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
<b>Series - 5000 Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 930 GENERAL STUDENT - CENTRAL Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Fund - 21 5 MILL BUILDING FUND Total</b>	<b>\$391,228.41</b>	<b>\$414,071.46</b>	<b>\$1,000.00</b>	<b>\$23,843.05</b>	<b>105.84%</b>	<b>\$2,738.60</b>
<b>Report Total</b>	<b>\$391,228.41</b>	<b>\$414,071.46</b>	<b>\$1,000.00</b>	<b>\$23,843.05</b>	<b>105.84%</b>	<b>\$2,738.60</b>

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
<b>Fund - 22 CHILD NUTRITION FUND</b>						
Project - 000 NON-CATEGORICAL EXP						
Series - 1000						
Source - 1311 NOW ACCNT INTEREST	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$161.20	\$161.20	\$0.00	\$0.00	100.00%	\$0.00
<b>Series - 1000 Total</b>	<b>\$161.20</b>	<b>\$161.20</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>100.00%</b>	<b>\$0.00</b>
Series - 5000						
Source - 5190 MISC.REVENUE TRANSFER	\$0.00	\$9,939.66	\$0.00	\$9,939.66	N/A	\$9,939.66
<b>Series - 5000 Total</b>	<b>\$0.00</b>	<b>\$9,939.66</b>	<b>\$0.00</b>	<b>\$9,939.66</b>	<b>N/A</b>	<b>\$9,939.66</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$337,193.36	\$64,955.55	\$272,237.81	\$0.00	19.26%	\$0.00
<b>Series - 6000 Total</b>	<b>\$337,193.36</b>	<b>\$64,955.55</b>	<b>\$272,237.81</b>	<b>\$0.00</b>	<b>19.26%</b>	<b>\$0.00</b>
<b>Project - 000 NON-CATEGORICAL EXP Total</b>	<b>\$337,354.56</b>	<b>\$75,056.41</b>	<b>\$272,237.81</b>	<b>\$9,939.66</b>	<b>22.25%</b>	<b>\$9,939.66</b>
Project - 332 FLEX BENEFITS / NON CERT						
Series - 3000						
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$24,217.45	\$20,514.75	\$3,702.70	\$0.00	84.71%	\$2,048.65
<b>Series - 3000 Total</b>	<b>\$24,217.45</b>	<b>\$20,514.75</b>	<b>\$3,702.70</b>	<b>\$0.00</b>	<b>84.71%</b>	<b>\$2,048.65</b>
<b>Project - 332 FLEX BENEFITS / NON CERT Total</b>	<b>\$24,217.45</b>	<b>\$20,514.75</b>	<b>\$3,702.70</b>	<b>\$0.00</b>	<b>84.71%</b>	<b>\$2,048.65</b>
Project - 335 NC MED PD BY STATE						
Series - 3000						
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$37,678.89	\$41,547.80	\$0.00	\$3,868.91	110.27%	\$4,283.28
<b>Series - 3000 Total</b>	<b>\$37,678.89</b>	<b>\$41,547.80</b>	<b>\$0.00</b>	<b>\$3,868.91</b>	<b>110.27%</b>	<b>\$4,283.28</b>
<b>Project - 335 NC MED PD BY STATE Total</b>	<b>\$37,678.89</b>	<b>\$41,547.80</b>	<b>\$0.00</b>	<b>\$3,868.91</b>	<b>110.27%</b>	<b>\$4,283.28</b>
Project - 385 CHILD NUTR PROGRAM						
Series - 3000						
Source - 3720 STATE MATCHING	\$7,903.99	\$7,562.19	\$341.80	\$0.00	95.68%	\$0.00
<b>Series - 3000 Total</b>	<b>\$7,903.99</b>	<b>\$7,562.19</b>	<b>\$341.80</b>	<b>\$0.00</b>	<b>95.68%</b>	<b>\$0.00</b>
<b>Project - 385 CHILD NUTR PROGRAM Total</b>	<b>\$7,903.99</b>	<b>\$7,562.19</b>	<b>\$341.80</b>	<b>\$0.00</b>	<b>95.68%</b>	<b>\$0.00</b>
Project - 763 LUNCHESES						
Series - 4000						
Source - 4710 LUNCHESES	\$677,292.50	\$707,561.19	\$0.00	\$30,268.69	104.47%	\$0.00
<b>Series - 4000 Total</b>	<b>\$677,292.50</b>	<b>\$707,561.19</b>	<b>\$0.00</b>	<b>\$30,268.69</b>	<b>104.47%</b>	<b>\$0.00</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$9,044.16	\$0.00	\$9,044.16	N/A	\$0.00
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$9,044.16</b>	<b>\$0.00</b>	<b>\$9,044.16</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 763 LUNCHESES Total</b>	<b>\$677,292.50</b>	<b>\$716,605.35</b>	<b>\$0.00</b>	<b>\$39,312.85</b>	<b>105.80%</b>	<b>\$0.00</b>
Project - 764 BREAKFASTA						
Series - 4000						
Source - 4720 BREAKFASTS	\$371,499.72	\$388,350.08	\$0.00	\$16,850.36	104.54%	\$0.00
<b>Series - 4000 Total</b>	<b>\$371,499.72</b>	<b>\$388,350.08</b>	<b>\$0.00</b>	<b>\$16,850.36</b>	<b>104.54%</b>	<b>\$0.00</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$263,193.65	\$0.00	\$263,193.65	N/A	\$0.00
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$263,193.65</b>	<b>\$0.00</b>	<b>\$263,193.65</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 764 BREAKFASTA Total</b>	<b>\$371,499.72</b>	<b>\$651,543.73</b>	<b>\$0.00</b>	<b>\$280,044.01</b>	<b>175.38%</b>	<b>\$0.00</b>
Project - 766 SUMMER FOOD SERVICE						
Series - 4000						
Source - 4740 SUMMER FOOD SERV.PROG.	\$70,403.05	\$69,001.47	\$1,401.58	\$0.00	98.01%	\$13,425.80

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Series - 4000 Total	\$70,403.05	\$69,001.47	\$1,401.58	\$0.00	98.01%	\$13,425.80
Project - 766 SUMMER FOOD SERVICE Total	\$70,403.05	\$69,001.47	\$1,401.58	\$0.00	98.01%	\$13,425.80
Fund - 22 CHILD NUTRITION FUND Total	\$1,526,350.16	\$1,581,831.70	\$277,683.89	\$333,165.43	103.63%	\$29,697.39
<b>Report Total</b>	<b>\$1,526,350.16</b>	<b>\$1,581,831.70</b>	<b>\$277,683.89</b>	<b>\$333,165.43</b>	<b>103.63%</b>	<b>\$29,697.39</b>

## IDABEL PUBLIC SCHOOLS

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
<b>Fund - 41 SINKING FUND</b>						
Project - 000 NON-CATEGORICAL EXP						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT)	\$0.00	\$600,494.80	\$0.00	\$600,494.80	N/A	\$15,088.52
Source - 1120 AD VALOREM TAX LEVY (PR.YRS)	\$0.00	\$40,052.43	\$0.00	\$40,052.43	N/A	\$1,549.93
Source - 1130 REVENUE IN LIEU OF TAXES	\$0.00	\$382.55	\$0.00	\$382.55	N/A	\$0.00
<b>Series - 1000 Total</b>	<b>\$0.00</b>	<b>\$640,929.78</b>	<b>\$0.00</b>	<b>\$640,929.78</b>	<b>N/A</b>	<b>\$16,638.45</b>
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$611,160.94	\$0.00	\$611,160.94	N/A	\$0.00
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$611,160.94</b>	<b>\$0.00</b>	<b>\$611,160.94</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Project - 000 NON-CATEGORICAL EXP Total</b>	<b>\$0.00</b>	<b>\$1,252,090.72</b>	<b>\$0.00</b>	<b>\$1,252,090.72</b>	<b>N/A</b>	<b>\$16,638.45</b>
<b>Fund - 41 SINKING FUND Total</b>	<b>\$0.00</b>	<b>\$1,252,090.72</b>	<b>\$0.00</b>	<b>\$1,252,090.72</b>	<b>N/A</b>	<b>\$16,638.45</b>
<b>Report Total</b>	<b>\$0.00</b>	<b>\$1,252,090.72</b>	<b>\$0.00</b>	<b>\$1,252,090.72</b>	<b>N/A</b>	<b>\$16,638.45</b>

## Budget Analysis

Options: Year: 2018-2019, Date Range: 7/1/2018 - 6/30/2019, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2018-2019						
000 NON-CATEGORICAL EXP	10,302,709.48	6,810,977.48	6,810,977.48	0.00	3,491,732.00	66.11%
001 DISTRICT - UTILITIES	0.00	49,361.30	49,361.30	0.00	-49,361.30	100.00%
002 DISTRICT - CERTIFIED SALARIES	0.00	5,355.44	5,355.44	0.00	-5,355.44	100.00%
004 DISTRICT - SCHOOL BOARD EXPENS	0.00	10,757.03	10,757.03	0.00	-10,757.03	100.00%
005 DISTRICT - CURRICULUM DIRECTOR	0.00	13,749.87	13,749.87	0.00	-13,749.87	100.00%
006 DISTRICT - TECHNOLOGY DIRECTOR	0.00	70,926.60	70,926.60	0.00	-70,926.60	100.00%
007 DISTRICT - HEALTH SRVS DIRECTO	0.00	47,053.30	47,053.30	0.00	-47,053.30	100.00%
008 DISTRICT - CONTRACTS & FEES	0.00	211,354.69	211,354.69	0.00	-211,354.69	100.00%
009 DISTRICT - BUILDING & GROUNDS	0.00	58,944.94	58,944.94	0.00	-58,944.94	100.00%
015 CHOCTAW NATION SUMMER SCHOOL	134,808.00	134,808.00	134,808.00	0.00	0.00	100.00%
016 SCHOOL VEHICLE-PERSONAL USE	497.30	0.00	0.00	0.00	497.30	0.00%
017 MIFI-VERIZON	41,862.81	46,069.29	46,069.29	0.00	-4,206.48	110.05%
019 ARVEST BANK GRANT	2,416.00	0.00	0.00	0.00	2,416.00	0.00%
020 PRINCIPAL/INTEREST ON BONDS	500,000.00	587,332.69	587,332.69	0.00	-87,332.69	117.47%
021 ANONYMOUS DONOR-CLEET	0.00	9,647.00	9,647.00	0.00	-9,647.00	100.00%
022 IDABEL FFA TRACTOR	0.00	5,739.35	5,739.35	0.00	-5,739.35	100.00%
023 CHOCTAW NATION - TPP	15,000.00	14,517.87	14,517.87	0.00	482.13	96.79%
024 WEYCO -SAFETY GRANT	10,000.00	7,635.00	7,635.00	0.00	2,365.00	76.35%
025 IDABEL FOUNDATION GRANTS	8,086.65	8,086.65	8,086.65	0.00	0.00	100.00%
038 ADMIN - CERTIFIED SALARIES	0.00	160,098.42	160,098.42	0.00	-160,098.42	100.00%
039 ADMIN - SUPPORT STAFF SALARIES	0.00	132,057.72	132,057.72	0.00	-132,057.72	100.00%
040 ADMIN - PROFESSIONAL DEVELOPMEN	0.00	8,828.46	8,828.46	0.00	-8,828.46	100.00%
041 ADMIN - OFFICE SUPPLIES	0.00	2,712.99	2,712.99	0.00	-2,712.99	100.00%
042 ADMIN - COPY SUPPLIES	0.00	5,154.84	5,154.84	0.00	-5,154.84	100.00%
044 ADMIN - SECURITY & ALARM	0.00	351.00	351.00	0.00	-351.00	100.00%
045 ADMIN - CONTRACT & FEES	0.00	21,294.29	21,294.29	0.00	-21,294.29	100.00%
074	0.00	73.64	73.64	0.00	-73.64	100.00%
075 BUS - SALARIES	0.00	97,814.45	97,814.45	0.00	-97,814.45	100.00%
076 BUS - OFFICE SUPPLIES	0.00	775.39	775.39	0.00	-775.39	100.00%
077 BUS - COPY SUPPLIES	0.00	104.79	104.79	0.00	-104.79	100.00%
078 BUS - MAINTENANCE	0.00	130,161.10	130,161.10	0.00	-130,161.10	100.00%
079 BUS - TRANSPORTATION	0.00	93,859.45	93,859.45	0.00	-93,859.45	100.00%
080 BUS - ROUTE TRANSPORTATION	80,245.00	138,344.77	138,344.77	0.00	-58,099.77	172.40%
081 BUS - GROUNDS	0.00	47,086.47	47,086.47	0.00	-47,086.47	100.00%
082 BUS - UTILITIES	0.00	6,457.83	6,457.83	0.00	-6,457.83	100.00%
103 CNP - COPY SUPPLIES	0.00	3,781.23	3,781.23	0.00	-3,781.23	100.00%
110 CHILD NUTRITION	0.00	1,199,892.86	1,199,892.86	0.00	-1,199,892.86	100.00%
114 SE - SUPPORT STAFF SALARIES	0.00	1,407.29	1,407.29	0.00	-1,407.29	100.00%
117 SE - OFFICE SUPPLIES	0.00	234.00	234.00	0.00	-234.00	100.00%
118 SE - OFFICE SUPPLIES - SP ED	0.00	158.58	158.58	0.00	-158.58	100.00%
119 SE - COPY SUPPLIES	0.00	601.42	601.42	0.00	-601.42	100.00%

## Budget Analysis

Options: Year: 2018-2019, Date Range: 7/1/2018 - 6/30/2019, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2018-2019						
121 SE - BUILDING & GROUNDS	3,895.40	5,043.64	5,043.64	0.00	-1,148.24	129.48%
132 SE-MARTHA A JOHNSON TRUST	24,000.00	0.00	0.00	0.00	24,000.00	0.00%
140 EVENSTART CAREER TECH-MOU	0.00	363.28	363.28	0.00	-363.28	100.00%
151 PS - PROFESSIONAL DEVELOPMENT	0.00	550.13	550.13	0.00	-550.13	100.00%
152 PS - OFFICE SUPPLIES	0.00	4,987.85	4,987.85	0.00	-4,987.85	100.00%
153 PS - COPY SUPPLIES	0.00	4,673.17	4,673.17	0.00	-4,673.17	100.00%
154 PS - BUILDING & GROUNDS	0.00	30,203.43	30,203.43	0.00	-30,203.43	100.00%
155 PS - SECURITY & ALARM	0.00	430.00	430.00	0.00	-430.00	100.00%
156 PS - CONTRACTS & FEES	0.00	3,265.50	3,265.50	0.00	-3,265.50	100.00%
157 PS - UTILITIES	0.00	22,967.03	22,967.03	0.00	-22,967.03	100.00%
161 PS - INSTRUCTIONAL SALARIES	0.00	3,550.75	3,550.75	0.00	-3,550.75	100.00%
162 PS - INSTR. SUPPORT STAFF SALA	0.00	146.30	146.30	0.00	-146.30	100.00%
163 PS - INSTRUCTIONAL EXPENSES	0.00	3,121.34	3,121.34	0.00	-3,121.34	100.00%
170 EZ MART GRANT-RAMSEY	0.00	326.80	326.80	0.00	-326.80	100.00%
188 CENT - PROFESSIONAL DEVELOPMEN	0.00	706.74	706.74	0.00	-706.74	100.00%
189 CENT - OFFICE SUPPLIES	0.00	2,037.75	2,037.75	0.00	-2,037.75	100.00%
190 CENT - COPY SUPPLIES	0.00	5,952.89	5,952.89	0.00	-5,952.89	100.00%
191 CENT - BUILDING & GROUNDS	47,482.90	137,644.90	137,644.90	0.00	-90,162.00	289.88%
193 CENT - CONTRACTS & FEES	0.00	3,265.50	3,265.50	0.00	-3,265.50	100.00%
194 CENT - UTILITIES	0.00	33,644.75	33,644.75	0.00	-33,644.75	100.00%
196 CENT - LIBRARY REPAIRS & SUPPL	0.00	12,977.99	12,977.99	0.00	-12,977.99	100.00%
198 CENT - INSTRUCTIONAL SALARIES	0.00	3,652.28	3,652.28	0.00	-3,652.28	100.00%
200 CENT - INSTRUCTIONAL EXPENSES	0.00	600.00	600.00	0.00	-600.00	100.00%
225 MS - PROFESSIONAL DEVELOPMENT	0.00	6,219.26	6,219.26	0.00	-6,219.26	100.00%
226 MS - OFFICE SUPPLIES	0.00	2,360.69	2,360.69	0.00	-2,360.69	100.00%
227 MS - COPY SUPPLIES	0.00	6,643.61	6,643.61	0.00	-6,643.61	100.00%
228 MS - BUILDING & GROUNDS	91,138.95	309,006.70	309,006.70	0.00	-217,867.75	339.05%
230 MS - CONTRACTS AND FEES	0.00	3,315.50	3,315.50	0.00	-3,315.50	100.00%
237 MS - INSTRUCTIONAL EXPENSE	0.00	3,833.06	3,833.06	0.00	-3,833.06	100.00%
241 MS - UTILITIES	0.00	56,393.77	56,393.77	0.00	-56,393.77	100.00%
243 MS -LIBRARY REPAIRS & SUPPLIES	0.00	76.89	76.89	0.00	-76.89	100.00%
245 MS - INSTRUCTIONAL SALARIES	0.00	6,401.14	6,401.14	0.00	-6,401.14	100.00%
246 MS - VOCAL MUSIC	0.00	3,776.36	3,776.36	0.00	-3,776.36	100.00%
247 MS - ATHLETICS	0.00	2,087.10	2,087.10	0.00	-2,087.10	100.00%
248 MS - ACTIVITY BUS DRIVERS	0.00	876.21	876.21	0.00	-876.21	100.00%
262 HS - PROFESSIONAL DEVELOPMENT	0.00	2,190.42	2,190.42	0.00	-2,190.42	100.00%
263 HS - OFFICE SUPPLIES	0.00	3,661.39	3,661.39	0.00	-3,661.39	100.00%
264 HS - COPY SUPPLIES	0.00	11,206.06	11,206.06	0.00	-11,206.06	100.00%
265 HS - BUILDING & GROUNDS	77,958.20	205,720.45	205,720.45	0.00	-127,762.25	263.89%
267 HS - CONTRACTS & FEES	0.00	3,265.50	3,265.50	0.00	-3,265.50	100.00%
268 HS - UTILITIES	0.00	113,842.43	113,842.43	0.00	-113,842.43	100.00%

## Budget Analysis

Options: Year: 2018-2019, Date Range: 7/1/2018 - 6/30/2019, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2018-2019						
270 HS - LIBRARY REPAIRS & SUPPLIE	0.00	1,112.04	1,112.04	0.00	-1,112.04	100.00%
271 HS - LIBRARY ACCREDITATION EXP	0.00	228.19	228.19	0.00	-228.19	100.00%
272 HS - INSTRUCTIONAL SALARIES	0.00	22,115.77	22,115.77	0.00	-22,115.77	100.00%
274 HS - INSTRUCTIONAL EXPENSES	0.00	4,931.47	4,931.47	0.00	-4,931.47	100.00%
277 HS - FFA	0.00	577.56	577.56	0.00	-577.56	100.00%
281 HS - BAND	0.00	15,130.94	15,130.94	0.00	-15,130.94	100.00%
282 HS - VOCAL MUSIC	150.00	22,375.02	22,375.02	0.00	-22,225.02	14,916.68%
283 HS - ACADEMIC TEAM	0.00	1,155.78	1,155.78	0.00	-1,155.78	100.00%
284 HS - ATHLETICS	0.00	91,952.91	91,952.91	0.00	-91,952.91	100.00%
317 DRIVER ED	3,272.50	5,853.18	5,853.18	0.00	-2,580.68	178.86%
319 ADULT ED MATCHING	18,671.26	18,348.55	18,348.55	0.00	322.71	98.27%
331 FLEX BENEFITS / CERT	10,874.76	11,362.73	11,362.73	0.00	-487.97	104.49%
332 FLEX BENEFITS / NON CERT	72,840.96	67,909.02	67,909.02	0.00	4,931.94	93.23%
333 STATE TEXTBOOKS	58,924.61	58,924.61	58,924.61	0.00	0.00	100.00%
334 CER MED PD BY STATE	621,075.60	649,630.80	649,630.80	0.00	-28,555.20	104.60%
335 NC MED PD BY STATE	328,384.80	346,231.80	346,231.80	0.00	-17,847.00	105.43%
367 READING SUFFICIENCY	10,188.75	11,993.50	11,993.50	0.00	-1,804.75	117.71%
385 CHILD NUTR PROGRAM	7,903.99	0.00	0.00	0.00	7,903.99	0.00%
388 ALTERNATIVE ED GRANT	48,592.80	49,368.71	49,368.71	0.00	-775.91	101.60%
411 COMPR HS PROG	21,440.00	25,068.01	25,068.01	0.00	-3,628.01	116.92%
412 VOCATIONAL PROGRAMS	36,499.00	33,648.94	33,648.94	0.00	2,850.06	92.19%
421 CARL PERKINS	27,469.98	27,400.60	27,400.60	0.00	69.38	99.75%
456 JTPA-VOCATIONAL	0.00	163.90	163.90	0.00	-163.90	100.00%
511 BASIC PROG, CY	589,121.96	549,198.29	549,198.29	0.00	39,923.67	93.22%
515 SCHOOL SUPPORT	5,003.15	3,630.38	3,630.38	0.00	1,372.77	72.56%
518 TITLE I PART D-NEGLECTED	10,568.79	10,531.81	10,531.81	0.00	36.98	99.65%
541 TITLE II PART A	102,725.99	88,860.99	88,860.99	0.00	13,865.00	86.50%
552 TITLE IV, PART A, STUDENT SUPPORT, FORMULA GRANT	19,663.55	0.00	0.00	0.00	19,663.55	0.00%
553 LEARNING CENTERS	180,285.60	158,229.36	158,229.36	0.00	22,056.24	87.77%
554 21st CENTURY-SPECIAL PROJECTS	80,819.00	68,153.42	68,153.42	0.00	12,665.58	84.33%
561 INDIAN ED CURRENT YR	74,048.00	74,048.00	74,048.00	0.00	0.00	100.00%
563 J O'MALLEY CURR YR	20,540.00	20,293.10	20,293.10	0.00	246.90	98.80%
587 RURAL AND LOW INCOME	23,390.87	15,724.07	15,724.07	0.00	7,666.80	67.22%
591 TITLE VII-IMPACT AID	4,459.52	478.54	478.54	0.00	3,980.98	10.73%
592 TITLE VII-IMPACT AID-DISABLED	850.86	119.63	119.63	0.00	731.23	14.06%
613 SPEC ED STAFF DEVELOPMENT	472.75	0.00	0.00	0.00	472.75	0.00%
615 ENGAGE/DEVELOP MONITOR MINI GRANT	3,551.22	1,731.96	1,731.96	0.00	1,819.26	48.77%
621 FLOW THRU CURRENT YR	286,737.53	244,905.52	244,905.52	0.00	41,832.01	85.41%
641 PRESCHOOL CURRENT YR	21,486.87	18,815.31	18,815.31	0.00	2,671.56	87.57%
731 ADULT ED CURRENT YR	131,357.74	97,611.23	97,611.23	0.00	33,746.51	74.31%
732 ENGLISH LITERACY	28,000.00	0.00	0.00	0.00	28,000.00	0.00%

## IDABEL PUBLIC SCHOOLS

## Budget Analysis

Options: Year: 2018-2019, Date Range: 7/1/2018 - 6/30/2019, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2018-2019						
763 LUNCHES	677,292.50	0.00	0.00	0.00	677,292.50	0.00%
764 BREAKFASTA	371,499.72	7,999.64	7,999.64	0.00	363,500.08	2.15%
766 SUMMER FOOD SERVICE	70,403.05	0.00	0.00	0.00	70,403.05	0.00%
771 USDA GRANT- FFA GREENHOUSE	50,000.00	0.00	0.00	0.00	50,000.00	0.00%
777 READING LITERACY GRANT (ILG)	434,266.00	334,269.40	334,269.40	0.00	99,996.60	76.97%
802 ANNUAL - HS	0.00	3,739.44	3,739.44	0.00	-3,739.44	100.00%
803 IDABEL ALUMNI ASSOCIATION-HS	0.00	6,237.26	6,237.26	0.00	-6,237.26	100.00%
805 LEO CLUB - HS	0.00	24.73	24.73	0.00	-24.73	100.00%
806 BASEBALL FIELD PRO-HS	0.00	6,000.00	6,000.00	0.00	-6,000.00	100.00%
807 DISTRICT TECH USE FEE- HS	0.00	3,552.73	3,552.73	0.00	-3,552.73	100.00%
808 SPECIAL OLYMPICS- HS	0.00	13,530.52	13,530.52	0.00	-13,530.52	100.00%
809 BAND UNIFORMS - HIGH SCHOOL	0.00	19,875.39	19,875.39	0.00	-19,875.39	100.00%
810 ATHLETICS - HS	0.00	75,175.89	75,175.89	0.00	-75,175.89	100.00%
812 BAND - HS	0.00	57,085.13	57,085.13	0.00	-57,085.13	100.00%
818 CHEERLEADERS - HS	0.00	15,729.06	15,729.06	0.00	-15,729.06	100.00%
820 DANCE TEAM - HS	0.00	6,026.04	6,026.04	0.00	-6,026.04	100.00%
822 FACULTY CONCESSIONS - HS	0.00	534.70	534.70	0.00	-534.70	100.00%
830 FFA - HIGH SCHOOL	0.00	30,555.83	30,555.83	0.00	-30,555.83	100.00%
832 FHA (FCCLA) - HIGH SCHOOL	0.00	1,949.00	1,949.00	0.00	-1,949.00	100.00%
833 GUIDANCE - HIGH SCHOOL	0.00	85.00	85.00	0.00	-85.00	100.00%
837 KEY CLUB - HIGH SCHOOL	0.00	1,537.68	1,537.68	0.00	-1,537.68	100.00%
839 IHS ACADEMIC TEAM-HIGH SCHOOL	0.00	1,007.00	1,007.00	0.00	-1,007.00	100.00%
840 LIBRARY - HIGH SCHOOL	0.00	1,854.00	1,854.00	0.00	-1,854.00	100.00%
842 NATIVE AM CLUB - HIGH SCHOOL	0.00	729.89	729.89	0.00	-729.89	100.00%
846 NAT'L HONOR SOC - HIGH SCHOOL	0.00	1,136.00	1,136.00	0.00	-1,136.00	100.00%
851 MISS I.H.S. - HIGH SCHOOL	0.00	2,643.36	2,643.36	0.00	-2,643.36	100.00%
852 POPTIME - HIGH SCHOOL	0.00	13,349.99	13,349.99	0.00	-13,349.99	100.00%
854 SENIORS 2021- HIGH SCHOOL	0.00	53.14	53.14	0.00	-53.14	100.00%
856 SENIORS 2019- HIGH SCHOOL	0.00	2,245.17	2,245.17	0.00	-2,245.17	100.00%
858 SENIORS 2022 - HIGH SCHOOL	0.00	76.84	76.84	0.00	-76.84	100.00%
859 SPANISH CLUB - HIGH SCHOOL	0.00	543.10	543.10	0.00	-543.10	100.00%
861 SENIORS 2020 - HIGH SCHOOL	0.00	1,211.84	1,211.84	0.00	-1,211.84	100.00%
862 STUDENT INCENTIVE-HIGH SCHOOL	0.00	5,536.37	5,536.37	0.00	-5,536.37	100.00%
866 STUDENT COUNCIL-HIGH SCHOOL	0.00	1,648.11	1,648.11	0.00	-1,648.11	100.00%
867 WARRIOR ACADEMY-HIGH SCH	0.00	139.36	139.36	0.00	-139.36	100.00%
870 WARRIOR CLUB - HIGH SCHOOL	0.00	34,978.69	34,978.69	0.00	-34,978.69	100.00%
901 DISTRICT TECH USE FEE- MS	0.00	3,000.00	3,000.00	0.00	-3,000.00	100.00%
902 BAND - MIDDLE SCHOOL	0.00	15,845.68	15,845.68	0.00	-15,845.68	100.00%
903 CHEERLEADERS-MIDDLE SCHOOL	0.00	9,634.05	9,634.05	0.00	-9,634.05	100.00%
904 CHORAL MUSIC - MIDDLE SCHOOL	0.00	2,878.15	2,878.15	0.00	-2,878.15	100.00%
905 COMP SPORTS - MIDDLE SCHOOL	0.00	13,876.11	13,876.11	0.00	-13,876.11	100.00%
907 HONOR SOCIETY-MIDDLE SCHOOL	0.00	2,038.81	2,038.81	0.00	-2,038.81	100.00%

## IDABEL PUBLIC SCHOOLS

## Budget Analysis

Options: Year: 2018-2019, Date Range: 7/1/2018 - 6/30/2019, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2018-2019						
908 LEGO - MIDDLE SCHOOL	0.00	1,507.54	1,507.54	0.00	-1,507.54	100.00%
909 LIBRARY MISC - MIDDLE SCHOOL	0.00	907.84	907.84	0.00	-907.84	100.00%
910 TIME TREKKERS - MIDDLE SCH	0.00	9,957.83	9,957.83	0.00	-9,957.83	100.00%
911 COMP ACADEMICS-MIDDLE SCHOOL	0.00	83.75	83.75	0.00	-83.75	100.00%
916 STUDENT CO - MIDDLE SCHOOL	0.00	787.00	787.00	0.00	-787.00	100.00%
921 MIDDLE SCHOOL SPECIAL - MS	0.00	8,458.56	8,458.56	0.00	-8,458.56	100.00%
922 HISPANIC CLUB - MIDDLE SCHOOL	0.00	828.44	828.44	0.00	-828.44	100.00%
927 YEARBOOK - MIDDLE SCHOOL	0.00	37.82	37.82	0.00	-37.82	100.00%
930 GENERAL STUDENT - CENTRAL	0.00	19,944.09	19,944.09	0.00	-19,944.09	100.00%
931 BOOK FAIR - CENTRAL	0.00	4,359.73	4,359.73	0.00	-4,359.73	100.00%
932 COKE - CENTRAL	0.00	2,312.87	2,312.87	0.00	-2,312.87	100.00%
933 CHARACTER COUNTS - CENTRAL	0.00	510.72	510.72	0.00	-510.72	100.00%
934 BROADWAY KIDS - CENTRAL	0.00	1,352.92	1,352.92	0.00	-1,352.92	100.00%
937 STEM - CENTRAL	0.00	289.29	289.29	0.00	-289.29	100.00%
938 PTO - CENTRAL	0.00	325.00	325.00	0.00	-325.00	100.00%
941 PSE LIBRARY - PRIMARY SOUTH	0.00	3,476.62	3,476.62	0.00	-3,476.62	100.00%
942 COKE - PRIMARY SOUTH	0.00	2,531.43	2,531.43	0.00	-2,531.43	100.00%
952 STUDENT SERV-PRIMARY SOUTH	0.00	929.95	929.95	0.00	-929.95	100.00%
953 SWEET SOUNDS-PRIMARY SOUTH	0.00	748.97	748.97	0.00	-748.97	100.00%
962 PRE K & K - PRIMARY SOUTH	0.00	14,832.64	14,832.64	0.00	-14,832.64	100.00%
980 GENERAL STUDENT - EVENSTART	0.00	1,258.16	1,258.16	0.00	-1,258.16	100.00%
983 GENERAL - ADMINISTRATION	0.00	14,047.23	14,047.23	0.00	-14,047.23	100.00%
985 DRIVERS ED - ADMINISTRATION	0.00	6,150.00	6,150.00	0.00	-6,150.00	100.00%
986 REFUND ACCT - ALL SCHOOLS	0.00	1,026.00	1,026.00	0.00	-1,026.00	100.00%
987 CAFETERIA - REFUND ACCT	0.00	9,939.66	9,939.66	0.00	-9,939.66	100.00%
<b>Total 2018-2019</b>	<b>\$15,792,934.37</b>	<b>\$14,787,308.85</b>	<b>\$14,787,308.85</b>	<b>\$0.00</b>	<b>\$1,005,625.52</b>	<b>93.63 %</b>
<b>Report Total</b>	<b>\$15,792,934.37</b>	<b>\$14,787,308.85</b>	<b>\$14,787,308.85</b>	<b>\$0.00</b>	<b>\$1,005,625.52</b>	<b>93.63 %</b>

**Date Range:** 7/1/2018 - 6/30/2019

**Classification Bolding:** N/A

**Print Detail:** No

<b>Dimension</b>	<b>Group Order</b>	<b>Total</b>	<b>Bold</b>	<b>Filter</b>
Fiscal Year	1	Yes	No	2019
Fund	N/A	N/A	N/A	
Project	2	No	No	
Function	N/A	N/A	N/A	
Object	N/A	N/A	N/A	
Program	N/A	N/A	N/A	
Subject	N/A	N/A	N/A	
JobClass	N/A	N/A	N/A	
Unit	N/A	N/A	N/A	

*Rev Analysis*  
*Fund ✓*  
*Proj ✓*  
*Source ✓*

## Purchase Order Register

Options: Year: 2019-2020, Fund: GENERAL FUND FOR OP, Date Range: 7/1/2019 - 6/30/2020, PO Range: 10 - 500

PO No	Date	Vendor No	Vendor	Description	Amount
10	07/01/2019	342	UMB BANK	DISTRICT-ADMIN FEES	900.00
11	07/01/2019	263	4-WAY PEST CONTROL	DISTRICT-PEST CONTROL	7,500.00
12	07/01/2019	37	ABCO PRINTING COMPANY	OFFICE SUPPLIES-BUS BARN	200.00
13	07/01/2019	66	BEMAC SUPPLY	DISTRICT-SUPPLIES	4,000.00
14	07/01/2019	190	VSC FIRE & SECURITY	DISTRICT-SPRINKLERS	800.00
15	07/01/2019	2896	DISCOUNT TIRE & ALIGNMENT	DISTRICT-REPAIRS	4,000.00
16	07/01/2019	2926	E - CONOLIGHT	DISTRICT-LIGHTS	2,000.00
17	07/01/2019	195	GLASS SPECIALISTS	DISTRICT-GLASS REPAIRS	1,500.00
18	07/01/2019	301	GRAHAM TRUCK CENTER	DISTRICT-MAINTENANCE	4,000.00
19	07/01/2019	385	IDABEL HEATING & AIR	DISTRICT-HEAT AND AIR	7,500.00
20	07/01/2019	1084	JAMES HODGE FORD	DISTRICT-INSPECTIONS	2,000.00
21	07/01/2019	3	JANITORS LOCAL SUPPLY, INC	DISTRICT-SUPPLIES	15,000.00
22	07/01/2019	201	LAMBERT LUMBER AND HOME CENTER	DISTRICT-SUPPLIES	1,500.00
23	07/01/2019	202	LAMBERT PLUMBING	DISTRICT-PLUMBING	5,000.00
24	07/01/2019	3109	LINDSEY COMMUNICATION	DISTRICT-RADIO TOWERS	2,000.00
25	07/01/2019	3035	M H C KENWORTH	DISTRICT-BUS REPAIRS	4,000.00
26	07/01/2019	139	MATHESON TRI - GAS	DISTRICT-WELDING RENEWAL	400.00
27	07/01/2019	205	MCCURTAIN AUTO SUPPLY	DISTRICT-SUPPLIES	5,000.00
28	07/01/2019	325	MOYER EQUIPMENT	DISTRICT-SUPPLIES	5,000.00
29	07/01/2019	325	MOYER EQUIPMENT	DISTRICT-SUPPLIES	2,000.00
30	07/01/2019	1041	MELTON, DEWAYNE	DISTRICT-MILEAGE	400.00
31	07/01/2019	1603	NEAL'S DIESEL REPAIR	DISTRICT-REPAIRS	8,000.00
32	07/01/2019	198	OK LUMBER LLC	DISTRICT-SUPPLIES	5,000.00
33	07/01/2019	1921	OKLAHOMA DEPT OF LABOR	DISTRICT-INSPECTIONS	300.00
34	07/01/2019	33	PEOPLE PLUS INC	DISTRICT-DRUG TESTING	1,000.00
35	07/01/2019	1766	PROTECH LOCKSMITH	DISTRICT-LOCKS	600.00
36	07/01/2019	211	ROSS TRANSPORTATION	DISTRICT-MAINTENANCE	5,000.00
37	07/01/2019	199	ROUTH SALES AND RENTALS	DISTRICT-EQUIPMENT	500.00
38	07/01/2019	2487	SHARROCK OIL, INC	DISTRICT-OIL AND FLUID	1,500.00
39	07/01/2019	341	SOUTHEASTERN ALARM	DISTRICT-ALARMS	5,000.00
40	07/01/2019	1816	SMITH EQUIPMENT	DISTRICT-SUPPLIES	1,500.00
41	07/01/2019	152	WAL-MART COMMUNITY BRC	DISTRICT-SUPPLIES	400.00
42	07/01/2019	152	WAL-MART COMMUNITY BRC	DISTRICT-SUPPLIES	1,500.00
43	07/01/2019	151	VISA	DISTRICT-SUPPLIES	700.00
44	07/01/2019	519	SOUTHEAST FEED	DISTRICT-SUPPLIES	500.00
45	07/01/2019	223	WHOLESALE ELECTRIC SUPPLY CO.	DISTRICT-SUPPLIES	3,000.00
46	07/01/2019	222	WATERHOUSE OF IDABEL	WATER-BUS BARN	600.00
47	07/01/2019	3569	DISCOVERY EDUCATION	MS-RENEWAL	1,600.00
48	07/01/2019	431	RENAISSANCE LEARNING	DISTRICT-RENEWAL	12,969.75
49	07/01/2019	2844	I XL LEARNING	DISTRICT-LICENSE	10,500.00
50	07/01/2019	3567	EXPLORE LEARNING	TITLE 1-RENEWAL LICENSE	5,931.00
51	07/01/2019	3206	ALPHA PLUS	MS-RENEWAL	17,737.50
52	07/01/2019	3206	ALPHA PLUS	CENTRAL-RENEWAL	34,518.75
53	07/01/2019	3004	GLOBAL COMPLIANCE NETWORK	DISTRICT-TECHNOLOGY	700.00
54	07/01/2019	2548	BEASLEY TECH	DISTRICT-TECHNOLOGY	395.00
55	07/01/2019	2548	BEASLEY TECH	DISTRICT-TECHNOLOGY	32,347.32

## Purchase Order Register

Options: Year: 2019-2020, Fund: GENERAL FUND FOR OP, Date Range: 7/1/2019 - 6/30/2020, PO Range: 10 - 500

PO No	Date	Vendor No	Vendor	Description	Amount
56	07/01/2019	2548	BEASLEY TECH	DISTRICT-TECHNOLOGY	1,900.00
57	07/01/2019	110	SECURITY STATE BANK OF WEWOKA	DISTRICT-LEASE	65,122.92
58	07/01/2019	431	RENAISSANCE LEARNING	LIT GRANT-TECHNOLOGY	2,900.00
59	07/01/2019	3570	QUANTUM LEARNING	LIT GRANT-BOOKS	5,100.00
60	07/01/2019	1087	MARRIOTT-COURTYARD OKC DOWNTOWN	DISTRICT-TRAVEL	771.49
61	07/01/2019	3466	DR. BARBARA MCCLANAHAN	LIT GRANT-TRAINING	500.00
62	07/01/2019	384	IDABEL NATIONAL BANK	AG-INCENTVE	7,000.00
63	07/01/2019	3198	BALDWIN, MCKENZI	SPED-SPEECH	50,000.00
64	07/01/2019	2331	CODY, CONNIE	SPED-TRANSPORT	3,000.00
65	07/01/2019	399	HURST APRIL	SPED-P.T.	11,500.00
66	07/01/2019	3492	MCELROY SPEECH AND LANGUAGE , INC.	SPED-SPEECH	6,000.00
67	07/01/2019	31	RANEY SENDI	SPED-THERAPY	18,000.00
68	07/01/2019	32	QUILL	SPED-SUPPLIES	2,500.00
69	07/01/2019	152	WAL-MART COMMUNITY BRC	SPED-SUPPLIES	1,000.00
70	07/01/2019	2435	FOREST GROVE SCHOOL	DISTRICT-VISTA	2,500.00
71	07/01/2019	2465	OK TEACHER & LEADERSHIP EFFECTIVENE	DISTRICT-MEMBERSHIP	2,376.00
72	07/01/2019	228	MUNICIPAL ACCOUNTING SYSTEMS, INC	DISTRICT-LICENSE	22,476.50
73	07/01/2019	75	WEEKS INSURANCE	DISTRICT-BOND RENEWALS	900.00
74	07/01/2019	169	OSAG	DISTRICT-WORKERS COMP	45,936.00
75	07/01/2019	1759	MAIL FINANCE	ADMIN-POSTAGE	1,800.00
76	07/01/2019	311	MCCURTAIN DAILY GAZETTE	DISTRICT-ADS	4,000.00
77	07/01/2019	1112	FLOORING OUTFITTERS	HS-FLOORING	11,738.73
78	07/01/2019	1397	OSSBA EMPLOYMENT SERVICES	DISTRICT-UNEMPLOYMENT FEE	1,274.00
79	07/01/2019	1397	OSSBA EMPLOYMENT SERVICES	DISTRICT-UNEMPLOYMENT	20,000.00
80	07/01/2019	378	OKLAHOMA TECHNOLOGY ASSOC	DISTRICT-MEMBERSHIP	300.00
81	07/01/2019	177	OSSBA	DISTRICT-FEES	2,600.00
82	07/01/2019	177	OSSBA	DISTRICT-FEES	1,500.00
83	07/01/2019	377	OASIS	DISTRICT-MEMBESHIP	250.00
84	07/01/2019	3330	NEOFUNDS/NEOPOST	HS-POSTAGE MACHINE	2,000.00
85	07/01/2019	1766	PROTECH LOCKSMITH	HS-LOCKS	500.00
86	07/01/2019	32	QUILL	HS-SUPPLIES	2,000.00
87	07/01/2019	1759	MAIL FINANCE	HS-POSTAGE MACHINE	1,559.88
88	07/01/2019	177	OSSBA	DISTRICT-REGISTRATIONS	1,500.00
89	07/01/2019	808	WILLIAMS SPORTING GOODS	HS-ATHLETICS	650.00
90	07/01/2019	32	QUILL	HS-DESK	734.99
91	07/01/2019	151	VISA	DISTRICT-EXPENSES	3,000.00
92	07/01/2019	249	KELLOGG & SOVEREIGN CONSULTING, LLC	DISTRICT-ERATE	6,000.00
93	07/01/2019	173	JENKINS & KEMPER	DISTRICT-AUDIT FEES	10,000.00
94	07/01/2019	3418	BOLT FIBER OPTIC	DISTRICT-TECHNOLOGY	27,083.00
95	07/01/2019	3330	NEOFUNDS/NEOPOST	DISTRICT-POSATGE	2,500.00
96	07/01/2019	411	SPOROS COMPUTERS INC.	DISTRICT-TECHNOLOGY	20,000.00
97	07/01/2019	424	OK STATE BUREAU OF INVESTIGATION	DISTRICT-BACKGROUND CHECKS	2,400.00
98	07/01/2019	147	OTA PIKEPASS CENTER	DISTRICT-PIKE PASS	2,600.00

## Purchase Order Register

Options: Year: 2019-2020, Fund: GENERAL FUND FOR OP, Date Range: 7/1/2019 - 6/30/2020, PO Range: 10 - 500

PO No	Date	Vendor No	Vendor	Description	Amount
99	07/01/2019	3085	FINISH LINE	DISTRICT-FUEL	10,000.00
100	07/01/2019	3085	FINISH LINE	AG-FUEL	2,900.00
101	07/01/2019	2487	SHARROCK OIL, INC	DISTRICT-FUEL	30,000.00
102	07/01/2019	2487	SHARROCK OIL, INC	AG-FUEL	3,000.00
103	07/01/2019	1220	EDMENTUM	DISTRICT-FEES	23,899.90
104	07/01/2019	2772	FOLLETT SCHOOL SOLUTIONS, INC.	DISTRICT-FEES	2,477.82
105	07/01/2019	2772	FOLLETT SCHOOL SOLUTIONS, INC.	DISTRICT-FEES	825.94
106	07/01/2019	3571	UNIVERSITY OF OK-ELQA	PS-FEES	1,460.00
107	07/01/2019	2457	SCHOLASTIC CLASSROOM & COMMUNITY GR	PS-FEES	1,465.00
108	07/01/2019	1463	RENAISSANCE HOTEL - TULSA	HS-TRAVEL BAND	782.99
109	07/01/2019	3384	OKLAHOMA BANDMASTERS ASSOCIATION	HS-BAND	60.00
110	07/01/2019	3216	MORNINGSIDE MUSIC, LLC	HS-BAND	3,400.00
111	07/01/2019	1874	ADA MUSIC CENTER	HS-BAND	2,000.00
112	07/01/2019	3375	LEAH SAELIM	HS-CHOIR	522.00
113	07/01/2019	34	PENDER'S MUSIC COMPANY	HS-CHOIR	4,000.00
114	07/01/2019	32	QUILL	HS-CHAIR	395.99
115	07/01/2019	2965	HAMPTON INN-SHAWNEE	MS-HOTEL	188.00
116	07/01/2019	3435	JONES, MELISSA	MS-TRAVEL	85.00
117	07/01/2019	1538	LEWIS, TOMMY	MS-TRAVEL	135.00
118	07/01/2019	3435	JONES, MELISSA	MS-TRAVEL	135.00
119	07/01/2019	851	CCOSA	MS-REGISTRATION	150.00
120	07/01/2019	379	OSIG	DISTRICT-PROPERTY INSURANCE	104,247.00
121	07/01/2019	3212	APPTEGY	DISTRICT-TECHNOLOGY	3,600.00
122	07/01/2019	168	BARLOW EDUCATION MANAGEMENT SERVICE	DISTRICT-FED PROGRAMS	6,910.00
123	07/01/2019	3572	HAMPTON INN-OWASSO	MS-TRAVEL	440.00
124	07/01/2019	3573	WEATHERFORD, DONNALD	MS-TRAVEL	85.00
125	07/01/2019	3574	DAVIS, CHADLEY	MS-TRAVEL	85.00
126	07/01/2019	851	CCOSA	MS-REGISTRATION	900.00
127	07/02/2019	34	PENDER'S MUSIC COMPANY	MS-CHOIR	2,000.00
128	07/02/2019	32	QUILL	CENTRAL-SUPPLIES	1,500.00
129	07/08/2019	1978	CLAY, KARLA	MS-CHOIR TRAVEL	120.00
130	07/09/2019	3575	EMBASSY SUITES-TULSA	HS-TRAVEL	3,380.00
131	07/09/2019	3585	CADE CLAY	HS-TRAVEL	140.00
132	07/09/2019	3584	TIFFANY LINDLY	HS-TRAVEL	140.00
133	07/09/2019	3583	SCOTT PRATT	HS-TRAVEL	140.00
134	07/09/2019	3582	TREVOR MATLOCK	HS-TRAVEL	140.00
135	07/09/2019	3581	JEREMY BEAN	HS-TRAVEL	140.00
136	07/09/2019	3580	SHUNTEZ SMITH	MEALS-HS	140.00
137	07/09/2019	3579	JOHNS, PRINCES'SEI	HS-MEALS	140.00
138	07/09/2019	3578	RANDEL THREADGILL	HS-TRAVEL	210.00
139	07/09/2019	3577	MARCUS WHARRY	HS-TRAVEL	140.00
140	07/09/2019	3576	MARK BURDINE	HS-TRAVEL	140.00
141	07/09/2019	3148	MAYE, GREG	HS-TRAVEL	140.00

## Purchase Order Register

Options: Year: 2019-2020, Fund: GENERAL FUND FOR OP, Date Range: 7/1/2019 - 6/30/2020, PO Range: 10 - 500

PO No	Date	Vendor No	Vendor	Description	Amount
142	07/09/2019	3586	KATEDRIA MOSLEY	HS-TRAVEL	140.00
143	07/09/2019	793	HARJO, JOHN	HS-TRAVEL	210.00
144	07/09/2019	2909	GRIFFIN, BURTCAL	HS-TRAVEL	210.00
145	07/09/2019	321	OKLAHOMA COACHES ASSOCIATION	HS-REGISTRATION	935.00
146	07/09/2019	136	IDABEL COUNTRY CLUB	HS-MAINTENANCE	500.00
147	07/09/2019	2516	AGILE SPORTS TECHNOLOGIES	HS-ATHLETICS	900.00
148	07/09/2019	2586	BSN SPORTS	HS-ATHLETICS	4,651.00
149	07/09/2019	2586	BSN SPORTS	HS-ATHLETICS	8,155.00
150	07/09/2019	2586	BSN SPORTS	HS-ATHLETICS	1,997.10
151	07/09/2019	808	WILLIAMS SPORTING GOODS	HS-ATHLETICS	386.50
152	07/09/2019	1680	HAMPTON INN - DOWNTOWN OKC	DISTRICT-TRAVEL	328.00
153	07/09/2019	594	BRYANT, ALAN	DISTRICT-REIMBURSEMENT	500.00
154	07/09/2019	3418	BOLT FIBER OPTIC	DISTRICT-TECHNOLOGY	897.50
155	07/09/2019	3418	BOLT FIBER OPTIC	DISTRICT-TECHNOLOGY	3,615.27
156	07/09/2019	2548	BEASLEY TECH	DISTRICT-TECHNOLOGY	17,527.12
157	07/10/2019	2435	FOREST GROVE SCHOOL	DISTRICT-FEES	3,056.00
158	07/10/2019	1473	GAMMON, CHRIS	MS-TRAVEL	105.00
159	07/10/2019	177	OSSBA	DISTRICT-FEES	350.00
160	07/10/2019	3303	QUAVER MUSIC	HS-BAND	1,495.00
161	07/10/2019	3587	RON EAGLE ROAD	HS-ATHLETICS	418.00
162	07/10/2019	139	MATHESON TRI - GAS	AG-INCENTIVE	1,500.00
163	07/10/2019	3302	BWI COMPANIES	AG INCENTIVE	1,500.00
164	07/10/2019	3298	BRANDON ALLEN	AG INCENTIVE	750.00
165	07/10/2019	3205	JEFF MCCARTER	AG INCENTIVE	750.00
166	07/10/2019	1720	PARK SEED WHOLESAL	AG-INCENTIVE	5,000.00
167	07/10/2019	205	MCCURTAIN AUTO SUPPLY	AG INCENTIVE	750.00
168	07/10/2019	560	OKLAHOMA FFA ASSOCIATION	AG-INCENTIVE	1,000.00
169	07/10/2019	2876	ALFORD METALS	AG-INCENTIVE	2,000.00
170	07/10/2019	1219	BRINKLEY AUCTIONS	AG-INCENTIVE	500.00
171	07/10/2019	198	OK LUMBER LLC	AG INCENTIVE	750.00
172	07/10/2019	2431	PLASMA CAM, INC	AG-INCENTIVE	250.00
173	07/10/2019	2257	LAQUINTA INN - STILLWATER	AG-INCENTIVE	429.40
174	07/10/2019	3588	HARBOR FREIGHT	AG-INCENTIVE	3,000.00
175	07/10/2019	3589	JIM GRIMES	AG-INCENTIVE	300.00

<b>Non-Payroll Total:</b>	<b>\$879,588.36</b>
---------------------------	---------------------

<b>Payroll Total:</b>	<b>\$0.00</b>
-----------------------	---------------

<b>Report Total:</b>	<b>\$879,588.36</b>
----------------------	---------------------

**Purchase Order Register**

**Options:** Year: 2019-2020, Fund: 5 MILL BUILDING FUND, Date Range: 7/1/2019 - 6/30/2020, PO Range: 1 - 500

<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
1	07/01/2019	2209	ZIONS FIRST NATIONAL BANK	PRINCIPAL AND INTEREST-QZAB	71,774.80
<b>Non-Payroll Total:</b>					<b>\$71,774.80</b>
<b>Payroll Total:</b>					<b>\$0.00</b>
<b>Report Total:</b>					<b>\$71,774.80</b>

## Purchase Order Register

Options: Year: 2019-2020, Fund: CHILD NUTRITION FUND, Date Range: 7/1/2019 - 6/30/2020, PO Range: 4 - 500

PO No	Date	Vendor No	Vendor	Description	Amount
4	07/01/2019	263	4-WAY PEST CONTROL	CNP-PEST CONTROL	2,500.00
5	07/01/2019	385	IDABEL HEATING & AIR	CNP-HEAT AND AIR	15,000.00
6	07/01/2019	202	LAMBERT PLUMBING	CNP-PLUMBING	5,000.00
7	07/01/2019	374	OK DEPT OF HUMAN SERVICES	CNP-STORAGE	2,200.00
8	07/01/2019	1824	OKLAHOMA STATE HEALTH DEPT	CNP-SITE LICENSE	650.00
9	07/01/2019	198	OK LUMBER LLC	CNP-SUPPLIES	1,000.00
10	07/01/2019	2487	SHARROCK OIL, INC	CNP-FUEL	1,000.00
11	07/01/2019	2753	TURNAGE PUMPING SERVICES	CNP-SEWAGE	4,000.00
12	07/01/2019	32	QUILL	CNP-SUPPLIES	500.00
13	07/02/2019	3458	DIGI INTERNATIONAL INC.	CNP-MAINTENANCE	1,272.00

<b>Non-Payroll Total:</b>	<b>\$33,122.00</b>
---------------------------	--------------------

<b>Payroll Total:</b>	<b>\$0.00</b>
-----------------------	---------------

<b>Report Total:</b>	<b>\$33,122.00</b>
----------------------	--------------------

# IDABEL PUBLIC SCHOOLS

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 6/1/2019 - 6/30/2019

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Unit - 050 DISTRICT WIDE							
983 GENERAL - ADMINISTRATION	\$4,518.29	\$170.08	\$0.00	\$805.68	\$3,882.69	\$0.00	\$3,882.69
985 DRIVERS ED - ADMINISTRATION	\$3,925.00	\$2,225.00	\$0.00	\$6,150.00	\$0.00	\$0.00	\$0.00
986 REFUND ACCT - ALL SCHOOLS	\$906.00	\$120.00	\$0.00	\$1,026.00	\$0.00	\$0.00	\$0.00
987 CAFETERIA - REFUND ACCT	\$9,866.66	\$73.00	\$0.00	\$9,939.66	\$0.00	\$0.00	\$0.00
<b>Total Unit - 050 DISTRICT WIDE</b>	<b>\$19,215.95</b>	<b>\$2,588.08</b>	<b>\$0.00</b>	<b>\$17,921.34</b>	<b>\$3,882.69</b>	<b>\$0.00</b>	<b>\$3,882.69</b>
Unit - 105 EVENSTART-EARLY CHILDHOOD							
980 GENERAL STUDENT - EVENSTART	\$693.39	\$0.00	\$0.00	\$0.00	\$693.39	\$0.00	\$693.39
<b>Total Unit - 105 EVENSTART-EARLY CHILDHOOD</b>	<b>\$693.39</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$693.39</b>	<b>\$0.00</b>	<b>\$693.39</b>
Unit - 110 CENTRAL ELEMENTARY							
930 GENERAL STUDENT - CENTRAL	\$38,964.23	\$146.47	\$0.00	\$3,125.19	\$35,985.51	\$0.00	\$35,985.51
931 BOOK FAIR - CENTRAL	\$2,553.11	\$540.00	\$0.00	\$871.30	\$2,221.81	\$0.00	\$2,221.81
932 COKE - CENTRAL	\$4,508.36	\$105.00	\$0.00	\$172.21	\$4,441.15	\$0.00	\$4,441.15
933 CHARACTER COUNTS - CENTRAL	\$456.65	\$0.00	\$0.00	\$0.00	\$456.65	\$0.00	\$456.65
934 BROADWAY KIDS - CENTRAL	\$1,562.39	\$0.00	\$0.00	\$0.00	\$1,562.39	\$0.00	\$1,562.39
936 5TH GRADE - CENTRAL	\$245.11	\$0.00	\$0.00	\$0.00	\$245.11	\$0.00	\$245.11
937 STEM - CENTRAL	\$304.28	\$0.00	\$0.00	\$0.00	\$304.28	\$0.00	\$304.28
938 PTO - CENTRAL	\$6,324.61	\$0.00	\$0.00	\$0.00	\$6,324.61	\$0.00	\$6,324.61
<b>Total Unit - 110 CENTRAL ELEMENTARY</b>	<b>\$54,918.74</b>	<b>\$791.47</b>	<b>\$0.00</b>	<b>\$4,168.70</b>	<b>\$51,541.51</b>	<b>\$0.00</b>	<b>\$51,541.51</b>
Unit - 120 PRIMARY SOUTH							
941 PSE LIBRARY - PRIMARY SOUTH	\$955.18	\$0.00	\$0.00	\$0.00	\$955.18	\$0.00	\$955.18
942 COKE - PRIMARY SOUTH	\$2,170.44	\$0.00	\$0.00	\$162.00	\$2,008.44	\$0.00	\$2,008.44
947 PTO - PRIMARY SOUTH	\$930.05	\$0.00	\$0.00	\$0.00	\$930.05	\$0.00	\$930.05
952 STUDENT SERV-PRIMARY SOUTH	\$616.42	\$0.00	\$0.00	\$0.00	\$616.42	\$0.00	\$616.42
953 SWEET SOUNDS-PRIMARY SOUTH	\$614.98	\$0.00	\$0.00	\$0.00	\$614.98	\$0.00	\$614.98
962 PRE K & K - PRIMARY SOUTH	\$6,188.48	\$0.00	\$0.00	\$0.00	\$6,188.48	\$0.00	\$6,188.48
<b>Total Unit - 120 PRIMARY SOUTH</b>	<b>\$11,475.55</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$162.00</b>	<b>\$11,313.55</b>	<b>\$0.00</b>	<b>\$11,313.55</b>
Unit - 505 IDABEL MIDDLE SCHOOL							
900 ART - MIDDLE SCHOOL	\$201.76	\$0.00	\$0.00	\$0.00	\$201.76	\$0.00	\$201.76
901 DISTRICT TECH USE FEE- MS	\$6,784.00	\$0.00	\$0.00	\$0.00	\$6,784.00	\$0.00	\$6,784.00
902 BAND - MIDDLE SCHOOL	\$1,289.31	\$0.00	\$0.00	\$322.25	\$967.06	\$0.00	\$967.06
903 CHEERLEADERS-MIDDLE SCHOOL	\$4,222.80	\$2,227.50	\$0.00	\$0.00	\$6,450.30	\$0.00	\$6,450.30
904 CHORAL MUSIC - MIDDLE SCHOOL	\$3,539.35	\$300.00	\$0.00	\$0.00	\$3,839.35	\$0.00	\$3,839.35
905 COMP SPORTS - MIDDLE SCHOOL	\$9,818.05	\$0.00	\$0.00	\$0.00	\$9,818.05	\$0.00	\$9,818.05
906 FACULTY ACCOUNT-MIDDLE SCH	\$51.72	\$0.00	\$0.00	\$0.00	\$51.72	\$0.00	\$51.72
907 HONOR SOCIETY-MIDDLE SCHOOL	\$5,135.10	\$0.00	\$0.00	\$928.81	\$4,206.29	\$0.00	\$4,206.29
908 LEGO - MIDDLE SCHOOL	\$3,595.52	\$0.00	\$0.00	\$0.00	\$3,595.52	\$0.00	\$3,595.52
909 LIBRARY MISC - MIDDLE SCHOOL	\$240.75	\$0.00	\$0.00	\$0.00	\$240.75	\$0.00	\$240.75
910 TIME TREKKERS - MIDDLE SCH	\$7,297.06	\$17.00	\$0.00	\$1,784.52	\$5,529.54	\$0.00	\$5,529.54
911 COMP ACADEMICS-MIDDLE SCHOOL	\$81.20	\$0.00	\$0.00	\$0.00	\$81.20	\$0.00	\$81.20
913 SCIENCE DEPT - MIDDLE SCHOOL	\$1,692.29	\$0.00	\$0.00	\$0.00	\$1,692.29	\$0.00	\$1,692.29
915 SPORT JACKET - MIDDLE SCHOOL	\$35.29	\$0.00	\$0.00	\$0.00	\$35.29	\$0.00	\$35.29
916 STUDENT CO - MIDDLE SCHOOL	\$2,394.31	\$0.00	\$0.00	\$0.00	\$2,394.31	\$0.00	\$2,394.31
921 MIDDLE SCHOOL SPECIAL - MS	\$5,676.55	\$0.00	\$0.00	\$505.27	\$5,171.28	\$0.00	\$5,171.28
922 HISPANIC CLUB - MIDDLE SCHOOL	\$216.72	\$0.00	\$0.00	\$0.00	\$216.72	\$0.00	\$216.72
927 YEARBOOK - MIDDLE SCHOOL	\$138.87	\$0.00	\$0.00	\$37.82	\$101.05	\$0.00	\$101.05
<b>Total Unit - 505 IDABEL MIDDLE SCHOOL</b>	<b>\$52,410.65</b>	<b>\$2,544.50</b>	<b>\$0.00</b>	<b>\$3,578.67</b>	<b>\$51,376.48</b>	<b>\$0.00</b>	<b>\$51,376.48</b>
Unit - 710 IDABEL HIGH SCHOOL							
801 LITERACY GRANT	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
802 ANNUAL - HS	\$3,874.50	\$0.00	\$0.00	\$0.00	\$3,874.50	\$0.00	\$3,874.50
803 IDABEL ALUMNI ASSOCIATION-HS	\$8,386.54	\$0.00	\$0.00	\$0.00	\$8,386.54	\$0.00	\$8,386.54
804 ART - HS	\$295.44	\$0.00	\$0.00	\$0.00	\$295.44	\$0.00	\$295.44
805 LEO CLUB - HS	\$425.52	\$0.00	\$0.00	\$0.00	\$425.52	\$0.00	\$425.52
806 BASEBALL FIELD PRO-HS	\$750.17	\$0.00	\$0.00	\$0.00	\$750.17	\$0.00	\$750.17
807 DISTRICT TECH USE FEE- HS	\$7,430.27	\$0.00	\$0.00	\$0.00	\$7,430.27	\$0.00	\$7,430.27
808 SPECIAL OLYMPICS- HS	\$15,775.32	\$0.00	\$0.00	\$5,080.87	\$10,694.45	\$0.00	\$10,694.45
809 BAND UNIFORMS - HIGH SCHOOL	\$0.34	\$0.00	\$0.00	\$0.00	\$0.34	\$0.00	\$0.34

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 6/1/2019 - 6/30/2019

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Unit - 710 IDABEL HIGH SCHOOL							
810 ATHLETICS - HS	\$10,444.00	\$1,380.00	\$0.00	\$3,606.21	\$8,217.79	\$0.00	\$8,217.79
811 FOOTBALL LOCKERS - HS	\$541.83	\$0.00	\$0.00	\$0.00	\$541.83	\$0.00	\$541.83
812 BAND - HS	\$1,885.71	\$125.00	\$0.00	\$0.00	\$2,010.71	\$0.00	\$2,010.71
813 TRACK SURFACE - HS	\$8,170.00	\$0.00	\$0.00	\$0.00	\$8,170.00	\$0.00	\$8,170.00
814 CALCULUS - HS	\$63.00	\$0.00	\$0.00	\$0.00	\$63.00	\$0.00	\$63.00
815 ATHLETIC TRAINING-NFL GRANT - HS	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00
818 CHEERLEADERS - HS	\$1,617.64	\$2,633.25	\$0.00	\$0.00	\$4,250.89	\$0.00	\$4,250.89
820 DANCE TEAM - HS	\$1,105.97	\$445.00	\$0.00	\$0.00	\$1,550.97	\$0.00	\$1,550.97
822 FACULTY CONCESSIONS - HS	\$418.22	\$16.99	\$0.00	\$286.62	\$148.59	\$0.00	\$148.59
826 FBLA (BPA) - HS	\$4,617.90	\$0.00	\$0.00	\$0.00	\$4,617.90	\$0.00	\$4,617.90
828 FCA - HS	\$1,203.65	\$0.00	\$0.00	\$0.00	\$1,203.65	\$0.00	\$1,203.65
830 FFA - HIGH SCHOOL	\$6,686.20	\$0.00	\$0.00	\$3,660.00	\$3,026.20	\$0.00	\$3,026.20
832 FHA (FCCLA) - HIGH SCHOOL	\$6,415.13	\$0.00	\$0.00	\$0.00	\$6,415.13	\$0.00	\$6,415.13
833 GUIDANCE - HIGH SCHOOL	\$739.62	\$0.00	\$0.00	\$85.00	\$654.62	\$0.00	\$654.62
837 KEY CLUB - HIGH SCHOOL	\$2,805.84	\$0.00	\$0.00	\$0.00	\$2,805.84	\$0.00	\$2,805.84
839 IHS ACADEMIC TEAM-HIGH SCHOOL	\$1,424.40	\$0.00	\$0.00	\$0.00	\$1,424.40	\$0.00	\$1,424.40
840 LIBRARY - HIGH SCHOOL	\$683.43	\$0.00	\$0.00	\$0.00	\$683.43	\$0.00	\$683.43
842 NATIVE AM CLUB - HIGH SCHOOL	\$1,688.92	\$0.00	\$0.00	\$0.00	\$1,688.92	\$0.00	\$1,688.92
843 JACKETS - HIGH SCHOOL	\$179.00	\$0.00	\$0.00	\$0.00	\$179.00	\$0.00	\$179.00
845 JOURNALISM - HIGH SCHOOL	\$5.16	\$0.00	\$0.00	\$0.00	\$5.16	\$0.00	\$5.16
846 NAT'L HONOR SOC - HIGH SCHOOL	\$307.25	\$0.00	\$0.00	\$0.00	\$307.25	\$0.00	\$307.25
850 SCIENCE DEPT - HIGH SCHOOL	\$43.45	\$0.00	\$0.00	\$0.00	\$43.45	\$0.00	\$43.45
851 MISS I.H.S. - HIGH SCHOOL	\$6,210.23	\$0.00	\$0.00	\$0.00	\$6,210.23	\$0.00	\$6,210.23
852 POPTIME - HIGH SCHOOL	\$4,539.60	\$0.00	\$0.00	\$0.00	\$4,539.60	\$0.00	\$4,539.60
853 ROBOTICS - HIGH SCHOOL	\$168.24	\$0.00	\$0.00	\$0.00	\$168.24	\$0.00	\$168.24
854 SENIORS 2021- HIGH SCHOOL	\$863.14	\$0.00	\$0.00	\$0.00	\$863.14	\$0.00	\$863.14
856 SENIORS 2019- HIGH SCHOOL	\$59.34	\$0.00	\$0.00	\$0.00	\$59.34	\$0.00	\$59.34
858 SENIORS 2022 - HIGH SCHOOL	\$125.21	\$0.00	\$0.00	\$0.00	\$125.21	\$0.00	\$125.21
859 SPANISH CLUB - HIGH SCHOOL	\$42.79	\$0.00	\$0.00	\$0.00	\$42.79	\$0.00	\$42.79
861 SENIORS 2020 - HIGH SCHOOL	\$2,203.55	\$0.00	\$0.00	\$0.00	\$2,203.55	\$0.00	\$2,203.55
862 STUDENT INCENTIVE-HIGH SCHOOL	\$2,430.64	\$35.14	\$0.00	\$516.39	\$1,949.39	\$0.00	\$1,949.39
866 STUDENT COUNCIL-HIGH SCHOOL	\$198.25	\$0.00	\$0.00	\$115.00	\$83.25	\$0.00	\$83.25
867 WARRIOR ACADEMY-HIGH SCH	\$833.42	\$0.00	\$0.00	\$0.00	\$833.42	\$0.00	\$833.42
870 WARRIOR CLUB - HIGH SCHOOL	\$1,721.56	\$0.00	\$0.00	\$1,225.14	\$496.42	\$0.00	\$496.42
<b>Total Unit - 710 IDABEL HIGH SCHOOL</b>	<b>\$127,380.39</b>	<b>\$6,135.38</b>	<b>\$0.00</b>	<b>\$14,575.23</b>	<b>\$118,940.54</b>	<b>\$0.00</b>	<b>\$118,940.54</b>
<b>Total</b>	<b>\$266,094.67</b>	<b>\$12,059.43</b>	<b>\$0.00</b>	<b>\$40,405.94</b>	<b>\$237,748.16</b>	<b>\$0.00</b>	<b>\$237,748.16</b>

Board Approved  
DATE \_\_\_\_\_

SCHOOL: High School

ACTIVITY ACCT NAME & NUMBER	TRANSFER IN	TRANSFER OUT	PURPOSE OF TRANSFER
# 814 Calculus		\$ 63.00	TO Close Other accts - NOT Used.
# 862 Stu Inc.	\$ 63.00		
# 828 FCA		\$ 1203.65	
# 822 Fac. Conc.	\$ 1203.65		
# 845 Journalism		\$ 5.16	
# 862 Stu Inc.	\$ 5.16		
# 850 Science Dept		\$ 43.45	
# 822 Fac. Conc.	\$ 43.45		
# 853 Robotics		\$ 168.24	
# 862 Stu Inc.	\$ 168.24		

PRINCIPALS SIGNATURE *Chad*  
DATE 7/1/19

BOARD APPROVED 7/1/19  
DATE 7/1/19

IDABEL PUBLIC  
SCHOOLS

Dawn Bourne <dawnallen@idabelps.org>

---

## Fwd: resignation

1 message

---

**Conni Lynch** <clynch@idabelps.org> Wed, Jul 10, 2019 at 8:17 AM  
To: Dawn Bourne <dawnallen@idabelps.org>, Debra McGee  
<dmcgee@idabelps.org>

This is the resignation from Ida Fabian's assistant.

----- Forwarded message -----

From: **Donna** <donnawyatt5@hotmail.com>

Date: Tue, Jul 9, 2019 at 8:50 PM

Subject: resignation

To: clynch@idabelps.org <clynch@idabelps.org>

Mrs. Connie

It is with regret that I have to tell you  
I will not be coming back this year. I  
have found a job closer to home that  
better fits me and my family's needs.  
I wish you and Even Start the best.

God Bless,

DonnaWyatt

6TH ANNUAL  
DR. BOB MOONEYHAM MEMORIAL SCHOLARSHIP

# GOLF TOURNAMENT

THURSDAY, AUG. 22 • 8 A.M.

\$75/player • Check in begins at 7 a.m. • Lake Hefner Golf Club • 491 S. Lake Hefner Drive • OKC, OK 73116



OSSBA is proud to present the 6th Annual Dr. Bob Mooneyham Memorial Scholarship Golf Tournament. Throughout Mooneyham's career, he served as an education leader, working as a teacher, coach, counselor, superintendent and professor. His numerous contributions to Oklahoma education were recognized with honors including the Oklahoma Educators' Hall of Fame, OEA Friend of Education, Keepers of the Dream Award, UCO Outstanding Alumni, Holiday Texas Outstanding Alumni, 75 Who Made a Difference in the OU College of Education, and Okemah Hall of Fame. Dr. Mooneyham became executive director of the Oklahoma State School Boards Association in 1975 and advocated for Oklahoma public education from this

position for 25 years. Mooneyham was a co-founder of the Oklahoma Education Coalition and served the National Rural Education Association until his retirement in 2006. He passed away Dec. 24, 2012.



REGISTER ONLINE AT [WWW.OSSBA.ORG/GOLF2019](http://WWW.OSSBA.ORG/GOLF2019)  
REGISTER BY JULY 26 TO RESERVE YOUR SHIRT SIZE!

**REGISTER ONLINE AT [WWW.OSSBA.ORG/GOLF2019](http://WWW.OSSBA.ORG/GOLF2019)  
OR FAX THIS FORM TO KELLY ROSS • 405.528.5695  
OR SCAN AND EMAIL TO [KELLYR@OSSBA.ORG](mailto:KELLYR@OSSBA.ORG)**

All school board members, school administrators, exhibitors, partners, and other participants in the 2019 OSSBA/CCOSA Education Leadership Conference presented by the Oklahoma State School Boards Association and the Cooperative Council for Oklahoma School Administration are invited to participate in the 6th Annual Dr. Bob Mooneyham Memorial Scholarship Golf Tournament.

This event kicks off the Education Leadership Conference and is a fun and relaxing experience that provides an opportunity for school board members, school administrators and representatives from the business community to get together, network and establish relationships that will benefit public schools.

The tournament will be held Thursday, Aug. 22, 2019, at the Lake Hefner Golf Club, 4491 South Lake Hefner Drive, Oklahoma City, OK 73116. Check in will begin at 7 a.m. and the tournament will have a shotgun start at 8 a.m. The tournament will be a best ball scramble. Please note that sleeveless shirts are not permitted on the golf course or practice facilities.

The entry fee is \$75 per person and includes golf cart, range balls, refreshment cart, and lunch. Rental clubs are available at an additional cost. You may register as an individual or as a team.

**IN ORDER TO ENSURE YOUR SHIRT SIZE IS AVAILABLE,  
WE'LL NEED YOUR REGISTRATION BY JULY 26. ALL  
REGISTRATIONS ARE DUE BY AUGUST 9.**

Payment may be made by check made out to OSSBA, 2801 N. Lincoln Blvd., Ste. 125, OKC, OK 73105, or by calling the OSSBA office at 888.528.3571 to pay by credit card or by paying by cash, check or credit card on-site.

Refreshment carts, lunch, trophies, and prizes will be provided through the courtesy and sponsorship of our partners. Trophies and prizes will be awarded to the 1st place team and prizes will be awarded to the 2nd and 3rd place teams. Other prizes may be awarded during contests at the tournament, including a longest drive, closest to the pin and putting competition.

*Thank you to our shirt sponsor:*



*Thank you to our lunch sponsor:*



**Player 1 - payment enclosed**

Name \_\_\_\_\_

Shirt Size \_\_\_\_\_

School/Company \_\_\_\_\_

Phone \_\_\_\_\_

Billing Address \_\_\_\_\_  
\_\_\_\_\_

**Player 2 - payment enclosed**

Name \_\_\_\_\_

Shirt Size \_\_\_\_\_

School/Company \_\_\_\_\_

Phone \_\_\_\_\_

Billing Address \_\_\_\_\_  
\_\_\_\_\_

**Player 3 - payment enclosed**

Name \_\_\_\_\_

Shirt Size \_\_\_\_\_

School/Company \_\_\_\_\_

Phone \_\_\_\_\_

Billing Address \_\_\_\_\_  
\_\_\_\_\_

**Player 4 - payment enclosed**

Name \_\_\_\_\_

Shirt Size \_\_\_\_\_

School/Company \_\_\_\_\_

Phone \_\_\_\_\_

Billing Address \_\_\_\_\_  
\_\_\_\_\_

PRE-CONFERENCE • THURS., AUG. 22 • 3 - 6 P.M.

Join Dr. Shawn Hime and the OSSBA legal team for a deep dive into important changes for the FY20 education budget, teacher pay raises, legal changes in school board governance and other legislative changes board members and administrators need to know.



COOPERATIVE COUNCIL FOR OKLAHOMA SCHOOL ADMINISTRATION

# 2019 Education Leadership Conference

*Celebrating OSSBA's 75<sup>th</sup> Anniversary*  
Cox Convention Center • Oklahoma City



GOVERNOR  
**KEVIN STITT**

FRI., AUG 23 • GENERAL SESSION I



STATE SUPERINTENDENT  
**JOY HOFMEISTER**

FRI., AUG 23 • GENERAL SESSION II

## THURSDAY AUG. 22

Dr. Bob Mooneyham Memorial Scholarship Golf Tournament

New Legislation and Legal Hot Topics Pre-Conference

Early Registration

Welcome Reception

## FRIDAY AUG. 23

Registration

Exhibit Hall

New Board Member Orientation

Breakout Sessions

General Sessions



## SATURDAY AUG. 24

Registration

Exhibit Hall

OSSBA Delegate Assembly

Legislative Review

Breakout Sessions

General Session

## SUNDAY AUG. 25

Breakfast (Optional)

Legal Roundtable Discussions

### OSSBA DELEGATE ASSEMBLY SAT., AUG. 24

OSSBA is able to advocate for education based upon goals approved by the OSSBA membership. It is crucial for every school board to participate in this democratic process, so that OSSBA may represent the collective will of Oklahoma school districts. Please join us and lend your voice to OSSBA's 2019-2020 agenda.



WELCOME RECEPTION AND EARLY CHECK-IN • THURS., AUG. 22 • 4 - 7 P.M.

You are invited to join OSSBA, CCOSA, our sponsors, partners and exhibitors for a welcome reception and early check-in for the Education Leadership Conference.

No RSVP is necessary, just visit the Exhibit Hall at the Cox Convention Center from 4 - 7 p.m., Thursday, Aug. 22 and enjoy! Admission, light snacks and two drink tickets are included for each registered Education Leadership Conference or Pre-Conference attendee.

GET MORE INFORMATION AND REGISTER ONLINE AT [WWW.OSSBA.ORG/CONFERENCE2019](http://WWW.OSSBA.ORG/CONFERENCE2019)



# Celebrating OSSBA's 75<sup>th</sup> Anniversary

## 2019 Education Leadership Conference



Pre-Conference • Thurs., Aug. 22  
 Education Leadership Conference • Fri. - Sun., Aug. 23-25  
 Cox Convention Center • Oklahoma City

Register online at [www.ossba.org/conference2019](http://www.ossba.org/conference2019)

School District Name • PLEASE PRINT OR TYPE • ONE ATTENDEE PER FORM

Attendee Name • *Everyone attending the conference sessions must be a registered attendee.*

Board Member    Superintendent    Administrator    Legislator    Other \_\_\_\_\_

Attendee E-mail \_\_\_\_\_

Contact Name \_\_\_\_\_

**Contact E-Mail Address** (*Required to receive registration confirmation. Registration confirmations for faxed and mailed forms will be sent after manual processing is complete. Registrations submitted online at [www.ossba.org/conference2019](http://www.ossba.org/conference2019) will receive an instant conformation.*)

### AUG. 22 PRE-CONFERENCE REGISTRATION

OSSBA member price through Aug. 9 **\$75** \$ \_\_\_\_\_  
 (*Conference registration not required; pre-conference on-site registration not available.*)

### AUG. 23-25 EDUCATION LEADERSHIP CONFERENCE REGISTRATION

OSSBA member price through Aug. 9 **\$275** \$ \_\_\_\_\_  
*Non-members, please call for pricing*

OSSBA member price after Aug. 9 **\$375** \$ \_\_\_\_\_  
*(After Aug. 9 attendees must register on-site.)*

Legislators and State Officials **\$275** \$ \_\_\_\_\_

**OPTIONAL SUNDAY BREAKFAST** Please include \_\_\_\_\_ breakfast tickets at **\$30/ea** for attendee and guests. Breakfast tickets will not be available on-site. *No breakfast tickets are included in the registration price.* \$ \_\_\_\_\_

**Total amount due** \$ \_\_\_\_\_  
**Including pre-conference and breakfast if applicable.**  
*Registration fee includes sessions and exhibit hall for the attendee.  
 The exhibit hall is open to guests of a registered attendee.*

Thursday, Aug. 22  
 4 – 7 p.m. • FREE

*Please join us  
 for a reception  
 Thursday evening  
 in the exhibit hall.*

Light food and two drink tickets per pre-conference or conference registered attendee will be provided. A cash bar will be available for guests of attendees.

### METHOD OF PAYMENT

Check Enclosed    Purchase Order Number \_\_\_\_\_    Credit Card  
*To pay by credit card use our convenient online registration form or call the OSSBA at 888.528.3571.*

Cancellations submitted July 19 through August 9 are subject to a **\$50** cancellation fee. **No refunds or credits will be given after Aug. 9.** Cancellation requests must be sent in writing to Lisa Deaton at [lisad@ossba.org](mailto:lisad@ossba.org). After the cancellation is processed, a confirmation will be sent.

12 hours of New School Board Member, Incumbent, and/or Continuing Education credits may be earned during the conference.

OSSBA and CCOSA are committed to making activities accessible to persons with disabilities or special needs. If you have special needs, please call 888.528.3571 at least 14 days prior to the conference to make arrangements.

Select one return method: **Register online** (*preferred*) at [www.ossba.org/conference2019](http://www.ossba.org/conference2019) or fax to OSSBA at 405.528.5695 or **mail** to OSSBA • 2801 North Lincoln Blvd., Suite 125 • Oklahoma City, OK 73105

**ALL REGISTRATIONS MUST BE RECEIVED BY 4 P.M. FRIDAY, AUG. 9, 2019. AFTER THIS DATE, ATTENDEES MUST REGISTER ON-SITE.**

### Proposed IPS Salary Schedule July, 2019

Years of Experience	2019 Pay Raise	Bachelor's Degree		Master's Degree		Doctoral Degree
		Base	With National Certification	Base	With National Certification	Base
	\$1,220.00					
0	\$1,226.10	\$38,010.11	\$39,173.90	\$39,756.27	\$40,570.85	\$40,804.01
1	\$1,226.10	\$38,446.28	\$39,610.07	\$40,192.44	\$41,007.02	\$41,240.18
2	\$1,226.10	\$38,882.45	\$40,047.24	\$40,628.61	\$41,444.19	\$41,676.35
3	\$1,226.10	\$39,319.62	\$40,483.41	\$41,065.78	\$41,880.36	\$42,113.52
4	\$1,226.10	\$39,755.79	\$40,919.58	\$41,501.95	\$42,316.53	\$42,549.69
5	\$1,226.10	\$40,230.15	\$41,393.94	\$41,976.39	\$42,790.89	\$43,024.05
6	\$1,226.10	\$40,695.47	\$41,860.26	\$42,441.70	\$43,257.21	\$43,490.37
7	\$1,226.10	\$41,161.79	\$42,325.58	\$42,908.02	\$43,722.53	\$43,955.69
8	\$1,226.10	\$41,627.10	\$42,790.89	\$43,373.34	\$44,188.85	\$44,421.00
9	\$1,226.10	\$42,092.42	\$43,257.21	\$43,839.66	\$44,654.16	\$44,887.32
10	\$1,226.10	\$43,118.52	\$44,284.32	\$45,361.53	\$46,177.74	\$47,400.83
11	\$1,226.10	\$43,613.99	\$44,778.78	\$45,856.99	\$46,673.21	\$47,896.29
12	\$1,226.10	\$44,109.45	\$45,274.25	\$46,352.46	\$47,167.67	\$48,391.76
13	\$1,226.10	\$44,603.91	\$45,769.71	\$46,847.92	\$47,663.13	\$48,887.22
14	\$1,226.10	\$45,099.38	\$46,265.18	\$47,342.38	\$48,158.60	\$49,381.68
15	\$1,226.10	\$45,613.94	\$46,779.74	\$47,858.10	\$48,674.16	\$49,898.25
16	\$1,226.10	\$46,109.40	\$47,275.20	\$48,353.57	\$49,169.63	\$50,393.72
17	\$1,226.10	\$46,604.86	\$47,770.67	\$48,849.03	\$49,665.09	\$50,889.18
18	\$1,226.10	\$47,100.33	\$48,266.13	\$49,344.50	\$50,160.56	\$51,384.65
19	\$1,226.10	\$47,595.80	\$48,761.60	\$49,839.96	\$50,656.02	\$51,880.11
20	\$1,226.10	\$48,111.36	\$49,278.17	\$50,356.68	\$51,172.59	\$52,397.69
21	\$1,226.10	\$48,606.83	\$49,773.63	\$50,852.15	\$51,669.06	\$52,893.15
22	\$1,226.10	\$49,103.30	\$50,269.10	\$51,347.61	\$52,164.53	\$53,388.61
23	\$1,226.10	\$49,598.76	\$50,764.56	\$51,844.08	\$52,659.99	\$53,885.09
24	\$1,226.10	\$50,094.23	\$51,260.03	\$52,339.55	\$53,155.46	\$54,380.55
25	\$1,226.10	\$51,525.35	\$52,714.26	\$53,813.48	\$54,644.86	\$55,893.08
26	\$1,226.10	\$52,030.86	\$53,218.77	\$54,317.99	\$55,150.38	\$56,398.59
27	\$1,226.10	\$52,535.37	\$53,724.29	\$54,823.50	\$55,655.90	\$56,903.10
28	\$1,226.10	\$53,040.89	\$54,229.80	\$55,329.02	\$56,160.41	\$57,408.61
29	\$1,226.10	\$53,546.40	\$54,734.31	\$55,833.53	\$56,665.92	\$57,913.13
30+	\$1,226.10	\$54,050.91	\$55,239.83	\$56,339.04	\$57,170.43	\$58,418.64

IDABEL PUBLIC  
SCHOOLS

Dawn Bourne <dawnallen@idabelps.org>

---

## Board Agenda Item

1 message

---

**Doug Brown** <doug.brown@idabelps.org> Mon, Jul 8, 2019 at 2:48 PM  
To: Dawn Allen <Dawnallen@idabelps.org>

Dawn

Please add this to the agenda for Thursday's meeting.

“Possible consideration and vote by the **Idabel Public School Board** to adopt the Resolution to Endorse the CCOSA Blended/Virtual Learning Framework that includes standards for high quality blended and virtual education, and to utilize the tenets of the Framework in the development of new blended/virtual learning opportunities, or in the assessment of existing blended/virtual learning programs.”

--

*"Preparing Champions for Life"*

Doug Brown  
Superintendent  
Idabel Public Schools  
@IdabelPublicSch



Virus-free. [www.avast.com](http://www.avast.com)



IDABEL PUBLIC  
SCHOOLS

Dawn Bourne <dawnallen@idabelps.org>

---

## Fwd: CCOSA Blended/Virtual Framework—full version

1 message

---

**Doug Brown** <doug.brown@idabelps.org> Mon, Jul 8, 2019 at 2:57 PM  
To: Dawn Allen <Dawnallen@idabelps.org>

Please include this attachment with the resolution to adopt the blended learning framework in Thursday's agenda.

----- Forwarded message -----

From: **McKenzie Lumry** <McKenzie@ccosa.org>  
Date: Mon, Jul 8, 2019 at 2:37 PM  
Subject: CCOSA Blended/Virtual Framework—full version  
To:  
Cc: Pam Deering <deering@ccosa.org>, Derald Glover  
<glover@ccosa.org>

Dear Superintendents,

We are sending the CCOSA Blended Framework in this message. Please find attached the Framework if needed for your Board meeting agenda item. We know you have received it before, but thought it would be helpful to have it again as you consider adopting the Framework.

On behalf of Pam and Derald,

McKenzie Lumry



*Executive Assistant*

CCOSA/OASA

2901 N. Lincoln Blvd

Oklahoma City, OK 73105

---

P 405-524-1191

F 405-524-1196



--

*"Preparing Champions for Life"*

Doug Brown  
Superintendent  
Idabel Public Schools  
@IdabelPublicSch



Virus-free. [www.avast.com](http://www.avast.com)

---

 **CCOSA Blended-Virtual Framework.pdf**  
25358K



# BLENDED LEARNING FRAMEWORK

CCOSA's Student-centered Solution  
for Blended and Virtual Education



COOPERATIVE  
COUNCIL FOR  
OKLAHOMA  
SCHOOL  
ADMINISTRATION





# COOPERATIVE COUNCIL FOR OKLAHOMA SCHOOL ADMINISTRATION

## TABLE OF CONTENTS

	Foreword	04
<b>Strategic Initiative</b>	Strategic Initiative (Mission, Vision, Purpose)	05
	Distinguishing Characteristics and Definitions	06
	Governing Policy	07
<b>Design</b>	Step 1: Choosing a Blended Learning Model	08
	Step 2: Teacher Selection and Training	12
	Step 3: Student Readiness and Selection	16
	Step 4: Technical and Instructional Resources	20
	Step 5: Evaluation of Program	26
<b>Information</b>	Research	27
	Bibliography	28
	Resources and Oklahoma School Innovators	29
	CCOSA Blended Learning Framework Committee	30
<b>Appendices</b>	Appendix A Board Policy	31
	Appendix B Teacher Expectations Regarding Virtual Schools	33
	Appendix C Teacher Expectations Rubric	36
	Appendix D Student Expectations Rubric	38
	Appendix E Instructional Resources Rubric	40
	Appendix F Implementation Rubric	42
	Appendix G Frequently Asked Questions	44
	Appendix H UVLA Sample Forms and Information	46
	Appendix I NICA Rules for Nontraditional Courses	53

# FOREWORD

---

June 2019

Message to CCOSA Members:

Using technology to expand educational opportunities reshapes, adapts, and evolves in response to the ever-changing need to create rich, student-centered learning environments. In recent years, higher education, career tech, and common education have increasingly utilized technology for blended classes and virtual/online courses.

With the increasing number of for-profit virtual charter schools, CCOSA has a number of concerns about full-time virtual education schools' inclusiveness and effectiveness for students. The National Education Policy Center (NEPC) research states that virtual education's best chance of success is likely through implementation within the traditional "community" school framework. (See 2018 NEPC Research on Virtual Charter Schools.)

*The following principles reflect CCOSA's stance on blended and virtual education:*

- CCOSA is supportive of innovative methods of delivering instruction that are high quality, equitable for all students, and build strong communities.
- CCOSA acknowledges that for-profit virtual instruction is a growing trend, but also recognizes that trends do not ensure quality instruction, transparency, and accountability.
- CCOSA encourages all public schools to offer virtual/blended opportunities when appropriate and needed.

As virtual learning expands, we believe that all public schools must be flexible and embrace this growing trend with careful planning and with fidelity for students. CCOSA has developed this document in an effort to lead in the development and implementation of high-quality blended learning practices that promote student-centered learning and, in turn, support and promote the highest performing virtual education programs in Oklahoma.

Over the past several months, CCOSA created an advisory team of public school leaders, including the Oklahoma Technical Association (OTA), to develop a virtual blended learning framework. This framework is designed to be used as a guide for Oklahoma schools in the processes needed to develop a high-quality blended learning environment that can support appropriate virtual education opportunities.

*Key components of the framework include:*

1. Guidance for schools to consider when developing and implementing a high-quality blended instruction model.
2. Guidelines for teacher preparation and teacher training for work in a blended/virtual learning environment.
3. Recommendations for how to identify students who can succeed in a blended/virtual environment.
4. Guidance in the selection of technology resources that aid in the implementation of blended/virtual learning.
5. Measurement tools that determine if a blended/virtual program is gold, silver, or bronze standard.

*The CCOSA Blended Virtual Education Framework Design is different from other models because:*

- It strives for fully certified teachers to design and drive the instruction as opposed to reliance on online courseware.
- It provides a "place" for students in their community school to participate in extra-curricular activities.
- It was developed by Oklahoma school educational leaders who already practice components of the framework with student achievement results that far exceed the student achievement results reported by statewide virtual charter schools.
- It provides a guide for public schools to implement the framework at various levels.

The document is designed to be used as a tool to help schools get started with a quality virtual blended program or enhance current practice. We look forward to "rolling out" the framework for Oklahoma schools. We know that the document will be ever-changing as it is implemented with recommendations and suggestions for best practices from research and from our members.

Your CCOSA team is here to serve your needs. We believe this framework for virtual learning will provide a great starting point for some districts and will stimulate conversations for those districts who already have programs.

Thanks to the members of our advisory team and OTA for their extraordinary work on this framework.

Sincerely,  
Pam Deering  
CCOSA Executive Director

# STRATEGIC INITIATIVE



## CCOSA BLENDED LEARNING FRAMEWORK

TRANSFORMING EDUCATION IN OKLAHOMA THROUGH LEADERSHIP

### Strategic Initiative



#### Mission

Provide community schools a high-quality blended learning framework that promotes student-centered learning.



#### Vision

All community schools will offer the highest quality virtual education opportunities to students who are likely to succeed in that learning environment.



#### Purpose

Students who need to approach school differently due to varying circumstances deserve an opportunity to thrive in their educational pursuits.



#### Framework

CCOSA's blended learning framework offers increased flexibility to meet individual needs and provides students with robust opportunities to succeed in an unconventional setting.



#### Benefits

Oklahoma's public-school districts will benefit by offering local blended learning opportunities for their students. Students will benefit by more personalized instructional opportunities while still being a part of a school community with the opportunity to participate in school activities.



#### Goal

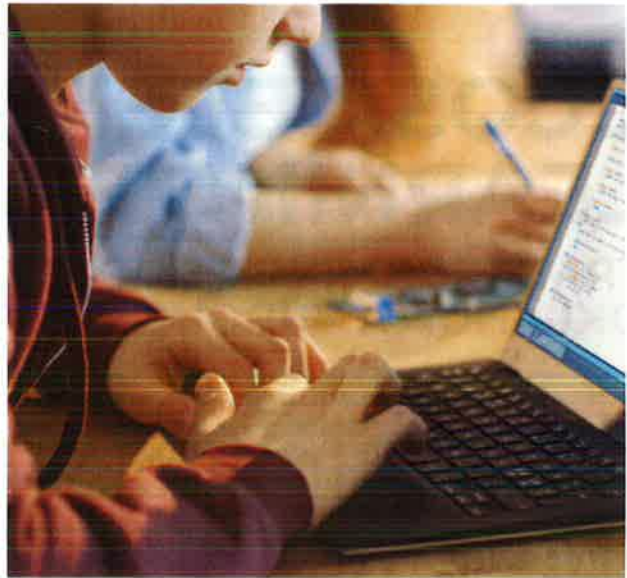
Our goal is to develop a model for blended learning in an education environment adopted by public school districts across the state, which, in turn, will allow our districts to provide local options that best serve students.

# STRATEGIC INITIATIVE

## CCOSA BLENDED FRAMEWORK DISTINGUISHING CHARACTERISTICS

CCOSA believes students deserve the highest quality instruction available. The following distinguishing characteristics are the key areas that differentiate the CCOSA Blended Learning Framework from other entities that provide blended learning instruction:

- ⊕ Highly qualified teachers “drive” the instruction, as opposed to the online course provider/ vendor.
- ⊕ Teachers design activities to supplement online coursework.
- ⊕ Students are offered a “place” to go in their own community for social, extra-curricular, nutritional, counseling, and academic needs.
- ⊕ The highest level of student-centered blended instruction is the goal, and virtual instruction is limited to appropriate circumstances.
- ⊕ Students must go “onsite” for instruction at the first signs that they are falling behind.
- ⊕ The existing transparency of community school attendance and financial reporting applies and, thus, provides full transparency of how public dollars are spent.
- ⊕ Oklahoma schools with proven results in equitable opportunities for students, high test scores, course completion, and high graduation rates serve as a model for other schools.



### Definitions

- ⊕ Virtual Instruction – Delivery of instruction via the internet and electronic communication with the student traditionally learning from home while the teacher is in a remote location.
- ⊕ Blended Learning – A teacher designed learning framework that combines classroom learning with online learning, in which students may, in part, control the time, pace, and place of their learning.
- ⊕ SIS - Student Information System where all student data is collected and Stored
- ⊕ LMS - Learning Management System that acts as the access point for lesson plans, virtual content, and instructional tools.
- ⊕ CMS - Content Management System that provides online courses.

# STRATEGIC INITIATIVE



# GOVERNING POLICY

State law requires that all school boards adopt a policy allowing students opportunities for up to five hours of online instruction, when academically appropriate. The law specifies that a student can apply for supplemental online instruction, but the school has the ability to determine if that instructional method is best suited for the student.

The OSSBA provides the following policy for school boards to adopt to ensure schools are meeting the intent of the law. The OSSBA provides this policy to its members and has authorized its use in this document.

*See OSSBA Policy in Appendix A*



## DESIGN

# STEP 1: CHOOSING A BLENDED LEARNING MODEL

---

The CCOSA Blended Learning Framework will transform classroom education in Oklahoma. How do we arrive at the transformational level? Many blended models currently are used to substitute classroom instruction with technology, or classroom teachers use technology to slightly augment instruction. Our 21st century students demand that we do more.

CCOSA believes that children come first. Blended learning allows opportunities for personalized learner-centered experiences. There is no substitute for a quality classroom teacher, but we firmly believe that a great teacher can utilize the power of technology to significantly redesign and modify learning tasks.

Technology allows a great teacher to design lessons that empower students to perform relevant and creative tasks.

The steps to choosing a blended learning model are easy. Schools should:



Form a Blended Learning Team consisting of, but not limited to: administrator/principals, teachers from each grade level and/or subject area, technology or library media specialist, and counselor.



Study and discuss blended learning models and how they are currently being used. The tools in the following pages are a great way to begin the discussion.

*See Discussion Tool 1 on next page*



Begin with the end in mind. Assess your school's blended learning practices with the CCOSA Blended Learning Framework rubrics and set goals appropriately.

*See Discussion Tool 2 on page 9*

# DESIGN

## DISCUSSION TOOL: UNDERSTANDING THE DIFFERENT TYPES OF BLENDED LEARNING

---

Education Elements provides a variety of blended learning tools. The video below is a short explanation of the different ways blended learning can be implemented in the classroom.

### ▶ *Toolkit item!*

Types of blended learning video  
<https://youtu.be/3xMqJmMcME0>



---

*Schools should study each of the following models, decide which models best fit their goals, and implement one or more model(s) in response to student needs.*

### ➔ LAB/CENTER

blended instruction using rotation to labs or classroom centers. Most utilized by teachers in traditional setting and elementary grade levels. Flipped classroom techniques can be used in this model where students watch online instruction at home freeing up the teacher to work through homework with students in class.

### ➔ A LA CARTE

blended instruction enables students to take an online course with an online teacher of record in addition to other face-to-face courses, which often provide students with more flexibility over their schedules. This approach reflects the purpose of the supplemental online course policy required through Oklahoma statute.

### ➔ FLEX

blended instruction lets students move on fluid schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model.

### ➔ ENRICHED VIRTUAL

model is an alternative to a full-time online school that allows students to complete the majority of coursework online at home or outside of school, but still attend school for required face-to-face learning sessions with a teacher.

---

## DESIGN

# DISCUSSION TOOL, CONT. UNDERSTANDING BLENDED DESIGN ESSENTIAL ELEMENTS

---

No matter what blended model your teachers employ, intentional instructional design is essential. The University of Florida and the American Association of State Colleges and Universities developed the following checklist to guide blended-learning course design. Although the checklist is intended for university-level blended course development, the majority of the components apply to the design of blended instruction at any level. Most schools will not have teachers building online content, but rather will purchase a learning management system (LMS) or a content management system (CMS) to provide instructional content. However, it is vital that teachers DESIGN the instruction with the CMS embedded!

### ▶ *Toolkit item!*

Blended course design tool:

[https://blended.online.ucf.edu/files/2011/06/implementation\\_checklist.pdf](https://blended.online.ucf.edu/files/2011/06/implementation_checklist.pdf)

### ▶ *Toolkit item!*

The following Blended Course Peer Review Form is a great tool to use to evaluate the quality of the blended learning course or program:

[https://blended.online.ucf.edu/files/2011/06/implementation\\_checklist.pdf](https://blended.online.ucf.edu/files/2011/06/implementation_checklist.pdf)

---

The CCOSA Blended Learning Framework team must work closely with an individual student's Individualized Education Program (IEP) or Section 504 team to ensure that each student with special needs has the needed services, accommodations and other supports when blended and/or virtual instruction is deemed appropriate for their learning needs. CCOSA's District Level Services provides direct access to an attorney well experienced in handling special education legal issues and procedures. The following is a comprehensive resource providing guidance in proper considerations involving special needs students in an online setting:

<https://mvlri.org/research/publications/supporting-students-with-disabilities-in-k-12-online-and-blended-learning/>

---

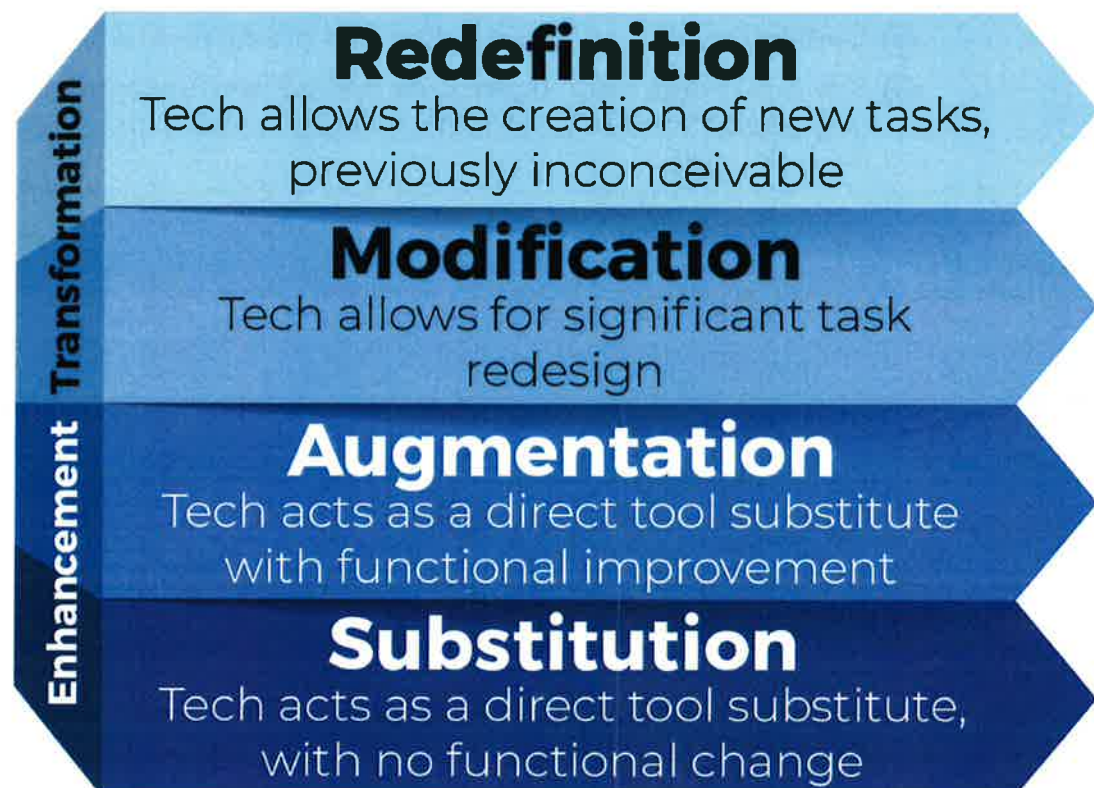


## DESIGN

# DISCUSSION TOOL: ASSESSING HOW YOU CURRENTLY USE TECHNOLOGY IN THE CLASSROOM

To truly transform instruction, schools must first assess where they currently are in relationship to where they want to be. This conversation can be framed through the lens of the S.A.M.R. Model (see below). The S.A.M.R. Model is similar to Bloom's Taxonomy except that it is applied to integrating technology in the curriculum. Many blended learning educational models use technology only to substitute for direct teacher instruction or, at best, to augment the instruction. Substitution and augmentation have their place and can be used without much training. However, a quality program should not stop there. The next two layers in the model require significant involvement from a highly-effective teacher. The CCOSA Blending Learning Framework will lead teachers to design blended and virtual activities that operate at the top end of S.A.M.R. by modifying and redefining instruction.

## S.A.M.R. MODEL



\*\*Image the creation of Dr. Ruben Puentedura, Ph.D. [http://www.hippasus.com/rpweblog/\\*\\*](http://www.hippasus.com/rpweblog/**)



## DESIGN

# STEP 2: TEACHER SELECTION AND TRAINING

SELECTING THE BEST TEACHER CANDIDATES AND TRAINING

CCOSA believes the teacher is always the key to student success in any learning environment, whether a traditional classroom or a virtual setting.

- ➔ Certified teachers trained in blended practices are required with this model.
- ➔ Virtual blended learning models that do not succeed have little teacher involvement and rely too heavily on the content management system to drive learning.

The teachers using this model will be able to “design” a student-centered learning experience for each child, modify the instructional delivery when needed, and monitor the student’s engagement and progress daily.

---

See the CCOSA Toolkit items on following pages:

- ➔ Teacher Blended Teacher Readiness, page 12.
- ➔ Virtual Teacher PD Suggestions, page 14.

For more in-depth information on teacher certification, teacher/student ratio, and teacher training expectations, see Dr. Sherri Pankhurst’s research paper on “Teacher Expectations Regarding Virtual Schools” located in Appendix C.

---

# DESIGN

## TOOLKIT ITEM!

### CCOSA BLENDED LEARNING TEACHER READINESS CHECKLIST

#### *Teacher Certification*

- Valid and current Oklahoma Teaching Certificate
- Certification in assigned subject-area
- Preference for at least three years of teaching experience

#### *Proficiency in internet-based technologies and teaching tools*

- Proficiency in at least one of the following:
  - Microsoft Office products (Word, Excel, PowerPoint)
  - Google Classroom (Docs, Sheets, Slides)
  - Apple products (Pages, Keynotes, Numbers)
- Preference for at least three years of experience with a Learning Management System
- Proficiency with online resources and access to materials required for the subject area
- Knowledge of copyright laws

#### *Comprehensive knowledge of curriculum planning and development with evidence provided in each of the following areas:*

- Student-centered online instructional design (discussion procedures, lesson development and delivery, assessment procedures)
- Grade level and subject-area Oklahoma Academic Standards
- An assessment plan (formative and summative assessments)
- Depth of Knowledge level questioning

#### *Time management and organizational skills with evidence provided in each of the following areas:*

- Course planning (online expectations, timelines, student management, etc.)
- Goal setting process
- Prioritizing time
- Avoiding procrastination
- Process for giving feedback in a timely manner and ensuring availability to all students

#### *Student engagement*

- Is able to provide a student orientation of online components (Learning Management System, resources, and online course arrangement.)
- Provides evidence of engaging student activities with clear, detailed instructions for students.
- Provides evidence of student collaborative activities with clear, detailed instructions for students.
- Promotes student-to content interaction
- Promotes student-to-instructor interaction

*See Tulsa Union Teacher Expectations and Suggestions in Appendix H*

---

# DESIGN

## TOOLKIT ITEM!

CCOSA BLENDED LEARNING PROFESSIONAL DEVELOPMENT BLOCKS

### Internet Based Technologies

#### Microsoft Office

- Word
- Excel
- PowerPoint

<https://support.office.com/en-us/office-training-center>

#### GSuite

- Docs
- Sheets
- Slides

<https://gsuite.google.com/learning-center/products/#/>

#### Apple

- Pages
- Numbers
- Keynote

<https://www.learnquest.com/search-results.aspx?what2search=catalog&searchterms=pages>

### Classroom Management System

A working knowledge of the classroom management system should be completed before classes begin and are dependent upon specific management system.

### Copyright Laws, Digital Citizenship & Online Resources

#### Copyright

<https://creativecommons.org/get-cc-savvy/copy-right-creativecommons-are-friends/>

#### Digital Citizenship

<https://www.common sense.org/education/digital-citizenship>

#### Classrooms and Learning Spaces

[@.bebc200">https://www.edweb.net/?ewWebinarsBrowse @.bebc200](https://www.edweb.net/?ewWebinarsBrowse)

### Curriculum Planning & Development

Curriculum mapping should be face-to-face professional development and completed before classes begin to ensure standards are covered and mastered.

### TIME MANAGEMENT AND ORGANIZATIONAL SKILLS

If Curriculum Planning and Development are completed, it is important to establish goals and checkpoints throughout the school year to confirm students are on track with their schoolwork.

### Student Engagement

edWeb.net has a plethora of webinars on student engagement. It is a simple sign-in and free to all.

<https://www.edweb.net/newUserSignup>

# DESIGN

## STAFFING OPTIONS AND BUDGET CONSIDERATIONSS

---

The first goal of this framework is to provide highly-effective teachers certified in the course(s) they are assigned to teach and where they serve as teacher of record. Due to the size of the school, funding, course uniqueness, and scheduling, matching certification and teacher assignment is not always possible. Therefore, the following staffing options are listed in order of which best serve student needs:

- ➔ A certified teacher certified in the subject-area of the course taken by the student.
- ➔ A certified teacher certified in the subject- area of the course, teaching from a remote location with an adult providing guidance on site with the student.
- ➔ A teacher certified in a related area\* of the course being taken.
- ➔ A teacher with any teaching certification\* acting as a teacher or mentor facilitating online coursework.
- ➔ A mentor with a degree\* acting as a teacher or mentor facilitating online coursework.

\*Three through five require that a school applies for either: emergency certification, adjunct status (limited to three hours per day), or conversion school approval waiving teacher certification standards.

### *Budget Considerations*

Implementing high-quality blended learning strategies does not require increased staffing. However, if a school designs A La Carte, Flex, or other virtual options, staffing challenges can be addressed by:

- ➔ Hiring staff full time or part time to teach courses or facilitate the on-line coursework.
- ➔ Paying certified teachers during their plan to teach virtually or work with students assigned to blended learning flex labs. This is a good option because it allows certified teachers to work and design the courses. It can be difficult if teachers do not design and work together for continuity. If teachers just facilitate online learning tools, then it is less difficult, but could limit the “course design” abilities of the teacher.
- ➔ Paying teachers for after-hours work with online courses.

### *Compensation*

Compensation for teaching virtual courses will depend on the level of implementation.

- ➔ If a teacher’s full-time work load is for online students, pay should be based on the state minimum salary schedule or the negotiated schedule of the school district.
- ➔ If the teacher is working during a planning time or after hours, a stipend would be in order.
- ➔ If the teacher is not certified and simply mentoring students through online driven coursework, pay could be less.

*See list of schools already implementing blended learning models to request more information on their current salary structures on page 27.*

---

## DESIGN

# STEP 3: STUDENT READINESS AND SELECTION

---

### DETERMINING STUDENT READINESS AND STUDENT SELECTION PROCESS

Lab, Flex, and A La Carte models allow the teacher to have more hands-on access to students than the virtual models. An enriched virtual environment is not for every student. **This Framework is designed to maximize student success!**

A quality virtual blended learning program includes an evaluation and considers the following variables that affect student success in a virtual setting: age, work ethic, support at home, and learning style. Schools should work diligently to identify if a prospective “virtual” student can be successful in this framework. This framework provides a tool to assist parents, schools and students in the decision to pursue virtual education.

---

### GENERAL GUIDELINES FOR STUDENT READINESS

**Elementary** – Blended learning in labs and centers with full-time virtual used only if a student cannot attend school due to health reasons or another significant circumstance.

**Middle School** – Blended learning in labs and stations, A La Carte for students to take enrichment classes and full-time virtual on a limited basis.

**High School** – Options that include all of the blended levels, with full-time virtual as a last resort if no other option is possible.

*See the Student Readiness Questionnaire on the following page.*



# DESIGN

## TOOLKIT ITEM!

### *Student Virtual School Readiness Questionnaire\**

Although virtual education is an educational option, it may not be the best option for all students. It is critical to make a determination if full-time virtual enrollment will be an appropriate educational placement. Full-time virtual learning isn't for every student. To be successful, a student must be independent, self-motivated, and have significant home support. The following questions are to assist with this determination. Making sure that a student is placed in an learning environment where they can be successful is of the utmost importance. Please answer the following questions with full disclosure and based on your best knowledge and understanding.

### **PARENT/GUARDIAN SURVEY:**

*Think about applicant's readiness by answering the following questions:*

- |    |   |     |    |
|----|---|-----|----|
| 1. | Is the applicant a resident of the _____ School District?   | Yes | No |
| 2. | Do you have daily access to a computer or a device that has access to internet?                               | Yes | No |
| 3. | Does the applicant have a medical alert, 504 or IEP?  | Yes | No |
| 4. | Has this applicant been dropped for truancy or does the applicant have an attendance pattern causing concern? | Yes | No |
| 5. | Has the applicant showed signs of academic decline, failing most or all of his/her courses?                   | Yes | No |
| 6. | Is the applicant on track to graduate with the required credits and courses?                                  | Yes | No |
| 7. | Will the applicant have parent support to provide such environment for success with online learning at home?  | Yes | No |
| 8. | Has the applicant been enrolled into a virtual school program in the past?                                    | Yes | No |

*Please answer the following questions:*

1. Please explain why this student wants to enroll into a virtual education courses:
2. Explain how you would like to see the virtual education learning experience meet your child's individual needs?
3. What challenges might your student encounter with a blended or full-time virtual learning experience ?
4. Explain the benefits for enrolling your child into virtual education courses.

---

---

---

---

# DESIGN

## TOOLKIT ITEM!

Instructors with years of online teaching experience agree that students who have a successful, satisfying experience learning online share several critical characteristics. The next section is to be completed by the applicant requesting to enroll into a virtual education program.

### STUDENT SURVEY:

*Think about your readiness by answering these questions:*

- |    |  |     |    |
|----|--|-----|----|
| 1. | <b>Good Time Management:</b> Can you create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?   | Yes | No |
| 2. | <b>Effective Communication:</b> Can you ask for help, make contact with other students and the instructor online, and describe any problems with learning materials using email, texting and/or the telephone?       | Yes | No |
| 3. | <b>Independent Study Habits:</b> Can you study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule?  | Yes | No |
| 4. | <b>Self-Motivation:</b> Do you have a strong desire to learn skills, acquire knowledge and fulfill assignments in on- line courses because of an educational goal? Can you maintain focus on that goal?              | Yes | No |
| 5. | <b>Academic Readiness:</b> Do you have the basic reading, writing, math and computer literacy skills to succeed in the class?  | Yes | No |
| 6. | <b>Technologically Prepared:</b> Do you know how to open, create and/or save a document; use various technology tools (e.g., dictionary, thesaurus, grammar checker, calculator); and identify various file formats? | Yes | No |

### *Reasons why you want to take the course(s) online?*

- Course(s) not available at school
- Schedule Conflict
- Credit Acceleration

### *I would rate my computer skill level as:*

- Good     Fair     Poor

### *What do you think your biggest challenge may be in taking virtual education courses?*

---

---

---

---

---

---

---

---

# DESIGN

## TOOLKIT ITEM!

*Explain how enrolling into virtual education courses may benefit you:*

- Credit Recovery
- Inability to attend class during the school day
- Personal Enrichment
- Personal Preference
- Online Learning Experience
- Graduation Requirement
- Other:

---

---

I have answered all questions in this readiness questionnaire to the best of my judgment with the understanding this questionnaire may assist with making a determination for my child's best educational placement.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Adapted from Putnam City Public Schools Student Readiness Questionnaire*

---

# DESIGN

## STEP 4: TECHNICAL AND INSTRUCTIONAL RESOURCES

---

### *Technical Resources*

As you are looking to provide devices for your students, here are some questions to consider:

### *Standardization*

Has your district standardized on one or more operating systems? Should you be? Which is the most secure/stable?

Has your district standardized on one or more browsers? Which browser does your district support and why? Does your browser balance security concerns, compatibility, speed and ease of use?

Has your district standardized on a device or set of devices? Does one device fit all of your needs? What needs are not being met?

### *Productivity/Creativity*

What productivity applications do you use, support and recommend?

There are a variety of no-cost and paid options that offer different features and user experience.

Most popular options:

- ⊕ Microsoft Office- \$
- ⊕ Microsoft Office 365- No cost option for students and teachers available
- ⊕ G-Suite- no cost
- ⊕ Apple iWork- no cost
- ⊕ Open Office- no cost

What software will device need to support beyond productivity and web? Will your device need to capture audio and video?

Do you need a Learning Management System? How are you going to structure your content?

### *Access*

How are you going to provide internet access to your students in school?

Do your students have internet connectivity outside of school? Will or should you provide that?

Possible sources:

- ⊕ District provided at the school site
- ⊕ Home Internet
- ⊕ Business Partnership
- ⊕ Extended wi-fi at the school building
- ⊕ District provided Mi-Fi type device

How are you filtering web content onsite?

How will you filter web content from district-provided device that goes home? How will you filter content on district-provided-internet access offsite?

---



## *Device Considerations*

What device or type of device is best suited to your student's needs?

What devices or type of device is best suited for your teacher's needs?

Does the device require management? What are the management costs of the device?

Does your device require a case or physical protection?

Does your device require anti-virus protection/malware protection?

What are the features of your device in terms of student creativity?

Will it support AR/VR applications? Is that important to you? Will it be in the future? How much device storage do you anticipate you will need?

How long do you anticipate your selected device will last?

Will your device require a warranty? If so, how long will it need to be covered?

Will you require some type of student insurance?

How will you distribute device updates?

How will you support the device? Will you have a help desk available? What processes for repairs do you need to put into place?

What is the overall reparability of the device?

What is the overall cost of ownership of the device when you look at all of the above factors?

Possible Options:

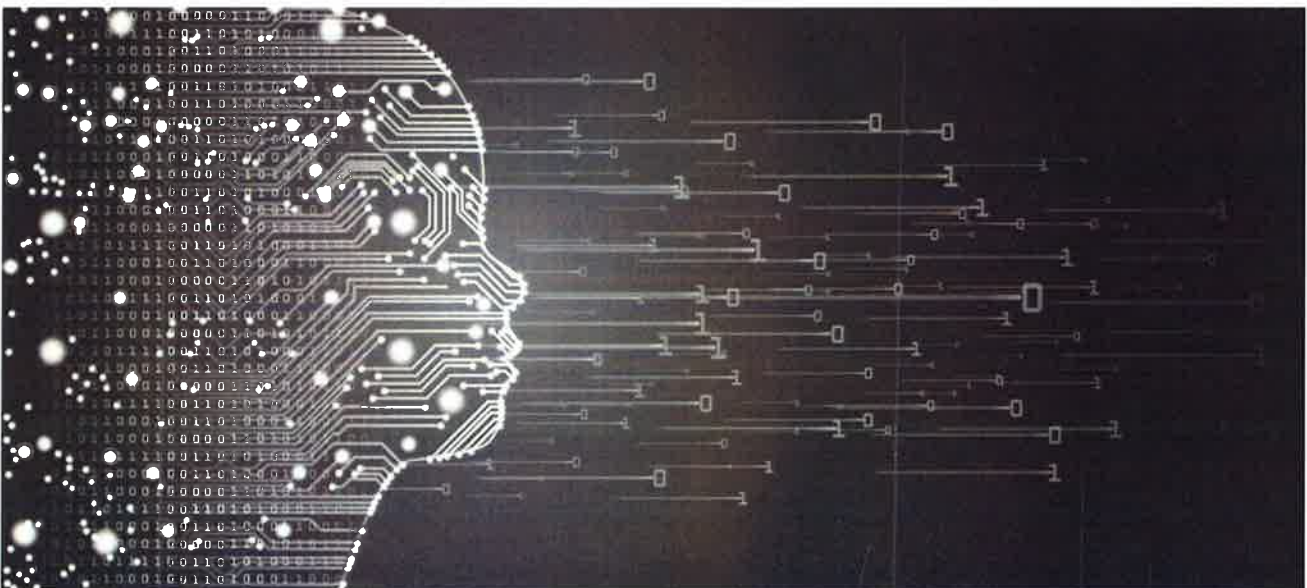
- ⊕ Windows desktop or laptop
- ⊕ Apple desktop or laptop
- ⊕ Apple iPad
- ⊕ Chromebook
- ⊕ Other tablet

## *Sustainability*

Do you have a funding plan for future refresh?

How many extra devices will you need to cover breakages, theft, and other loss? Do you have annual funds allotted to cover management costs, filtering expenses, etc?

The Oklahoma Technical Association (OTA) is willing to match you up with a partner who can help work through these questions! Just email [partnerships@oktech.org](mailto:partnerships@oktech.org).



# DESIGN

## INSTRUCTIONAL RESOURCES

---

### *Learning Management Systems*

The Learning Management System (LMS) acts as the access point for lesson plans, virtual content, and instructional tools. All of these tasks can be done without an LMS, but may require students, teachers, and parents to log in multiple times to access each tool. Some companies that specialize in online courses have LMS capabilities built-in, however, a vendor-specific LMS does limit you to only using that vendor's resources. An independent LMS allows the inclusion of multiple content providers as long as they are compatible with the LMS operating system.

An LMS supplements classroom teaching. For instance, students can access homework or tests from the LMS, or teachers can grade assignments. In other cases, an LMS can replace the classroom experience, especially online-only courses.

LMS SOLUTIONS IN THE EDUCATION SECTOR PROVIDE MANY BENEFITS, SUCH AS:

- ➔ Access to assignments, grades and other features at anytime, anywhere
  - ➔ Greater efficiency for teachers to develop and manage classroom plans, and track student attendance
  - ➔ Parental access to students' assignments and grades, and the ability to collaborate with teachers
  - ➔ Ability for administrators to send news or updates to students and teachers
  - ➔ Ability to offer online discussion boards
  - ➔ Inclusion of multiple content providers as long as they are compatible with the LMS operating system, thus preventing the user from having to use multiple logins.
-

# DESIGN

## INSTRUCTIONAL RESOURCES, CONT.

---

### *What to Look For in a Learning Management System*

Schools planning to buy a Learning Management System should consider the following factors:

#### *Pricing:*

Learning management solutions tend to vary in costs. There are normally three ways schools will pay for an LMS. These may include: Pay per Learner, Pay for Course, and Pay for Licensing. Pricing can depend on the number of users or the number of features offered. Some vendors offer “freemium” accounts or open-source solutions that are free, but those versions usually have limited features. Schools must do a pricing comparison.

#### *Interoperability with existing systems:*

Having the LMS integrate with a school information system (SIS) is an important factor, as this eliminates the need to add data in both systems. Some vendors offer integration with other systems, such as Google Apps for Education (GAFE) and Microsoft’s Office365.

#### *Training and support during and after software implementation:*

Ensure the vendor offers implementation assistance, including any training. Find out whether the vendor offers training remotely or onsite. Also, make sure the vendor provides support after the software is deployed, such as 24/7 tech or customer service support via phone or online.

#### *Length of implementation process:*

The implementation process can vary. Speak with the vendor and request details on implementation timelines. Also, be pro-active and try to plan for any issues that could arise during the implementation phase.



# DESIGN



## LEARNING MANAGEMENT SYSTEM OPTIONS

Some LMS options are listed below:

*\*Pricing varies and is negotiable depending on size of school.*

Google Classroom	Free
Moodle	Free
Canvas	Cost Associated
Blackboard	Cost Associated
Schoology	Cost Associated
Edmodo	Cost Associated

# DESIGN

## INSTRUCTIONAL RESOURCES, CONT. CONTENT MANAGEMENT SYSTEM

---

Proper identification of curriculum that aligns with Oklahoma state content-area standards through a virtual content management system (CMS) provider is a must.

The CMS can be integrated into an already existing LMS or it may have its own built-in LMS. The benefit of an LMS is that it will allow students to log in to just one site to access the content instead of having different logins for every content tool.

CCOSA has identified a variety of CMS tools that can provide coursework and in some cases act as an LMS. The Oklahoma State Virtual Charter School Board has developed the Oklahoma Supplemental Online Course Program where it has reviewed some of these provider's courses and bid for a price for certain courses. Those prices are marked with an asterisk and you can review all of the courses and the cost ranges for each at <https://osocp.ok.gov/courses>.

In all cases, vendors may charge additional fees for training. The following is a list of some of the most common vendors that are being used by schools in Oklahoma and the contact information for them:

<i>Vendor</i>
Florida Virtual*
APEX*
Edmentum*
Odysseyware*
Edgenuity*
Accellus
Spark Education

\*These vendors have courses and pricing on the Oklahoma School Online Course Program website <https://osocp.ok.gov>





## DESIGN

# STEP 5: EVALUATION OF PROGRAM

*Quality is always measured!*

CCOSA believes in quality. The following rubrics serve as guidelines for schools to plan for and evaluate the level of quality within their program. It is understood that most schools cannot reach the highest level in all areas due to financial resources. These rubrics are designed to define quality areas and give realistic targets for schools to strive to reach.

- ➡ *Teacher Expectations Rubric in Appendix C*
- ➡ *Student Expectations Rubric in Appendix D*
- ➡ *Instructional Resources Rubric in Appendix E*
- ➡ *Implementation Rubric in Appendix F*



# INFORMATION

## RESEARCH SUPPORTED

---



The May 2018 National Education Policy Center Report on Virtual Education pointed out the vast problems with how virtual education is being executed by virtual charter schools.



According to NEPC researcher Gary Miron, virtual education's best chance for success may be in the community school setting.



CCOSA is committed to utilizing researched-based "best" practices in the implementation of CBF.

---

# INFORMATION

## BIBLIOGRAPHY

---

The Basics of Blended Learning. (2011, Sept. 24). Education Elements. Retrieved from <https://www.youtube.com/watch?v=3xMqJmMcME0&feature=youtu.be>

Blended Course Implementation Checklist. (n.d.). Blended learning toolkit: University of Central Florida and American Association of State Colleges and Universities. Retrieved from [https://blended.online.ucf.edu/files/2011/06/implementation\\_checklist.pdf](https://blended.online.ucf.edu/files/2011/06/implementation_checklist.pdf)

Blended Course Peer Review Form. (n.d.). Blended learning toolkit: University of Central Florida and American Association of State Colleges and Universities. Retrieved from [https://blended.online.ucf.edu/files/2011/06/blended\\_course\\_peer\\_review.pdf](https://blended.online.ucf.edu/files/2011/06/blended_course_peer_review.pdf)

CCOSA Blended/Virtual Student Questionnaire. (2019). Adapted from Putnam City Public Schools.

CCOSA Response to Questions Regarding Transparency and Accountability of Oklahoma's Virtual Charter Schools (2018)

Deschaine, M. (2019, April 3). Supporting students with disabilities in K-12 online and blended learning. Lansing, MI: Michigan Virtual University. Retrieved from <https://mvlri.org/research/publications/access-for-all/>

*NCAA Guidance for students taking non-traditional courses attached on page 48.*

NEPC Resources on Virtual Education. (n.d.). Boulder, CO: National Education Policy Center University of Colorado.

Retrieved from <https://nepc.colorado.edu/topic/virtual-education>

Pankhurst, S. (2018). Teacher expectations regarding virtual schools.

Puentedura, R. (2015, Oct.). SAMR: A Brief Introduction. Retrieved from [http://hippasus.com/rrpweblog/archives/2015/10/SAMR\\_ABriefIntro.pdf](http://hippasus.com/rrpweblog/archives/2015/10/SAMR_ABriefIntro.pdf)

Schrock, K. (2013, Nov.). SAMR Model Musings. Retrieved from <http://blog.kathyschrock.net/2013/11/sarm-model-musings.html>

---

# INFORMATION

## RESOURCES AND OKLAHOMA SCHOOL INNOVATORS

---

Michigan has online learning tools at: <https://michiganvirtual.org>

Education Elements specializes in personalized learning:  
<https://www.edelements.com>

Here are just a few blended pioneers in Oklahoma Public Schools:

Howe (lab, flex, and virtual)  
Pond Creek (lab and flex)  
Hinton (lab, flex)

Oologah (lab and flex)  
Cleveland (lab, flex, and virtual)  
Fort Gibson (lab, A La Carte, and  
virtual snow days)

Tulsa Union (lab, flex, and virtual)  
Putnam City (lab, flex, and virtual)  
Sand Springs (lab, flex, and  
virtual)  
Norman (lab, flex, and virtual)

[sparks@howeschools.org](mailto:sparks@howeschools.org)  
[kchildress@pondcreek-hunter.k12.ok.us](mailto:kchildress@pondcreek-hunter.k12.ok.us)  
[kayla.watkins@hintonschools.org](mailto:kayla.watkins@hintonschools.org)  
[Jarrod.hohmann@hintonschools.org](mailto:Jarrod.hohmann@hintonschools.org)  
[max.tanner@oologah.k12.ok.us](mailto:max.tanner@oologah.k12.ok.us)  
[aaronespolt@clevelandtigers.com](mailto:aaronespolt@clevelandtigers.com)  
[s\\_farmer@fortgibsonigers.org](mailto:s_farmer@fortgibsonigers.org)

[morris.gart@unionps.org](mailto:morris.gart@unionps.org)  
[cboggs@putnamcityschools.org](mailto:cboggs@putnamcityschools.org)  
[sherry.durkee@sandites.org](mailto:sherry.durkee@sandites.org)

[peterl@norman.k12.ok.us](mailto:peterl@norman.k12.ok.us)

# INFORMATION

## CCOSA BLENDED LEARNING FRAMEWORK COMMITTEE

---

Dr. Sherri Pankhurst - Cordell Director of Curr. & Instructional Technology Integration Specialist.

Cory Boggs - Putnam City Instructional Technology Director

Todd Borland - Tulsa Union Tech Director

Dr. Nick Migliorino - Norman Superintendent

Dr. Kirt Hartzler – Tulsa Union Superintendent

Gart Morris - Tulsa Union Executive Director of Instructional Technology

Greg Kasbaum – Okla. Technology Association Director

Colin Webb - Noble Technology Director

Scott Farmer - Fort Gibson Superintendent

Jason Wicks - Fort Gibson Tech Director

Eric Hilemon - OKC Schools Technology Director

Eric Wells - Muskogee Tech Director

Peter Brown - OKC Technology Director

Scott Parks - Howe Superintendent

Rem Rogers - Colcord Federal Programs Director/Virtual School Admin.

Mark Lippe - Adair Superintendent

Jeff Daugherty - Merritt Superintendent

Kyle Reynolds – Woodward Superintendent

Pete Leisenfeld – Norman Principal

Dr. Tammie Reynolds – Elgin Asst. Superintendent

Jimmie Reynolds - Olive Superintendent

Dr. Aaron Espolt - Cleveland Superintendent

Monte Guthrie – Stigler Superintendent

Kayla Watkins – Hinton Middle School Principal

Jarrod Hohmann – Hinton High School Principal

Dr. Pam Deering - CCOSA Executive Director

Derald Glover- OASA Assistant Director

Dr. Jeanene Barnett- CCOSA Research and Policy Analyst

Will Parker - OASSP/OMLEA Director

Dr. Gracie Branch - OAESP Director

---

# APPENDIX A

## OSSBA SAMPLE BOARD POLICY

---

### Online Instruction

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the \_\_\_\_\_ Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

### DEFINITIONS

#### *Synchronous instruction*

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web Internet -based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

#### *Asynchronous instruction*

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

#### *Supplemental online course*

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

#### *Educationally appropriate*

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

#### *Internet-based instruction*

Internet-based instruction uses the Internet as the primary medium of instruction, with a computer serving as the primary tool of instruction. Internet -based instruction may be synchronous or asynchronous.

#### *Two-way interactive video*

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

### GUIDELINES

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

---

# APPENDIX A CONT.

## ONLINE INSTRUCTION (Cont.)

1. Internet-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.
3. Only students who are enrolled in this district will be granted access to supplemental online courses.
4. Requests for enrollment in supplemental online courses shall be as follows:
  - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
  - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
  - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
6. Students earning credit by means of online instruction shall participate in all require state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
7. Courses offered for credit by means of online instruction shall be aligned with the Oklahoma Academic Standards.
8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.
9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
11. All federal and state statutes pertaining to student privacy, the posting of images on the Internet, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district.
12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and internet access.
16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

A POLICY ON THIS SUBJECT IS REQUIRED BY LAW.

(Policy use for this framework authorized by the OSSBA in the Spring of 2019)

# APPENDIX B

## TEACHER EXPECTATIONS

### REGARDING VIRTUAL SCHOOLS

Dr. Sherri Pankhurst

December 2018

---

The growing demand for virtual schools presented itself around 1996, and its purpose was to provide rural and at-risk populations access to a high-quality education, but today's virtual student tends to prefer this type of school for the flexibility and self-pacing learning (Davis & Roblyer, 2005). Teachers play a pivotal role whether it is in the brick and mortar school or the online learning environment. An effective teacher does not center around one single idea or concept, but the whole person. This teacher has an important role in influencing and interacting with students to foster learning (Stonge, 2018). Above all, the teacher expectations regarding virtual school should involve highly effective teaching to increase student achievement.

#### *Student Count*

At the 2018 OTA/Encyclomedia conference, Joy Hofmeister made reference to HB 1017. Our state superintendent plans to lobby for the class sizes of the HB 1017's intentions, which limit elementary to 20 students in the classroom and 140 student load in the secondary with exemptions in physical education, band and choir, be mandated once again in our state. These guidelines are meant for the brick and mortar school.

What does this look like on a virtual aspect? According to the May 2018 National Education Policy Center (NEPC) Report, the virtual school has approximately 45 students per teacher comparison showing three times higher than the national average.

Students in the United States are facing more student to teacher ratios than compared to the state norms and performance ratings are poor.

- ⊕ Students per teacher in virtual schooling 31.9 on average.
- ⊕ Students per teacher in state norm 14.9 on average.
- ⊕ Students per teacher in national norm 16.1 on average (Miron, et al, 2018).

There has been research behind virtual school class size, but further research is needed to grasp the best class size for virtual schooling. Even though results are inconclusive, students in online schools note that class size does matter even in an online environment (Haynie, 2014). Larger class sizes take away from the meaningful interaction for learning. If you want a quality education, the class size should be around 15, which corresponds with the state norm.

#### *Certification*

In **most** but not all educational degree programs for teacher certification across the state of Oklahoma, there is a computer competency requirement in the general education requirements, and one technology course requirement in the major portion of of education degree. Technology courses make-up a two class or six hours of training for educational degree programs in colleges. It would take an immense amount of time to revamp the teacher education requirements to include virtual teacher competencies, but it would be beneficial for certified teachers to obtain virtual school teacher endorsements that cover the competencies listed in the subsequent paragraph.

---

# APPENDIX B CONT.

---

Virtual school teachers must reflect different qualities than the traditional classroom teacher. Communication and organization are essential skills for an online instructor (Davis & Roblyer, 2005). Yet, in the distant learning setting there are several competencies (Cyrus, 1997).

- ⊕ Course planning and organization that capitalize on distance learning strengths and minimize constraints
- ⊕ Verbal and nonverbal presentation skills specific to distance learning situations
- ⊕ Ability to use questioning strategies
- ⊕ Ability to involve and coordinate student activities among several sites (p. 17).

Understanding the student is important in any type of instructional environment. In virtual schools students run the risk of becoming lost or unfocused. This hinders students engagement, learning and achievement (de Haan and Richards 2018). It is essential for teachers to analyze the level of student engagement because it affects student performance in the virtual world.

This proclivity may be hard to find in a teacher, but with the aforementioned qualities in place, it may offer a better fit in the virtual school environment. What may work in the traditional classroom may not work in the online environment.

## *Professional Development*

Preparing teachers for online learning will need to center on a paradigm shift. New instructional approaches are necessary for online teachers including the constructivist style of learning, which is more of a learner-centered approach. Most brick and mortar style of schooling is the instructivist style that aligns with the teacher-centered. (Esterhuizen, et al., 2013). This pedagogical shift moves from the way teachers were taught and lends itself to the competencies listed in the teacher certification section.

Professional development activities need to stray away from the same methods in which instructors learned in a traditional course setting. Most learners of the traditional course setting, which lend to the instructivist style, tend to show poor design and delivery of the online courses.

Ongoing support, mentor support and professional development are important for educators teaching online courses. This is not a one size fits all approach and will need to be tailored to meet the needs of the teacher. Key elements of a compendious professional development include(Gregory & Martindale, 2016):

- ⊕ Instructional design
- ⊕ Facilitation of student learning
- ⊕ Student-oriented pedagogical strategies
- ⊕ Cultural and programmatic design
- ⊕ Expectations (p. 222)

Technology or technical training should be auxiliary to the the key elements of the professional development.

These professional development activities can be in the form of online, teacher-led, or self-paced approaches, but need to encompass the key elements. The mentorship is also beneficial for developing the online educator.

---

# APPENDIX B CONT.

## References

- Barbour, M., Huerta, L. & Miron, G. (2018). Virtual Schools in the US: Case Studies of Policy, Performance and Research Evidence. In E. Langran & J. Borup (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 672-677). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE). Retrieved December 7, 2018 from <https://www.learntechlib.org/primary/p/182964/>.
- Cyrs, T. E. (1997). Competence in teaching at a distance. In T.E. Cyrs (Ed.), Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs (pp. 15-18). San Francisco: Jossey-Bass Publishers.
- Davis, N. E., & Roblyer, M. D. (2005). Preparing teachers for the “Schools that technology built” Evaluation of a program to Train teachers for virtual schooling. *Journal of Research on Technology in Education*, 37(4), 399-409.
- de Haan, Jesse and Richards, Debbie. (2017) “Navigation Paths and Performance in Educational Virtual Worlds.” PACIS 2017 Proceedings, 114. Retrieved December 7, 2018 from <https://aisel.aisnet.org/pacis2017/114>.
- Esterhuizen, H. D., Blignaut, S., & Ellis, S. (2013). Looking out and looking in: Exploring a case of faculty perceptions during E-learning staff development. *International Review of Research in Open & Distance Learning*, 14(3), 59-80.
- Gregory, R. & Martindale, T. (2016). Faculty development for online instruction in higher education. Proceedings of Selected Research and Development Papers of the Annual Convention of the Association of Educational Communications and Technology. Retrieved December 13, 2018 from [https://members.aect.org/pdf/Proceedings/proceedings16/2016i/16\\_08.pdf](https://members.aect.org/pdf/Proceedings/proceedings16/2016i/16_08.pdf).
- Haynie, Devon. (2014). Experts say class size can matter for online students. U.S. News & World Report. Retrieved December 10, 2018 from: <https://www.usnews.com/education/online-education/articles/2014/09/26/experts-say-class-size-can-matter-for-online-students>.
- Miron, G., Shank, C., & Davidson, C. (2018). Full-Time Virtual & Blended Schools: Enrollment, Student Characteristics, and Performance. (Rep.). Boulder, CO: National Education Policy Center. Retrieved December 8, 2018 from <https://nepc.colorado.edu/publication/virtual-schools-annual-2018>.
- Stronge, James H. (2018) *Qualities of Effective Teachers*, 3rd Edition. Alexandria, VA: ASCD.



# APPENDIX C

---

*See CCOSA Blended Learning  
Framework Teacher Expectations  
Rubric Attachment*

# CCOSA Blended Framework Teacher Expectations Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
<b>Teacher Certification</b>	<p><b>Gold</b></p> <p>All teachers of record are fully certified in all areas taught.</p>	<p><b>Silver</b></p> <p>Some teachers are emergency or alternatively certified in areas taught.</p>	<p><b>Bronze</b></p> <p>Some teachers are certified, but not in area taught.</p>	<p><b>Developing</b></p> <p>Some teachers are not certified in a teaching field.</p>
<b>Teacher Readiness</b>	<p><b>Gold</b></p> <p>Most teachers are: -Adept in identifying personalized learning needs of students. -Adept in designing blended/virtual learning opportunities. -Adept in assessing academic growth and alternative assessments. -Able to train other teachers in Blended Strategies.</p>	<p><b>Silver</b></p> <p>Most teachers are: -Adequate in identifying personalized learning needs of students. -Adequate in designing blended learning opportunities. -Adequate in assessing academic growth and alternative --assessments.</p>	<p><b>Bronze</b></p> <p>Most teachers are: -Trained in identifying personalized learning needs of students. -Trained in designing blended learning opportunities. -Trained in assessing academic growth and alternative assessments.</p>	<p><b>Developing</b></p> <p>Most teachers are: -In first year of training in the following areas: identifying personalized learning needs of students, designing blended learning opportunities, assessing academic growth and alternative assessments.</p>
<b>Student/Parent Engagement</b>	<p><b>Gold</b></p> <p>All teachers are required to: -Engage every day with students either online or face to face. -Monitor student progress daily and requires student face/face engagement within two days of students falling behind in work. -Prepare students and parents with clear expectations before beginning virtual work and engages parents frequently during the course.</p>	<p><b>Silver</b></p> <p>All teachers are required to: -Engage daily with student online and at least once a week face to face. -Monitor student progress daily and requires student face/face engagement if student falls at least one week behind in work. -Prepare students and parents with clear expectations before beginning virtual work.</p>	<p><b>Bronze</b></p> <p>All teachers are required to: -Engage periodically with student online and face to face at least once every two weeks. -Monitor student progress daily and requires student face/face engagement if student falls at least one week behind in work. -Prepare students and parents.</p>	<p><b>Developing</b></p> <p>All teachers are required to: -Engage periodically with student online and face to face at least once every three weeks. -Monitor student progress as needed.</p>

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.  
Total scores from all selected boxes for each page of the rubric.

Total from page: \_\_\_\_\_ Total points from all four rubrics: \_\_\_\_\_

(Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

## **APPENDIX D**

---

*See CCOSA Blended Learning  
Framework Student Measures Rubric  
Attachment*

# CCOSA Blended Framework Student Measures Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
<b>Attendance</b>	<p><b>Gold</b></p> <p>Student is required to engage daily with online coursework and/or instructor. Evidenced by readily available login data, acceptable completion of daily tasks, and teacher contact logs.</p>	<p><b>Silver</b></p> <p>Student is required to engage at least weekly with online coursework and/or instructor. Evidenced by readily available login data, acceptable completion of weekly tasks, and teacher contact logs.</p>	<p><b>Bronze</b></p> <p>Student engages at will with online coursework and at least face-face with instructor once every two weeks. Evidenced by readily available login data, and teacher contact logs.</p>	<p><b>Developing</b></p> <p>Student engages at will with online coursework and/or instructor. Evidenced by readily available login data.</p>
<b>Academic</b>	<p><b>Gold</b></p> <p>Student completes daily task expectations designed by instructor. Student must complete higher level creative and social activities designed by instructor.</p> <p>At least 50% of students score proficient or advanced on state exams. Graduation and successful course completion rates exceed 93%</p>	<p><b>Silver</b></p> <p>Student completes weekly task expectations designed by instructor. Student must complete higher level creative activities designed by instructor.</p> <p>At least 40% of students score proficient or advanced on state exams. Graduation and successful course completion rates exceed 90%</p>	<p><b>Bronze</b></p> <p>Student completes tasks on pace with online expectations. Student completes higher level activities if provided on online coursework.</p> <p>At least 30% of students score proficient or advanced on state exams. Graduation and successful course completion rates exceed 87%</p>	<p><b>Developing</b></p> <p>Student completes tasks on pace with online expectations. Student complete higher level activities if provided on online coursework. Graduation and successful course completion rates exceed 87%</p>
<b>Career Skills</b>	<p><b>Gold</b></p> <p>Students participate in daily extra-curricular activities that foster career soft skills.</p> <p>At least 95% attendance required and reported daily. Evidence is provided showing career skills training is provided and ICAP requirements are designed by instructor.</p>	<p><b>Silver</b></p> <p>Students participate in daily extra-curricular activities that foster career soft skills.</p> <p>At least 90% attendance required and reported daily. Evidence is provided that ICAP requirements are met.</p>	<p><b>Bronze</b></p> <p>Students participate in periodic extra-curricular activities that foster career soft skills.</p> <p>Attendance is reported. ICAP requirements are met if provided in online content.</p>	<p><b>Developing</b></p> <p>Students participate in periodic extra-curricular activities that foster career soft skills.</p> <p>Attendance is not monitored.</p>

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.  
Total scores from all selected boxes for each page of the rubric.

Total from page: \_\_\_\_\_ Total points from all four rubrics: \_\_\_\_\_

(Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

# APPENDIX E

---

*See CCOSA Blended Learning  
Framework Resource Expectations  
Rubric Attachment*

# CCOSA Blended Framework Resource Expectations Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
<b>Technology</b>	<p><b>Gold</b></p> <p>School ensures all students have equitable devices and adequate internet access at their home. Tech support is provided 24/7.</p>	<p><b>Silver</b></p> <p>School ensures all students have a device and adequate internet access near their home. Tech support is provided during school day.</p>	<p><b>Bronze</b></p> <p>School ensures all students who choose virtual instruction have a device and adequate internet access near their home. Tech support is provided within 1-2 days.</p>	<p><b>Developing</b></p> <p>School ensures all students have a device and uploads assignments to devices. Internet is not required or limited to onsite activities. Tech support is limited.</p>
<b>Learning Management (LMS)</b>	<p><b>Gold</b></p> <p>School operates with an LMS and requires evidence of repeated social interaction of students. Performance data is monitored and reported to board by administrators. Teachers are trained and work together in collaborative design and review of courses.</p>	<p><b>Silver</b></p> <p>School operates with an LMS and requires evidence of occasional social interaction of students. Performance data is monitored and reported to board by administrators. Teachers are trained in collaborative design of courses.</p>	<p><b>Bronze</b></p> <p>School operates with an LMS. Performance data is monitored and reported to board by administrators. Teachers are trained in how to use LMS.</p>	<p><b>Developing</b></p> <p>School operates with an LMS built into a CMS. LMS/CMS drives instruction and there is little ability for teacher design.</p>
<b>Content (CMS)</b>	<p><b>Gold</b></p> <p>Instructional content meets OAS standards as determined by OSVCSB or by district teachers. Teacher uses online content primarily for basic and rote learning content and builds in higher level learning content. Teacher provides benchmark reports during course. NCAA Requirements are met.</p>	<p><b>Silver</b></p> <p>Instructional content meets OAS standards as determined by OSVCSB. Teacher ensures CMS has higher learning content built in. Teacher provides benchmark reports during course. NCAA Requirements are met.</p>	<p><b>Bronze</b></p> <p>Instructional content meets OAS standards according to CMS provider. CMS has higher level content. CMS provides periodic benchmark reporting. NCAA Requirements are met.</p>	<p><b>Developing</b></p> <p>CMS drives instruction. NCAA Requirements are met.</p>

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.  
Total scores from all selected boxes for each page of the rubric.

Total from page: \_\_\_\_\_ Total points from all four rubrics: \_\_\_\_\_

(Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

# APPENDIX F

---

*See CCOSA Blended Learning  
Framework Implementation Rubric  
Attachment*

# CCOSA Blended Framework Implementation Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
<b>Design</b>	<p><b>Gold</b></p> <p>School planning team consists of key stakeholders. Team adopts vision, spends adequate time studying blended models, audits resources, and sets timeline for implementation. Blended instruction takes precedence and virtual is used when appropriate. Teacher drives instruction.</p>	<p><b>Silver</b></p> <p>School planning team consists of key stakeholders. Team adopts vision, spends adequate time studying blended models, audits resources, and sets timeline for implementation. Blended and virtual are by student choice. Teacher drives instruction.</p>	<p><b>Bronze</b></p> <p>School planning team consists of key stakeholders. Team adopts a model from another school, audits resources, and sets timeline for implementation. Blended and virtual are by student choice. Teacher monitors and offers some instruction input but CMS drives instruction.</p>	<p><b>Developing</b></p> <p>Student and parent determine CMS. Virtual instruction takes precedence. Teacher is a monitor but CMS drives instruction.</p>
	<p><b>Gold</b></p> <p>Team provides education to staff, board and community on vision and design. Policies and procedures are easily accessed. Staff, students, and parents have clearly articulated responsibilities. Results are clearly communicated to the public periodically.</p>	<p><b>Silver</b></p> <p>Program information is provided for staff, board and community. Policies and procedures are easily accessed. Staff, students, and parents have clearly articulated responsibilities. Results are clearly communicated to the public at the end of the year.</p>	<p><b>Bronze</b></p> <p>Policies and procedures are easily accessed. Staff, students, and parents have clearly articulated responsibilities. Results are provided upon request.</p>	<p><b>Developing</b></p> <p>School uses communication tools and plans from another school and posts it on webpage or flyer.</p>
<b>Communication</b>				
<b>Evaluation</b>	<p><b>Gold</b></p> <p>School utilizes an oversight team of external stakeholders to review quarterly benchmark reports on student performance and a yearly audit utilizing CBF Quality Rubrics.</p>	<p><b>Silver</b></p> <p>School utilizes an oversight team of external stakeholders to review semi-annual benchmark reports on student performance and a yearly audit utilizing CBF Quality Rubrics.</p>	<p><b>Bronze</b></p> <p>School utilizes an in-house oversight team to review annual benchmark reports on student performance and a yearly audit utilizing CBF Quality Rubrics.</p>	<p><b>Developing</b></p> <p>School leaders utilize CBF Quality Rubrics.</p>

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.  
Total scores from all selected boxes for each page of the rubric.

Total from page: \_\_\_\_\_ Total points from all four rubrics: \_\_\_\_\_

(Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

# APPENDIX G

## SUPPLEMENTAL ONLINE INSTRUCTION AND VIRTUAL FAQ

---

### *1. Can all schools provide virtual classes?*

Answer: Yes. All schools are required by law to offer supplemental (up to the equivalent of 5 hours) online instruction when it is appropriate for a student. Although not required, all schools can provide full-time virtual education.

### *2. What are the state requirements for a school providing virtual education?*

Answer: All requirements are the same as are required of brick and mortar schools, except attendance rules would be established by the local board of education. Teacher of record must be certified in subject area (unless a school applies to be a “Conversion” school).

### *3. What is the difference between supplemental online instruction and virtual education?*

Answer: Oklahoma Administrative Code (210: 15-34-1.c.1) defines a supplemental online course as: An online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equivalent of classroom instruction time required for attendance and participation by the district. No such definition exists for full-time virtual education. Supplemental online instruction is required to be offered when appropriate (definition of “appropriate” is in law), whereas, full-time virtual education is not. Several supplemental online courses (OSOCP) are vetted by the Oklahoma State Virtual Charter Board to ensure that online courses meet state standards. If a school uses virtual instruction that is not included in the OSOCP, the courses would have to be vetted by local district personnel to determine alignment with Oklahoma Academic Standards.

(<https://sde.ok.gov/oklahoma-academic-standards>)

### *4. What does a school have to do to start offering virtual courses?*

Answer: A school should make sure that a supplemental online coursework policy is in place as required by law. They would then determine what additional, if any, flexibility was needed (i.e. teacher certification). They would then review the options that would best serve their needs (i.e. a “conversion” school to gain flexibility on teacher certification). The school would have to ensure that students enroll in a full day of classes (at least 6 hours of rigorous coursework, or 6 classes for six period day schools, 5 classes for trimester schools, etc.).

### *5. Should a school consider applying to be a charter school or should they take advantage of the School District Empowerment Act?*

Answer: The conversion school application appears to be the easiest way to apply for deregulation. Applying to be a charter requires the formation of a second board and creation of a different school within the school. The School District Empowerment Act has more levels of approval to go through than the Conversion School Process.

---

# APPENDIX G CONT.

## *6. What is the best way to handle teacher certification for an online course?*

Answer: A. The ideal situation is subject certified teacher option, where the teacher is assigned to monitor, assist, and provide feedback to a student in the same subject area for which the teacher is certified.

B. If a certified teacher is not available, many content providers will provide, for a fee, an “imbedded instructor” to be the teacher of record\*.

C. The third option is to utilize a certified teacher (not necessarily certified in the subject area of the online course) to mentor the student through the course. In this case, a district would have to apply to be a conversion school to seek exemption from teacher certification accreditation standards.

\*Oklahoma recognizes teachers certified in other states, so if the digital class teacher is certified in another state and the digital class has a method that a student can converse back and forth with a certified teacher, that teacher can be the teacher of record.

## *7. Is a supplemental or virtual student eligible to compete in extracurricular activities?*

Answer: Yes. The school would establish acceptable attendance monitoring that is equivalent to the OSSAA 90% attendance rule. The OSSAA recognizes the local board decision and administration determination of attendance at each school.

## *8. Can a school use virtual education for students who cannot attend traditional brick and mortar school days?*

Answer: Maybe. There is no clear determination on this; however, the intent of SDE is that a student enrolled in a traditional class would be counted absent if they missed that class for any non-school related reason (even if work were sent home to the student). There could be an exception if the student were dropped during that time and put on “home bound” status. However, if the student is enrolled in a blended or a virtual class where work is expected to be done at home, then that student could be counted in attendance if he/she met local attendance expectations for blended or virtual classes (see example in Appendix H).

## *9. Are schools required to provide computers or connectivity to students at their home?*

Answer: Not if the school offers supplemental or virtual education as a student choice. If schools require any type of virtual course, then they would be responsible for student access to the materials needed to complete the course.

Note: CCOSA strongly supports equitable opportunities for all students; therefore, we would encourage all schools that offer virtual opportunities to ensure that all students have access to the proper technology to participate in the program.

## *10. What are the NCAA requirements concerning online coursework and student athlete eligibility?*

Answer: The NCAA has an approval process that all schools should follow for non-traditional courses. See Appendix I and go to:

<http://www.ncaa.org/student-athletes/future/nontraditional-courses>

---

# APPENDIX H



---

## FIRST STEPS:

### *Area 1: Application/Enrollment/Counseling/OnBoarding:*

- ⊕ What are the requirements to participate (gatekeepers/prerequisites)?
- ⊕ How do they apply?
- ⊕ How is enrollment handled, how are they designated in SIS?
- ⊕ Who meets with student/parents? At what point in the process?
- ⊕ Student training/Orientation

### *Area 2: Curriculum/ Interface*

- ⊕ Crosswalk potential curriculum for alignment and rigor
- ⊕ Evaluate LMS – either stand alone or integrated with content
- ⊕ Training for admin/teachers

### *Area 3: Procurement and finance*

- ⊕ Cost evaluation/budget
- ⊕ Which funds? Bond/General/Grant
- ⊕ RFP
- ⊕ Financial Scalability – what size can we afford?

### *Area 4: Implementation*

- ⊕ Courses offered
- ⊕ Instructor availability
- ⊕ Physical space
- ⊕ Student devices
- ⊕ Student internet
- ⊕ Pacing guide
- ⊕ Attendance policy
- ⊕ Student Rules and Policies
- ⊕ Grading and Credit policies



# APPENDIX H CONT.



## BEST PRACTICES AND EXPECTATIONS FOR ONLINE TEACHING

The online learning environment presents a unique set of challenges that require clear definition of instructor performance. The following expectations are considered best practices. They identify the minimum level of interaction and management needed between students and instructors to maintain a quality online learning environment.

As a course instructor, it is anticipated that you will...

1. **Follow the established course start and end dates.** When students register for your course, they expect that it will start and end as stated. Adjustments may be made to the pacing expectations but students should always be encouraged to work ahead, not behind.
2. **Include a faculty bio** which includes your picture, credentials, and other appropriate information about yourself. You will also need to provide **contact information, office hour availability,** and turnaround time for student inquiries. Research has shown that for students to be successful in online courses, they must make a connection with the instructor.
3. **There is a warm welcome to the course.** A warm welcome announcement helps with orientation and helps create a safe trusting online environment critical to online course success. It is highly recommended that you create a welcome video so that students can put a "face to a name".
4. **To foster community building and interaction, it is crucial to have an introductory forum and icebreaker in the first lesson.** Student retention and success in your course is directly related to the interactions that happen in the classroom. Get your students interacting and engaged in the very beginning of the course!
5. **Expectations, including grading assignment expectations, are clearly stated.** Instructors should make all expectations very concise and clear. Expectations should be posted well in advance and in a highly visible location (syllabus, announcement, first lesson, etc.), and reiterated as needed.
6. **Announcements and updates are posted weekly.** Updates and announcements help remind students, and keep clarity and communication open. We suggest posting an announcement to your class at least once a week, telling students what you will be covering in the coming week and reminding them of any due dates or important course or college information. Whenever possible, provide information about real-world or current event topics that enable students to make a connection with the content you are teaching.
7. **There is a discussion rubric where points or guidelines for discussion comments are clearly stated.** Expectations for online comments, responses, questions and other online dialogue should be clearly stated so every student knows what is expected.
8. **Monitor assignment submissions and communicate and remind students of missed and/or upcoming deadlines.** You can help insure a successful learning experience by practicing proactive course management strategies. This is best accomplished via a private email to students who have missed assignments. Reminders about upcoming assignments can reach all students through an Announcement. Use the Innovation Lab room as a face to face meeting for those falling behind.
9. **Use multiple forms of assessment.** Your students learn differently and therefore test differently as well. Assignments, discussion postings, presentations, quizzes, tests, activities, labs, and other course work can be used as a means of assessment in your course. You cannot delete coursework but you can always augment and adjust for how students demonstrate mastery.
10. **Early in the semester, establish a regular schedule for when you will be logging in to the course.** UVLA expects that all instructors log in to their courses at least four (4) days each week. Many of our students are learners who have work, activity or family responsibilities. These students tend to be more active in courses on weekends, so you may wish to also include in your schedule time to monitor courses at least once on weekends.
11. **Provide a response to student inquiries within 24 hours.** Because online learners must manage their time carefully, timely instructor responses to email or questions posed in the discussion forums are especially important to them. If you cannot provide a detailed response within 24 hours, we suggest that you respond to the student to simply let them know when a more detailed response will be provided.

# APPENDIX H CONT.

12. **Provide timely and meaningful feedback on student work using clear and concise language.** When providing feedback on student work, you have an ideal “teachable moment”! Simply telling a student “good job” or “needs work” doesn’t give them the information they need to succeed. They need (and want!) more specifics. What was it that made the work good? (So they can do it again!) What needs work and how can they improve? (Specifically!)
13. **The instructor is consistently and constantly involved in the online discussion.** The most important aspect of any student’s learning is the instructor. The instructor should be involved in the online discussion. In most cases the instructor responds to questions, provides encouragement, initiates new discussion topics, and identifies students who might need additional assistance. Whether the instructor makes a few or many comments, students need to feel the continual presence of the instructor in the online classroom and discussion.
14. **Active learning: There are one or more activities for students to do in the course.** The activities can be online or offline projects. When students engage in activities, including creating content, the interaction increases their learning. Activities include but are not limited to PowerPoint presentations, online collaborative projects, role playing, debates and more.
15. **Communicate to your students, in advance, when you will grade and return all assignments and exams.** If you don’t tell them this information, you will definitely be asked!
16. **Make sure you have immediate and predicable access to the same technology that is required for students in your course.** Your course syllabus is an excellent place to communicate to your students the technology they must have in place to effectively participate in your online courses. You will want to make sure you are using a computer system and network that can meet those technology requirements, too!
17. **Give prior notice to your students and parents who to contact if they cannot reach you and are unable to access the course.** If a student is having technical difficulties they will need a contact number in order to get assistance. Do not provide your personal cell. Have them contact the program coordinator and then their school site office if the coordinator cannot be reached.  
  
You also should consider finding coverage for your online course if you are going to be out of contact with students for more than a couple of days, especially if they are to be working on assignments while you are gone. In cases of personal emergency, you are asked to notify students and the administrative unit overseeing your course as soon as possible if you will be away from the course.
19. **Encourage your students to give feedback about assignments and to complete the end-of-course survey.** Feedback from students is a great way to make improvements to the course or to your teaching. Research has shown that the biggest influence on whether a student completes an end-of-course survey is you, the instructor! Please send your students a note encouraging them to complete the survey and assuring them that the information that will be used to improve the course is important.
20. **Show enthusiasm and a passion for the content you are teaching.** Students respond better and are more engaged with the content if you are excited about what you are teaching!

\*Portions of this document were adapted from 'Online Instructor Performance Best Practices and Expectations,' Penn State World Campus



# APPENDIX H CONT.



## UVLA GUIDELINES

Union Virtual Learning Academy (UVLA) provides a unique opportunity for high school students in the Union Public Schools District to have a challenging educational experience in a supportive online environment. Students have access to classes across the curriculum any time, any place. Union Virtual Learning Academy offers core classes and interesting electives. Courses are interactive and supported as students communicate with highly qualified teachers. Each student is monitored by a certified teacher at Union Public Schools where there is a commitment to quality and high standards. Courses within the UVLA program are designed as a college readiness program and are for first-time credit only.

### *ACADEMIC INTEGRITY*

Union students participating in the UVLA program are held to high academic standards. UVLA students are expected to always conduct themselves with the highest academic integrity. Students caught cheating will receive a zero for their work and may lose their virtual privilege for a time designated by their virtual teacher.

### *ATTENDANCE*

Due to the flexibility of the UVLA, attendance will work differently than a traditional class. To have the proper amount of activity in the class, a student must log into each course several times per week on different days. Although each course is different, a student is expected to spend the appropriate amount of time in the course to stay on pace with the course per district policies. Attendance is measured by blended class times, submission of assignments, communication with the teacher, and discussions with classmates. **If a student has been directed to attend class and does not show he/she will be counted as truant for the class. Students who miss their check-in day will be counted absent every day until their check-in day has been completed. If a student reaches their 4th TRU Referral (usually around the 10th TRU), then the student will lose their virtual privilege and will be required to attend class every day for the remainder of the semester.**

# APPENDIX H CONT.

## COMMUNICATION

As a UVLA student, communication between the teacher, student, and parent is critical.

- ⊕ Students are expected to check daily for messages and announcements from the instructor or the school. Instructors will be checking with each student regularly to monitor progress and answer questions. Students are to respond to all emails and/or phone calls from their instructor when requested.
- ⊕ Students will have weekly communication with their teacher. Teachers will schedule a mandatory check-in day for all students each week. Each course is unique; therefore, face-to-face time is scheduled differently for each subject.
- ⊕ Instructors can be contacted through email and phone calls. Students can expect a reply from the teacher within 24 school hours. Instructors will be available on campus during regular school hours.
- ⊕ Parent communication with the instructor and student is a central part to the success of the course. Instructors will be in contact with parents on a regular basis. Parents are expected to monitor their child's progress and communicate with the instructor if problems develop.
- ⊕ Pacing work in the course is vital to success. The instructor will provide the student a pacing chart that will guide progress through the course. Assignments need to be completed in order and must meet deadlines assigned by the instructor. Eligibility rules will apply.
- ⊕ A parent/guardian must sign the attached 'Parent Acknowledgement' form, acknowledging the UVLA guidelines.

**Students who fall below a 70% in the course or that get behind on the pacing chart will be required to attend class daily and will lose their virtual privilege. Once students raise their grade above 70% and are on pace with the scheduled due dates, their virtual privilege will be reinstated. If a student fails a 1st Semester Virtual class, then he/she will be required to attend class everyday for the first six weeks of the 2nd Semester. If after six weeks, the student is maintaining a 'C' or above, this student's Virtual privileges will be reinstated.**

---

# APPENDIX H CONT.

## UVLA GUIDELINES PARENT ACKNOWLEDGEMENT

I have read and understood the UVLA Guidelines. My child and I understand that my child is responsible for abiding by its requirements.

Parent/Guardian of: \_\_\_\_\_

*My contact information:*

Phone 1: \_\_\_\_\_

Phone 2: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_  
**Parent/Guardian**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

***\*\*UVLA students will report to class every day until the 'Parent Acknowledgement' form is signed and returned to the teacher.***

# APPENDIX H CONT.

## UVLA GUIDELINES PARENT ACKNOWLEDGEMENT

I have read and understood the UVLA Guidelines. My child and I understand that my child is responsible for abiding by its requirements.

Parent/Guardian of: \_\_\_\_\_

***My contact information:***

Phone 1: \_\_\_\_\_

Phone 2: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_  
**Parent/Guardian**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

***\*\*UVLA students will report to class every day until the 'Parent Acknowledgement' form is signed and returned to the teacher.***



# APPENDIX I

## NONTRADITIONAL COURSES

For complete NCAA guidance go to: <http://www.ncaa.org/student-athletes/future/nontraditional-courses>

---

Nontraditional courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means.

- ④ Find out if your program has a list of NCAA courses

For a nontraditional program to be approved, the courses must meet the following requirements:

- ④ The courses must meet NCAA core-course requirements.
- ④ The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. This may include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- ④ The courses must have a defined time period for completion. This means the non traditional program must identify the fastest and slowest paths to successfully complete a course (i.e., maximum and minimum time frame for completion).

A nontraditional course could fail to meet NCAA core-course requirements for any of the following reasons:

- ④ Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
  - ④ Does not require students to complete the entire course.
  - ④ Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
  - ④ Does not prepare students for four-year college classwork.
  - ④ Does not have official student grade records.
-

### *Information for school administrators*

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the NCAA Eligibility Center to begin the review process.

### *Credit recovery programs*

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed. Some students take credit recovery to improve grades for courses that they took previously or to take courses for the first time to catch up.

For a credit recovery program to be approved, the courses must meet the following requirements:

- ➔ The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- ➔ The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- ➔ The credit recovery courses should be clearly identified as such on the high school transcript.
- ➔ Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.







COOPERATIVE  
COUNCIL FOR  
OKLAHOMA  
SCHOOL  
ADMINISTRATION

2019-2020  
**IDABEL PUBLIC SCHOOL**  
**CHILDREN'S INTERNET PROTECTION ACT**

- A. Access by Minors to Inappropriate Matter on the Internet and World Wide Web**
1. Students must have signed parental or legal guardian permission on file before they may access the Internet or World Wide Web. The original signed permission form must be on file in the library and teachers may make copies from the originals. Students will be issued an Internet card for use at the High School to show any teacher before using Internet.
  2. Students will be monitored during online activities by teachers or other staff.
  3. Any unauthorized Internet use will be considered a discipline situation and the student will be disciplined according to the school discipline policy concerning computer use.
- B. Safety and Security of Minors when using Electronic Mail, Chat Rooms and other forms of Direct Electronic Communications.**
1. Internet properties security setting on each school computer will be set at medium, medium-low.
  2. Internet properties content advisor on each school computer will be set at inoffensive slang, no nudity, no sex, and no violence.
  3. No electronic mail may be used by students. Teachers may use and assign e-mail as part of course of study.
  4. No student may go to a chat room. The teachers may utilize the chat room as a large group activity in those situations where it directly addresses the course of study.
  5. Filtering is provided using NewNet 66 to provide security for students and staff.
  6. It is the responsibility of the technology coordinator to see that the settings on filtering system are correct on all computers.
  7. Any student or staff who does not fully comply with this policy will be subject to the school discipline policy concerning computer use.
- C. Unauthorized Access, including so-called, "Hacking," and other unlawful activities by Minors Online.**
1. Any student or staff member who makes unauthorized access to the school computer system from school facilities will be subject to discipline according to school discipline policy.
- D. Unauthorized Disclosure, Use, and Dissemination of Personal Information Regarding Minors.**
1. No student or staff member may disclose, use or disseminate personal information about any person without the expressed consent of the person and the person's parent or guardian if the person is a minor.
  2. Any student or staff member who disseminates personal information without this expressed consent will be subject to discipline to the school discipline policy.
- E. Measures Designed to Restrict Minor's Access to Material Harmful to Minors.**
1. Students must have signed parental or legal guardian permission on file before they may access the Internet or World Wide Web.
  2. Students must have written permission and/or their teacher's presence to use the Internet and World Wide Web.
  3. Filtering software (Palo Alto) is installed for the current school year to provide Internet protection.
  4. Students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
  5. The district is enforcing a policy of Internet safety for minors that prevents cyberbullying and includes monitoring the online activities of minors and the operation of a technology protection measure with respect to any of its computers with Internet access.
  6. The district protects against access to commercial social networking websites or chat rooms unless Used for an educational purpose with adult supervision.

**\*\*\*Attached form must be signed and returned to school librarian or computer teacher.\*\*\*  
PARENT/GUARDIAN AND STUDENT MUST SIGN THE ATTACHED AND RETURN TO  
LIBRARY OR COMPUTER TEACHER BEFORE INTERNET USE CAN BE APPROVED. AN  
INTERNET CARD WILL BE ISSUED BY IDABEL HIGH SCHOOL THAT WILL BE GOOD  
FOR ENTIRE TIME STUDENT IS ENROLLED AT IDABEL. REPLACEMENT COST IS \$1.00  
FOR A LOST CARD.**

**PARENT AND STUDENT INTERNET ACCEPTABLE USE POLICY  
AGREEMENT FORM**

**THIS FORM MUST BE SIGNED BY STUDENT/PARENT OR GUARDIAN AND  
BE ON FILE AT THE SCHOOL BEFORE STUDENT MAY HAVE ACCESS TO  
INTERNET**

**We the undersigned student and parent/guardian understand how the Internet and  
World Wide Web are to be utilized. I as parent/guardian have visited with my child  
about the proper use of Internet and I accept responsibility for any misuse by my  
child. We understand that this permission is granted for the period of time that this  
student is enrolled in Idabel Schools and may be rescinded upon written notice of  
the parent/student. Each student at the high school will be provided an Internet  
Card to show when using the Internet in any classroom or library.**

**We also understand and agree that unauthorized use of computers in any form is a  
discipline offense under school discipline policy and further use of computers on  
school property may be suspended.**

**Student Name (please print)** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent or Guardian Signature** \_\_\_\_\_

**Graduation Date** \_\_\_\_\_

**TO BE COMPLETED BY SCHOOL STAFF**

**Date of Internet Training** \_\_\_\_\_

**Approved by Teacher/Staff** \_\_\_\_\_

**Updated and approved annually by the Idabel School Board after public notice of the meeting.**

**Approved**

---



COOPERATIVE  
COUNCIL FOR  
OKLAHOMA  
SCHOOL  
ADMINISTRATION

2901 North Lincoln Boulevard  
Oklahoma City, OK 73105  
405-524-1191 office  
405-524-1196 fax  
[www.ccosa.org](http://www.ccosa.org)

## CCOSA's District Level Services (DLS) Program (Agreement 2019-2020)

This letter sets out the Agreement between the Cooperative Council for Oklahoma School Administration (CCOSA) and Idabel School District No. 5 of McCurtain County, Oklahoma (District) concerning the District's participation in **CCOSA's District Level Services Program** (Program) for the fiscal year ending June 30, 2020.

For participating Oklahoma cooperatives, interlocals, and technology centers, the cost of participation will be determined based upon the total 2017-18 ADM for all school districts that participated in the cooperative, interlocal, or technology center during the 2018-19 school year.

### P.O. CALCULATION GRID

County Name: McCurtain County Number: I-005  
District Name: Idabel District Number: 48

#### P.O. CALCULATION GRID

<u>ADM</u>	<u>COST</u>
25,000 plus	\$ 4,000
10,000 to 24,999	\$ 3,000
5,000 to 9,999	\$ 2,500
1,500 to 4,999	\$ 2,000
500 to 1,499	\$ 1,800
499 or less	\$ 1,500

ADM (2017-18)	TOTAL

Purchase Order Number: \_\_\_\_\_

Purchase Order Amount: \_\_\_\_\_

\*\*Please attach a copy of the purchase order when submitting completed forms\*\*

District Name: Idabel



## Superintendent Certification of Participation

I certify that on the 10<sup>th</sup> day of June 2019, the Board of Education of Idabel Public Schools voted to allow our school district to participate in the CCOSA District Level Services Program. The Idabel Board of Education has encumbered \$\_\_\_\_\_ for the purpose of participating in the CCOSA District Level Services Program. The Board of Education acknowledges that participation in the Program will result in the provision of **advisory services** to designated administrators with Idabel Public Schools.

  
\_\_\_\_\_  
Signature of Superintendent

6/10/19  
\_\_\_\_\_  
Date

The District understands that CCOSA's District Level Services Program emphasizes assistance in areas that help to create high-quality schools based on the research in *For the People* and seven areas that create a quality system: Culture and Climate; Learning; Teaching, and Assessment; Expanded Learning Opportunities; Governance, Leadership, and Accountability; Human Capital Development; Physical Resources; and Financial Resources.

If consultation and/or professional learning is in the school district, the school district would agree to pay travel expenses that would not be a part of this agreement.

The District understands that CCOSA and/or its partners will be unable to provide assistance in some areas and with some issues. The District understands that, in those situations, CCOSA and/or its partners may recommend that the District seek advice, assistance, and services beyond those offered by this Program, which may cause the District to incur expenses that are not covered by this Program. **This Program is ADVISORY ONLY and CCOSA and/or its partners do not warrant or guarantee any specific outcome related to the advisory services provided. CCOSA reserves the right to refuse participation to school districts and to remove school districts from participation in the Program.**

The term of this Agreement begins on the date it is approved by the District's Board of Education and ends on June 30, 2020. Either the District or CCOSA may terminate this Agreement upon notice in writing to the other party. Delay in contract approval could result in your district missing valued services and workshops!

District Name: Idabel

IDABEL HIGH SCHOOL  
2019 – 2020  
HANDBOOK CHANGES

**Page 5** – Letter from Principal

**Page 8** – District Admin

Chad Austin – High School Principal

Scott Pratt – Athletic Director

**Page 9** – High School Admin

Chad Austin – Principal

Marlin Coffman – Asst. Principal

**Faculty**

Jeremy Bean – History/Athletics – Room 207

Mallarey Bullock – Mathematics – Room 415

Cade Clay – Athletics – Room 704

John Harjo – Warrior Academy Director – Room 707

Tyler Harvison – English – Room 403

Michelle Hash – Instructional Coach – Room 208

Tiffany Lindly – Choctaw/Softball – Room 610/Softball Field

Trevor Matlock – Electives/Athletics – Room 412

Shuntez Smith – Electives/Athletics – Room 707

Robert Thornton - Electives – Room 205

Brian Wall – Mathematics – Room 413

Kevin Woodall – Science – Room 417

**Page 21 – Education Program**

Math: Add Trigonometry

Athletics: Add Cross Country

## **Health and Safety – Page 37**

Remove the colored cards during the intruder lock down.

Teachers and students furthest from the threat will evacuate high school premises to McCurtain Memorial Hospital or Bypass Church or Christ

## **Page 50 – Parking Guidelines**

### **Consequences for reckless driving –**

#### **ADD:**

1<sup>st</sup> offense – Revocation of Current parking pass and a \$5.00 must be paid in order to obtain a new pass.

2<sup>nd</sup> offense – Revocation of current parking pass and a \$10.00 must be paid in order to obtain a new pass.

3<sup>rd</sup> offense – Revocation of current parking pass and a \$15.00 must be paid in order to obtain a new pass.

4<sup>th</sup> offense - Revocation of current parking pass and a \$20.00 must be paid in order to obtain a new pass.

5<sup>th</sup> offense - Revocation of current parking pass and a \$25.00 must be paid in order to obtain a new pass.

6<sup>th</sup> offense will result in a complete revocation of driving privileges for the remainder of the year.

#### **Tardy Policy:**

Disciplinary referral to Principal's office after the 2<sup>nd</sup> offense

Add:

3<sup>rd</sup> offense – 3 days detention

4<sup>th</sup> offense – 5 days detention

5<sup>th</sup> offense – 10 days detention

6<sup>th</sup> offense- 20 days detention

## **Disciplinary Actions (Consequences) – Page 60**

### **Remove from Level I Offenses**

Leaving Classroom without Permission

Defacing School Property

### **Level I disciplinary actions**

Change:

Third Offense to 5 days detention

Fourth Offense to 10 days detention

Fifth Offense 5 days ILC

Sixth Offense – 10 days ILC

**Level II Offenses:**

**ADD:**

Unauthorized use of computer/internet/electronic devices/cellphones

Not reporting to assigned class/skipping school on campus

REMOVE – Leaving campus without permission

**Level II disciplinary actions:**

Third Offense – 5 days ILC minimum

Fourth Offense – 10 days ILC minimum

Fifth Offense – 5 Weeks ILC

Sixth Offense – Remainder of Semester in ILC

**Level 3 Offenses**

**ADD:**

Refusing to follow the directive of an administrator/teacher

Use of Tobacco

Possession of Tobacco

Skipping School – Off Campus

Electronic cigarettes (ecigs, vapes, Jewels)

**Level 4 Offenses**

**ADD:**

Possession/sell of drugs/alcohol or any other controlled substance/prescription drug

Use of drugs/alcohol or any other controlled substance/prescription drug

**Fighting or physical abuse to another student:**

Law enforcement WILL be called for students involved in a fight, and the student will be processed through the legal system. Processing the legal system does not replace school disciplinary action. Parents will have to pick student up at the police department. Parents and student must have a meeting with the principal before the student will be able to return to school.

Add: Retention/Reclassification Policy

Add: Acceleration Policy

Idabel Middle School  
Student Handbook Changes  
2019 - 2020

**Updating of Calendars, Personnel, Schedules**

**Valentine Deliveries must be made by noon**

**Discipline:**

Add:

Level III - Fleeing Campus - endangers the student

Level III - Sexual Harassment of a school employee - Building Principal's Discretion

**Cell Phone Violations**

3rd offense - add - can no longer bring a phone to school for the remainder of the year



# Choctaw Nation

## Youth Empowerment

Gary Batton  
Chief

Jack Austin, Jr.  
Assistant Chief

May 1, 2019

Dear Idabel Board of Education and Administration,

The Choctaw Nation Youth Advisory Board empowers youth to become leaders with a servant attitude toward others. Our program utilizes a leadership curriculum that develops within the students positive change to reach their full potential through creative thinking, presentation, planning and teambuilding to foster success as leaders of tomorrow. Students are inspired to use their service-leadership skills through community service projects to promote positive change within our communities.

The Choctaw Nation of Oklahoma launched a new Youth Advisory Board Chapter in Idabel earlier this year. Since we began, we have elected officers, completed community service projects, have begun Today's Teens-Tomorrow's Leaders Curriculum and attended two quarterly meetings in Tuskahoma, OK. With each meeting, lesson, and project, interest in the chapter grows, as does our membership.

This program demonstrates the commitment of the Choctaw Nation to develop future leaders for Oklahoma. This program is available to all students between grades 8 and 12 who live in the 10.5 counties. We currently have 18 chapters and over 300 students with that number growing weekly. We are very excited about the future of our Idabel chapter and working with Idabel ISD.

We respectfully request you consider designating the Idabel Chapter of the Choctaw Nation Youth Advisory Board as an extra curricular activity in Idabel Public Schools.

Sincerely,

Greg Parnell, Program Manager  
Choctaw Nation Youth Empowerment  
gregp@choctawnation.com

PO BOX 1210 • Durant, OK 74702 • 580-924-8280 • 1-800-522-6170

*Living out the Chahta Spirit*

FAITH ♦ FAMILY ♦ CULTURE

IDABEL PUBLIC  
SCHOOLS

Dawn Bourne <dawnallen@idabelps.org>

---

## Fwd: Choctaw Nation Youth Advisory Board Proposal

2 messages

---

**Laura Bullock** <lbullock@idabelps.org> Wed, May 8, 2019 at 3:52 PM  
To: Doug Brown <doug.brown@idabelps.org>, Dawn Allen <dawnallen@idabelps.org>, Chad Austin <chad.austin@idabelps.org>

I recommend we add YAB as an extracurricular activity.

----- Forwarded message -----

From: **Julie Parnell** <jparnell@idabelps.org>  
Date: Wed, May 8, 2019 at 1:26 PM  
Subject: Choctaw Nation Youth Advisory Board Proposal  
To: Laura Bullock <lbullock@idabelps.org>  
Cc: Chad Austin <chad.austin@idabelps.org>

Mrs. Bullock,

Attached you will find the proposal letter from Choctaw Nation Youth Empowerment Program requesting that Idabel Public Schools accept the Choctaw Nation Youth Advisory Board as an approved extra curricular activity in Idabel Public Schools.

Sincerely,

Julie A. Parnell, M Ed  
Library Media Specialist  
Idabel Middle School  
100 NE Ave. D  
Idabel, OK 74745  
580.286.6558 Ext. 3031

---

 IISD YAB Proposal.pdf  
275K

---

**Doug Brown** <doug.brown@idabelps.org> Thu, May 9, 2019 at 8:13 AM  
To: Dawn Allen <Dawnallen@idabelps.org>

Please, add this to the Board agenda.

[Quoted text hidden]

--

*"Preparing Champions for Life"*

Doug Brown  
Superintendent  
Idabel Public Schools  
@IdabelPublicSch

---

 IISD YAB Proposal.pdf  
275K

## **SUPERINTENDENT'S CONTRACT**

THIS CONTRACT is made and entered into this 10th day of June 2019, by and between Idabel Public Schools, Independent School District No. I005, McCurtain County, Oklahoma, ("District"), and Douglas E. Brown, ("Superintendent").

WHEREAS District hereby agrees to hire Superintendent to be employed as superintendent of Idabel Public Schools, and Superintendent hereby agrees to accept this offer of employment;

THEREFORE, the parties hereby enter into this contract, subject to the following terms and conditions:

**TERM:** In consideration of the provisions contained herein, District hereby employs, and Superintendent hereby accepts employment as superintendent of Idabel Public Schools for a term commencing July 1, 2019, and ending on June 30, 2022, subject to such conditions and limitations as may be prescribed by law.

**RENEWAL:** District agrees to review and take action upon the renewal of this employment contract in January of the final year of this agreement.

**CERTIFICATION:** Superintendent acknowledges that Superintendent has a valid certificate to serve as superintendent of schools in the State of Oklahoma and agrees to keep such certificate on file in the District's administrative office and maintain such certificate in good standing during the term of this contract.

**DUTIES:** Superintendent shall be the chief administrative officer of the district. Superintendent shall select and recommend for employment, subject to District Board of Education approval, all certified and non-certified employees, consultants and administrators. Superintendent shall direct, supervise, transfer, assign and reassign all such personnel in a manner which best serves the district. Superintendent agrees to perform in good faith the duties required of the District's superintendent of schools. Said duties shall be those prescribed by federal and state law, Oklahoma State Department of Education regulations, policies established by the District Board of Education, the job description of the Superintendent, and all evaluation documents concerning Superintendent. Superintendent also has the responsibility to obtain all necessary training and professional development pertaining to the performance of the Superintendent's duties. Said necessary training and professional development shall be at district expense, as authorized by the District Board of Education.

*In addition to the duties listed above, Superintendent shall have the responsibility for filing a copy of this contract, and any subsequent addenda, with the Oklahoma State Department of Education within fifteen (15) days of execution.*

**NON-REASSIGNMENT:** Superintendent shall not be reassigned during the term of this contract to any other position except by written consent of the Superintendent.

**SALARY:** Superintendent shall be paid the sum of One hundred fifteen thousand - eight hundred twenty-three and 17/100 dollars (\$115,823.17) for the performance of the first year of this contract commencing on July 1, 2019, and ending on June 30, 2020. The method of payment shall be the same as the other twelve (12) month employees of the district. During the term of this agreement, the parties agree that Superintendent's base salary may be adjusted by **\$5,000** at any time upon approval by the Board of Education. In no event shall Superintendent's salary be less than the highest base salary contracted for in this agreement.

**EVALUATION, DISMISSAL AND NON-RENEWAL:** Superintendent shall be evaluated annually by Idabel Board of Education. The board of education shall provide Superintendent a written plan of improvement for any deficiencies noted in the annual evaluation. District shall provide Superintendent a minimum of 15 and a maximum of 60 business days to correct noted deficiencies. No recommendation for dismissal or non-renewal shall be valid unless it is preceded by a plan of improvement as identified in this section.

**FRINGE BENEFITS:** In addition to the salary provided herein, Superintendent shall receive the following fringe benefits:

**Health Insurance:** Superintendent shall be paid one hundred percent (100%) for personal health/vision/dental and spousal health/vision/dental insurance. However, in no event shall District pay Superintendent more in insurance contributions than is allowed by applicable law;

Superintendent Health/Vision/Dental Stipend - \$7,431.60  
Spousal/Vision/Dental - \$496.08

**Travel Expense:** Superintendent shall be reimbursed for itemized expenses incurred in conjunction with authorized district-related travel. Superintendent shall present to the District Board of Education a list of meetings or events regularly attended for prior Board approval at the regular September Board meeting. Superintendent shall inform Board of any meetings or events attended that were not on the list, at the regularly scheduled Board meeting immediately subsequent to the meeting or event attended by Superintendent;

**Expense Reimbursement:** Superintendent shall be entitled to the reimbursement of itemized actual expenses incurred by Superintendent in the performance of the duties as set forth in the contract unless otherwise limited by any established District policy. Said reimbursement shall not exceed the amount authorized by the District Board of Education. Superintendent shall provide receipts identifying the items purchased and their unit cost in advance of reimbursement;

Page 2 of 5

**Vehicle Reimbursement:** District shall provide Superintendent with an automobile for business use as required under this contract. Title to the automobile shall remain in the name of the District. District shall be responsible for all maintenance work required on the

automobile, as well as all other costs associated with the use of the automobile. Additionally, District shall ensure, or otherwise, hold harmless, Superintendent against any and all liability that results from use of the automobile. Superintendent shall exercise ordinary care to prevent the loss, theft, destruction or other damage to the automobile. Additionally, Superintendent shall be required to maintain a written mileage log designating mileage attributable to business use and mileage attributable to personal use. Superintendent, when using the Superintendent's personal vehicle for the performance of duties as set forth herein, shall be reimbursed for expenses related to such duties at a rate of 54¢ per mile. Superintendent shall be responsible for carrying the appropriate amount of auto insurance and for all maintenance work required on the personal vehicle;

Superintendent Personal Use Stipend \$591.30

**Leave:** Superintendent shall receive on an annual basis three (3) days of non-cumulative personal leave, five (5) days of non-cumulative emergency leave, ten (10) days of non-cumulative vacation leave, and (10) days of cumulative sick leave. Sick leave shall be cumulative at the same rate as certified teachers. Upon termination of Superintendent's service to District, Superintendent may redeem any accumulated sick leave for cash value. The value of any accumulated sick leave shall be computed on the same sick leave formula as is used for all other full-time employees of the District. Alternatively, Superintendent may transfer any accumulated sick leave to another school district in Oklahoma and/or request submission of accumulated leave to OTRS.

**Professional Associations:** Superintendent, in their individual professional capacity, is expected to participate in professional associations, local business and civic groups. In recognition of this duty, Idabel Board of Education will provide \$950.00 in additional salary to cover these costs.

CCOSA/OASA/AASA - \$845.00  
Idabel Rotary - \$150.00

**CELL PHONE:** The District shall provide the Superintendent with a cellular telephone allowance of \$1,200.00 to provide unlimited voice, messaging and at least 2 Gigabytes of data per month. Pursuant to applicable federal law, the amount paid to the superintendent under this provision will be included in the Superintendent's annual earnings statement (W2). Accordingly, the Superintendent need not document his personal or business use of the cellphone nor provide any cell phone records to the District.

Page 3 of 5

**Other Negotiated Benefits:** Superintendent shall be entitled to any benefits or compensation, not otherwise addressed in the contract, which may be negotiated by other certified employees in this school district during the term of this contract. Said additional

benefits or compensation must be specifically listed in an addendum to be filed with the Oklahoma State Department of Education.

**RETIREMENT CONTRIBUTIONS:** For the contract term, District agrees to pay both the employer's and employee's statutory contribution to the Oklahoma Teacher Retirement System (OTRS) for the benefit of Superintendent.

**LEGAL DEFENSE:** District agrees to defend and provide Superintendent with legal representation, at District expense, in any action or legal proceeding resulting from the good faith performance of duties while Superintendent was acting within the scope of employment.

**JURISDICTION AND SEVERABILITY:** This contract is entered into in the State of Oklahoma, and shall be performed in the State of Oklahoma. Accordingly, the laws of the State of Oklahoma shall govern this contract. Should any provision of this contract be found contrary to the law by a court of competent jurisdiction, all other provisions of this contract shall remain in full force and effect.

**LEGISLATIVE ACTION:** In the event, the Oklahoma Legislature acts in a manner so as to affect this contract, all such provisions required by law to be a part of this contract are hereby adopted and incorporated herein.

**UNILATERAL TERMINATION BY SUPERINTENDENT:** In the event Superintendent unilaterally decides to terminate this contract, without legal cause, prior to the completion of the term provided herein, Superintendent shall be liable to District for all reasonable costs incurred by District associated with advertising for and filling the superintendent position, unless otherwise agreed between District and Superintendent. Superintendent may also be liable for any other damages in equity or at law that a court may deem appropriate.

**UNILATERAL TERMINATION BY DISTRICT:** In the event District unilaterally decides to terminate this contract prior to the completion of the term provided herein, the damages recoverable by Superintendent shall be limited to an amount equal to one year of the salary and fringe benefits as set forth herein. If less than one year of the contract term remains when such termination occurs, the damages recoverable shall be decreased proportionately. The damages set forth in this provision shall be binding unless otherwise agreed between District and Superintendent. District may also be liable for any other damages in equity or at law that a court may deem appropriate.

**BREACH OF CONTRACT:** Unless otherwise addressed herein, failure or refusal by either party hereto to perform any of the terms or conditions hereof, without sufficient legal cause, shall constitute

a breach of this contract. Said breach of contract shall entitle the non-breaching party to excuse their performance hereunder, and to any damages in equity or at law that a court may deem appropriate.

**Entered into this 11<sup>th</sup> day of July 2019 by and between Superintendent and**

**Idabel Public Schools**

**Independent School District Number I005**

\_\_\_\_\_

—

\_\_\_\_\_  
President,

\_\_\_\_\_  
Superintendent,

\_\_\_\_\_  
Idabel Board of Education

\_\_\_\_\_  
Idabel Public Schools

ATTEST:

\_\_\_\_\_  
Board Clerk