

Bixby Board of Education Regular Meeting

Bixby Public Schools

Bixby Public Schools Administrative Center, 109 N. Armstrong, Bixby, Oklahoma, 109 N

Armstrong St, Bixby, OK 74008

Thursday, August 10, 2023 6:00 PM

Meeting Live Stream Link: <http://bixbyps.info/youtube>

**1. Call Meeting to Order/Roll Call**

**2. Reports to The Board**

2.1. Superintendent's Report - Rob Miller

2.2. Teaching and Learning Report - Cheryl Wilkinson

2.3. Facilities and Operations Report - Gabe Hayes

**3. Comments from the Public**

3.1. Speakers must identify themselves.

3.2. Each Speaker is given a maximum of three (3) minutes. To ensure fairness for all speakers, this timeline will be strictly enforced. The Board clerk will notify the speaker when they have 30 seconds left. Speakers are expected to end their remarks immediately when the time limit is reached.

3.3. In order to avoid repetitious information, a single spokesperson will be selected by groups desiring to address the board.

3.4. Total time allocated to this item is thirty (30) minutes.

3.5. Speakers may offer objective comments of school operations and programs that concern them. The Board shall not hear personal complaints unless the proper administrative procedures concerning complaints have been followed.

3.6. Speakers may not use profanity at a School Board meeting. Patrons conducting themselves in this manner may be asked to leave the meeting.

3.7. The president reserves the right to interrupt this section and move to the next item.

3.8. In accordance with provisions of the Oklahoma Open Meeting Act, discussion or action by the Board on an item presented under the "Comments from the Public" agenda topic is not permitted. Board members and administrative staff will not respond to questions from the public. The Board appreciates and will seriously consider all comments made during this time. Proper questions from members of the public may be referred to the Superintendent for later report to the Board.

**4. General Consent Agenda** - Discussion and possible board action to approve consent agenda items #1-13. (These items may be approved by one Board motion, unless any board member desires to have a separate vote on any or all of these items.)

4.1. Minutes of July 13, 2023 Regularly Scheduled Board Meeting

4.2. Activity Fund Summary of Accounts and Transfer Requests

4.3. Encumbrances and Change Orders for FY 2024 General Fund, Building Fund, Child Nutrition Fund, Sinking Fund, and Bond Funds 31-39 per attached encumbrance registers

4.4. Review of Oklahoma State Department of Education 2023-2024 accreditation statuses for Bixby Public Schools

4.5. Approval of an agreement with Oral Roberts University for Teacher Education Programs for the 2023-2024 fiscal year

- 4.6. Approval of an agreement with The University of Tulsa for Speech-Language Practicum services for the 2023-2024 fiscal year
- 4.7. Approval of an agreement with Spring Dental for student screenings for the 2023-24 fiscal year.
- 4.8. Approval of High School Cheers request to compete in the UCA Cheerleading Nationals at Disney ESPN Wide World of Sports in Orlando, Florida on February 7-14, 2024
- 4.9. Medical Leave - Certified - East Elementary - 8/14/23 - 10/7/23
- 4.10. FMLA - Support - Administration - 8/4/23 - 8/9/23
- 4.11. FMLA - Certified - West Elementary - 9/22/23 - 12/1/23
- 4.12. Employment, Resignation, Retirement - Certified Personnel - per attached
- 4.13. Employment, Resignation, Retirement - Support Personnel - per attached
5. **Finance - At 6:35 p.m. moved to Item 7.1 - At 6:44 p.m. returned to Item 5.1**
  - 5.1. Discussion and possible board action to approve the employment of Stephen L. Smith Corporation as financial consultants to Bixby Public Schools for the 2023-2024 fiscal year.
  - 5.2. Discussion and possible board action to approve a reimbursement agreement between the General Fund and the Child Nutrition Fund for the 2023-2024 fiscal year.
  - 5.3. Discussion and possible board action regarding an additional fundraising request for the BHS Athletic Training Department for the 2023-2024 fiscal year.
  - 5.4. Discussion and possible board action to approve declaring items as surplus to be disposed of per the State Laws of Oklahoma.
6. **Teaching and Learning**
  - 6.1. Discussion and possible board action to approve the Oklahoma Department of Career and Technology Education for programs for the 2023-2024 fiscal year.
  - 6.2. Discussion and possible board action regarding an agreement with Oklahoma Career Tech to approve a new family and consumer sciences course for the eighth-grade students for high school credit.
7. **Operations**
  - 7.1. Discussion and possible board action regarding an amendment to the GMP for the Bixby Stadium and Track project.
  - 7.2. Discussion and possible board action regarding an amendment to the GMP for the Bixby High School Academic Building.
  - 7.3. Discussion and possible board action regarding contracts with the City of Bixby for the provision of four School Resource Officers at a cost not to exceed \$228,240.00 for the 2023-24 fiscal year.
  - 7.4. Discussion and possible board action to approve membership renewal with Oklahoma State School Boards Association for the following: Membership Dues - \$4,927.00, Assemble Board Meeting Services Subscription - \$2,000.00, Policy Services Subscription - \$1,000.00 and Superintendent Evaluation Tool - \$200.00, for the 2023-2024 fiscal year.
  - 7.5. Discussion and possible board action approving an agreement with Empower Academy for the 2023-2024 fiscal year.
  - 7.6. Discussion and possible board action regarding a contract with Paulla Slawson (School Psychologist) for services for the 2023-2024 fiscal year.

7.7. Discussion and possible board action to approve changes to Board Policies: Policy 2153 Search of Students; Policy 2156 Telecommunication Devices; Policy 3125 Graduation Ceremony; Policy 4128 Parental and Maternity Leave; Policy 4134 Personal Leave Support Personnel; Policy 5107 School Visitors; Policy 6122 Safe School and Healthy and Fit School Advisory Committees; and Policy 6139 Transportation Responsibilities and Duties

**8. Executive Session**

8.1. Discussion, consideration and vote to go or not to go into executive session to discuss the negotiations proceedings with the BEA (25 O.S. Sec. 307 (B)(2)), the Evaluation of the Superintendent (25 O.S. Sec. 307 (B)(1) and (B)(7)) and two open transfer appeals (25 O.S. Sec. 307 (B)(6) and (B)(7))

8.2. Vote to acknowledge return to open session.

8.3. Statement by Board president of executive session minutes.

**9. Miscellaneous**

9.1. Discussion and possible board action regarding an open transfer request from the family of student "CB."

9.2. Discussion and possible board action regarding an open transfer request from the family of student "SJ."

**10. Human Resources**

10.1. Discussion and possible board action regarding James Evans's assignment as an adjunct Art teacher to teach Art classes at the Middle School for the 2023-24 fiscal year.

10.2. Discussion and possible board action regarding the Negotiated Agreement and the Master Contract with the Bixby Education Association (BEA) for the 2023-2024 fiscal year.

10.3. Discussion and possible board action to approve updated salary scales for certified staff, administration, and support personnel.

10.4. Discuss and possible board action to approve the superintendent's 2023-2024 contract.

10.5. Discussion and possible board action to approve any resignations submitted after the agenda was posted.

**11. New Business**

**12. Vote to adjourn**





Name of person posting this agenda

\_\_\_\_\_ Minutes Clerk

Posted on this \_\_\_\_\_

Bixby Public Schools Administrative Center, 109 N. Armstrong, Bixby, Oklahoma, 109 N  
Armstrong St, Bixby, OK 74008

Bixby Board of Education Regular Meeting  
Thursday, July 13, 2023  
Bixby Public Schools Administrative Center  
109 N Armstrong St  
Bixby, OK 74008

Attendance Taken at 6:00 PM.

Justin Cheatham: Absent  
Matt Dotson: Present  
Tristy Fryer: Present  
Julie Prox: Present  
Amanda Stephens: Present  
Present: 4, Absent: 1.

**1. Call Meeting to Order/Roll Call**

**2. Reports to The Board - Skipped to Item #7.1. Returned to Item 2.1.**

2.1. Superintendent's Report - Rob Miller

2.2. Facilities and Operations Report - Gabe Hayes

**3. Comments from the Public - None**

3.1. Speakers must identify themselves.

3.2. Each Speaker is given a maximum of three (3) minutes. To ensure fairness for all speakers, this timeline will be strictly enforced. The Board clerk will notify the speaker when they have 30 seconds left. Speakers are expected to end their remarks immediately when the time limit is reached.

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**4. General Consent Agenda - Discussion and possible board action to approve consent agenda items #1-25. (These items may be approved by one Board motion, unless any board member desires to have a separate vote on any or all of these items.)**

Approval of General Consent Agenda items #1-25 as presented. Passed with a motion by Tristy Fryer and a second by Matt Dotson.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

4.1. Minutes of June 8, 2023 Regularly Scheduled Board Meeting

4.2. Minutes of June 26, 2023 Special Board Meeting

4.3. Activity Fund Summary of Accounts and Transfer Requests

4.4. Encumbrances and Change Orders for FY 2023 and FY 2024 General Fund, Building Fund, Child Nutrition Fund, Sinking Fund, and Bond Funds 31-39 per attached encumbrance registers

4.5. Approval of Bixby Public Schools Handbooks as presented for the 2023-2024 fiscal year

4.6. Approval of an agreement with Wiris for a software subscription to MathType at a cost of \$2,291.81.

4.7. Approval of Great Expectations Proposal for the 2023-2024 fiscal year at a cost of \$22,500.00

4.8. Approval of an agreement with Daybreak Family Services for the 2023-2024 fiscal year

4.9. Approval of an agreement with the University of Tulsa for Nursing Student Clinical Rotations in schools for the 2023-24 fiscal year.

4.10. Approval of an agreement with the University of Tulsa for Kinesiology Student Clinical Rotations in schools for the 2023-24 fiscal year.

4.11. Approval of the MOU from Luther College for clinical field experience program for the 2023-2024 fiscal year

4.12. Approval of MOU with Maryville University for student clinical education experiences for the 2023-2024 fiscal year

4.13. Approval of the renewal of Peachjar for the 2023-2024 fiscal year

4.14. Approval of the lowest responsible bidder for Child Nutrition Prime Vendor with Edmond Public Schools Prime Vendor Agreement with US Foods for the 2023-2024 fiscal year

4.15. Approval of the lowest responsible bidder for Child Nutrition Milk and Dairy products with Hiland Dairy Foods for the 2023-2024 fiscal year

4.16. Approval of the lowest responsible bidder for Child Nutrition Pizza products with CiCi's Pizza for the 2023-2024 fiscal year

4.17. Approval of the lowest responsible bidder for Child Nutrition Produce with Buddy's Produce for the 2023-2024 fiscal year

4.18. Approval of the lowest responsible bidder for Child Nutrition Pest Control Services with BugBros Pest Control at a cost of \$750.00 per month for the 2023-2024 fiscal year

4.19. Approval of the BHS Football Teams request to participate in the 7 on 7 camp in Springdale, Arkansas on July 13, 2023

4.20. Approval of the BHS Girl's Soccer Team request to compete in the Southern Coast Cup High School Soccer Tournament in Foley, Alabama on 3/21/24 to 3/23/24

4.21. Approval of the Boys Soccer Team request to compete in the Southern Coast Cup High School Soccer Tournament in Foley, Alabama on 3/20/24 to 3/24/24

4.22. FMLA - Support - Administration - 7/3/2023-7/11/2023

4.23. FMLA - Support - Maintenance - 7/11/2023-7/20/2023

4.24. Employment, Resignation, Retirement - Certified Personnel - per attached

4.25. Employment, Resignation, Retirement - Support Personnel - per attached

5. **Finance** - No items this month

## 6. **Teaching and Learning**

6.1. Discussion and possible board action to approve the ARP ESSER III Plan for the 2023-2024 fiscal year.

Approval of the ARP ESSER III Plan for the 2023-2024 fiscal year. Passed with a motion by Amanda Stephens and a second by Julie Prox.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

6.2. Discussion and possible board action to approve an agreement with ProCare Therapy for the 2023-2024 fiscal year.

Approval of an agreement with ProCare Therapy for the 2023-2024 fiscal year. Passed with a motion by Tristy Fryer and a second by Matt Dotson.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

6.3. Discussion and possible board action to approve an agreement with Oklahoma University for Pre-Employment Transition Services Coordination for the 2023-2024 fiscal year.

Approval of an agreement with Oklahoma University for Pre-Employment Transition Services Coordination for the 2023-2024 fiscal year. Passed with a motion by Tristy Fryer and a second by Amanda Stephens.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

6.4. Discussion and possible board action to approve a Memorandum of Understanding with University of Arkansas at Fort Smith for Student Teacher Education Program for the 2023-2024 fiscal year.

Approval of a Memorandum of Understanding with University of Arkansas at Fort Smith for Student Teacher Education Program for the 2023-2024 fiscal year. Passed with a motion by Tristy Fryer and a second by Matt Dotson.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

## 7. Operations

7.1. Discussion and possible board action to approve a contract with Stava Building LLC for construction management services associated with the construction of the East Intermediate gymnasium.

Approval of a contract with Stava Building LLC for construction management services associated with the construction of the East Intermediate gymnasium. Passed with a motion by Tristy Fryer and a second by Julie Prox.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

7.2. Discussion and possible board action regarding the Tulsa Technology Center Student Transportation Contract for the 2023-2024 fiscal year.

Approval of the Tulsa Technology Center Student Transportation Contract for the 2023-2024 fiscal year. Passed with a motion by Tristy Fryer and a second by Julie Prox.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

7.3. Discussion and possible board action to approve a service agreement with Team Professional Services for the 2023-2024 fiscal year

Approval of a service agreement with Team Professional Services for the 2023-2024 fiscal year Passed with a motion by Tristy Fryer and a second by Amanda Stephens.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

7.4. Discussion and possible board action to approve an agreement with Superior Termite - Pest Control for school campuses at a cost of \$1,495 a month for the 2023-2024 fiscal year.

Approval of an agreement with Superior Termite - Pest Control for school campuses at a cost of \$1,495 a month for the 2023-2024 fiscal year. Passed with a motion by Tristy Fryer and a second by Amanda Stephens.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

7.5. Discussion and possible board action to approve declaring items as surplus to be disposed of in accordance with the State Laws of Oklahoma.

Approval of declaring items as surplus to be disposed of in accordance with the State Laws of Oklahoma Passed with a motion by Tristy Fryer and a second by Julie Prox.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

## 8. Human Resources

8.1. Discussion and possible board action to approve Rob Miller and Lydia Wilson as the authorized representatives of Bixby Public Schools and as such empowered to execute agreements on behalf of the District with the Oklahoma State Department of Education, the U.S. Department of Education, and agencies that may be prerequisites to the operation of State and Federal Programs for the 2023-2024 fiscal year.

Approval of Rob Miller and Lydia Wilson as the authorized representatives of Bixby Public Schools and as such empowered to execute agreements on behalf of the District with the Oklahoma State Department of Education, the U.S. Department of Education, and agencies that may be prerequisites to the operation of State and Federal Programs for the 2023-2024 fiscal year. Passed with a motion by Julie Prox and a second by Amanda Stephens.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

8.2. Discussion and possible board action to approve Rob Miller, Lydia Wilson and Jamie Milligan as Title IX Coordinators for Bixby Public Schools for the 2023-2024 fiscal year.

Approval of Rob Miller, Lydia Wilson and Jamie Milligan as Title IX Coordinators for Bixby Public Schools for the 2023-2024 fiscal year. Passed with a motion by Tristy Fryer and a second by Matt Dotson.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

8.3. Discussion and possible board action to approve any resignations submitted after the agenda was posted. - None

## 9. Miscellaneous

9.1. Discussion and possible board action on a contract with Neek Films for a TV series for the 2023-2024 school year.

Approval of a contract with Neek Films for a TV series for the 2023-2024 school year. Passed with a motion by Tristy Fryer and a second by Amanda Stephens.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

9.2. Discussion and possible board action regarding a sponsorship contract with Mabrey Bank for the 2023-2025 athletic seasons.

Approval of a sponsorship contract with Mabrey Bank for the 2023-2026 athletic seasons. Passed with a motion by Tristy Fryer and a second by Julie Prox.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

9.3. Discussion and possible board action related to a contract with Metro Radio Group, LLC (KREF) for live-stream broadcasting services for the 2023-2024 school year.

Approval of a contract with Metro Radio Group, LLC (KREF) for live-stream broadcasting services for the 2023-2024 school year. Passed with a motion by Tristy Fryer and a second by Matt Dotson.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

**10. New Business - None**

**11. Vote to adjourn**

At 7:05 p.m motion to adjourn. Passed with a motion by Julie Prox and a second by Amanda Stephens.

Justin Cheatham: Absent  
Matt Dotson: Yea  
Tristy Fryer: Yea  
Julie Prox: Yea  
Amanda Stephens: Yea  
Yea: 4, Nay: 0, Absent: 1

\_\_\_\_\_  
President

\_\_\_\_\_  
Vice President

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

**2023-2024  
CERTIFIED PERSONNEL  
EMPLOYMENT**

**VOLUNTEER COACHING**

Victoria Frisella	Head Dance	High School	07/01/2023
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**ADJUNCT COACHING**

**EMPLOYMENT 2023-2024**

Allisanne Arnote	Teacher	Central Intermediate	08/14/2023
Meridith Bakker	Teacher	Central Elementary	08/14/2023
Katherine Boushelle	Teacher	North Intermediate	08/14/2023
Kaileigh Brady	Teacher	Central Elementary	08/14/2023
Kazia Brister	Teacher	North Intermediate	08/14/2023
Melissa Buchanan	Teacher	High School	08/14/2023
Miranda Caughron	Teacher	North Intermediate	08/14/2023
Tiffany Cockrell	Teacher	North Elementary	08/14/2023
Rachel Cosby	Teacher	Middle School	08/14/2023
Stephen Deem	Teacher	Middle School	08/14/2023
Elizabeth Frisillo	Asst Principal	North Elementary	07/17/2023
Addy Gaines	Teacher	Middle School	08/14/2023
Laura Joice	Teacher	North Elementary	08/14/2023
Kaylee Knott	Teacher	Central Elementary	08/14/2023
Lindsey McCune	Teacher	North Elementary	08/14/2023
Mariah Miles	Teacher	9th Grade Center	08/14/2023
Lauren Purdie	Teacher	West Elementary	08/14/2023
Gayle Seaton	Teacher	East Elementary	08/14/2023
Brandon Sellers	Teacher	High School	07/01/2023
Kaylin Williams	Teacher	West Elementary	08/14/2023

**RESIGNATION AGREEMENTS**

Cammie Flanagan	Teacher	High School	06/21/2023
Martha Highland	Teacher	Central Elementary	06/30/2023
Kasey King	Teacher	East Intermediate	06/22/2023
Barbara Nueztmann	Teacher	Central Elementary	06/19/2023
Darla Williams	Teacher	Middle School	07/11/2023

Submitted to Board of Education July 13th, 2023

**2023-2024  
SUPPORT PERSONNEL  
EMPLOYMENT**

**VOLUNTEER COACHING**

Kyle Evans	Volleyball	Middle School	07/01/2023
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**TEMPORARY CONTRACT**

Amy Childress	Summer Bus Academy	District	06/05/2023
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**ADJUNCT EMPLOYMENT**

**EMPLOYMENT 2023-2024**

Elizabeth Arellano	Child Nutrition Manager	Child Nutrition	08/08/2023
Luann Avens	Custodian	Maintenance	07/11/2023
Saba Choudhary	Child Nutrition Manager	Child Nutrition	08/08/2023
Man Cing	Paraprofessional	West Intermediate	08/15/2023
Kyle Evans	Paraprofessional	9th Grade Center	08/15/2023
Hanna George	Behavior Tech	Middle School	08/15/2023
Jentry Hamilton	Paraprofessional	Central Elementary	08/15/2023
Aimee Kettenhofen	Child Nutrition Assistant	Child Nutrition	08/14/2023
Madison McCorkel	Paraprofessional	Paraprofessional	08/15/2023
Ashley Mustin	Lunch Clerk	Child Nutrition	08/09/2023
Danielle Obaied	Paraprofessional	North Elementary	08/15/2023
Patnayakuni Patnaik	Paraprofessional	North Elementary	08/15/2023
Brooke Peck	Paraprofessional	West Intermediate	08/15/2023
Taylor Pence	Asst Strength & Cond.	High School	08/14/2023
Alicia Porter	Child Nutrition Assistant	Child Nutrition	08/14/2023
Nidia Rivera	Paraprofessional	North Elementary	08/15/2023
Allyson Russell	Paraprofessional	Middle School	08/15/2023
Susan Tracy	Paraprofessional	East Intermediate	08/15/2023
Janet Wickliffe	Paraprofessional	East Elementary	08/15/2023
Amber Wiley	Paraprofessional	West Elementary	08/15/2023
Sandra Williams	Bus Driver	Transportation	08/15/2023
Christine Windsheimer	Paraprofessional	Central Elementary	08/15/2023

Submitted to the Board of Education: July 13th, 2023

**RESIGNATION AGREEMENTS**

Nicole Smock	Paraprofessional	East Elementary	03/27/2023
Tyler Little	Custodian	Maintenance	06/20/2023
Lori Burgess	Physical Therapy Asst	District	06/30/2023
Caroll Currey	Bus Driver	Transportation	06/16/2023

Justi Gordon	Paraprofessional	East Elementary	07/09/2023
Martha Nunn	Physical Therapist	Central Elementary	06/30/2023
Jessica Wilhite	Paraprofessional	West Elementary	07/05/2023

**TERMINATIONS**

**Submitted to the Board of Education: July 13th, 2023**

## Bixby Public Schools

### Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	1	07/01/2023	53787	BANK OF AMERICA VISA	DISTRICT PURCHASES	200,000.00
11	2	07/01/2023	59952	UMB BANK	AMAZON CHARGES 000	100,000.00
11	3	07/01/2023	1718	TULSA WORLD	CLASSIFIED ADS 000	706.08
11	4	07/01/2023	6335	MHC KENWORTH - TULSA	TRUCK RENTAL/PARTS 051	26,833.28
11	5	07/01/2023	101	B ETHRIDGE, INC.	UNLEADED/DIESEL FUELS 051	318,617.32
11	6	07/01/2023	1076	MUNICIPAL ACCOUNTING SYSTEMS, INC.	SOFTWARE FEES / FORMS 000	22,357.80
11	8	07/01/2023	4241	T & W TIRE	TIRES FOR TRANSPORTATION 051	40,000.00
11	9	07/01/2023	176	BIXBY TELEPHONE COMPANY	PHONE SVCS/CABLE LOCATING 000	317,322.48
11	10	07/01/2023	181	BLUE RIBBON FORMS, INC.	PRINTING-CKS/FORMS/ENV/LTR 000	4,496.70
11	11	07/01/2023	3826	ROTARY CLUB OF BIXBY	MEMBERSHIP DUES 000	220.00
11	12	07/01/2023	2387	STAPLES CREDIT PLAN	SUPPLIES 000/050/051	149.99
11	13	07/01/2023	58099	PROJECT LEAD THE WAY	PLTW GATEWAY PARTICIPATION 004	3,150.00
11	14	07/01/2023	385	CUMMINS SOUTHERN PLAINS, LLC	PARTS FOR TRANSPORTATION 051	30,961.82
11	15	07/01/2023	2025	WELDON PARTS, INC.	PARTS TRANSP 051	7,878.90
11	16	07/01/2023	59586	PERRY WEATHER LLC	WEATHER SENTRY SUBSCRIPTION 036	4,094.50
11	17	07/01/2023	58958	JARVIS INC	NIGHT SECURITY SERVICES 000	55,000.00
11	18	07/01/2023	7529	GAS AND SUPPLY	AG SUPPLIES 412 / MAINT 050	1,629.77
11	19	07/01/2023	3776	WHEELER METALS, INC	VOAG SUPPLIES 412	1,853.60
11	20	07/01/2023	1223	OKLAHOMA TURNPIKE AUTHORITY	PIKEPASS - SCHOOL VEHICLES 051	2,863.39
11	21	07/01/2023	1233	O'REILLY AUTOMOTIVE STORES, INC.	PARTS - TR/M 050/051	4,926.18
11	22	07/01/2023	1245	PAPERWORK COMPANY	PRINT 000/036/030	6,300.28
11	23	07/01/2023	59236	CURRICULUM ASSOCIATES, LLC	ELLEVATION PLATFORM 572	15,128.00
11	24	07/01/2023	60250	LEVEL DATA LLC	REAL TIME REPORTS 030	18,969.60
11	25	07/01/2023	1417	ROSENSTEIN, FIST & RINGOLD	LEGAL SERVICES 000	10,992.07
11	26	07/01/2023	70041	INTERNAL REVENUE SERVICE CENTER	3RD PARTY DISABILITY TAX 000	2,152.47
11	27	07/01/2023	1418	ROSS TRANSPORTATION	BUS PARTS FOR TRANSP 051	33,551.63
11	28	07/01/2023	1449	SAM'S CLUB DIRECT	SUPPLIES 000, 051	2,136.80
11	29	07/01/2023	1678	TIRE BARN, INC.	TIRE REPAIRS - 051	17,446.07
11	30	07/01/2023	54924	QUADIENT LEASING USA INC	LEASE PAYMENT - 000	11,599.64
11	31	07/01/2023	319	CITY OF BIXBY	SRO FOR BHS CAMPUS 000	190,834.90
11	32	07/01/2023	59356	ALLIED TOWING OF TULSA	TOWING SERVICE - 051	3,478.45
11	33	07/01/2023	2713	OKLAHOMA HEALTH CARE AUTHORITY	STATE SHARE MEDICAID PAYMENTS 698	21,403.34
11	34	07/01/2023	58446	TEAM PROFESSIONAL SERVICES	DRUG TESTING FOR DISTRICT 000	4,865.00
11	35	07/01/2023	59319	GO POWER SCHOOLS LLC	ANNUAL MAINTENANCE FEE 000	1,000.00
11	36	07/01/2023	1152	OMECORP, LLC	POSTAGE MACHINE/SUPP 000	59.00
11	38	07/01/2023	774	VER HOEF INFORMATION SOURCES, LLC	BACKGROUND CHECKS 000	12,372.00

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11	39	07/01/2023	57740	ESS SOUTH CENTRAL, LLC	SUBSTITUTE TEACHERS 000	890,583.20
11	40	07/01/2023	54923	NORTHEASTERN STATE UNIVERSITY	JOB FAIR 000	390.00
11	41	07/01/2023	7057	PREFERRED BUSINESS SYSTEMS LLC	EQUIP LEASE/COPIES /REPAIRS 000	153,551.61
11	42	07/01/2023	7057	PREFERRED BUSINESS SYSTEMS LLC	COPIER SUPP000/010/011/012	1,037.28
11	43	07/01/2023	58654	SOFTCHOICE CORPORATION	LICENSE FEE 030	40,538.65
11	44	07/01/2023	60099	FOUR LOCV LLC	NATIVE AMERICAN CULTURE CLASS 561	200.00
11	45	07/01/2023	58321	GOGUARDIAN	GOGUARDIAN LICENSE 000	104,874.00
11	46	07/01/2023	2272	LOWE'S	PARTS/SUPPLIES - 030/050/000/051/006/412	2,648.80
11	47	07/01/2023	51933	AMERICANCHECKED, INC.	BEST VOLUNTEERS BCKGRD 000	6,808.00
11	48	07/01/2023	55232	TULSA COUNTY ASSESSOR	VISUAL INSPECTION REIMB 000	138,607.89
11	49	07/01/2023	52803	OKLAHOMA SECRETARY OF STATE	NOTARY BOND FEE - 000	20.00
11	52	07/01/2023	3617	TALK RADIO LLC	SUPPLIES-SERVICE FOR THE DISTRICT 050	24,000.00
11	53	07/01/2023	55958	BPA NATIONAL CENTER	ANNUAL AFFILIATION FEES 412-316	1,200.00
11	54	07/01/2023	3318	MARK ALLEN CHEVROLET	REPAIR SCHOOL VEHICLES 051	6,605.33
11	56	07/01/2023	4366	JOSTENS	BHS GRAD MT'LS 000	7,769.29
11	57	07/01/2023	4345	A.S.A.P. BATTERY SERVICE	BATTERIES FOR TRANSP 051 & MAINT 050	7,608.85
11	58	07/01/2023	5609	BIXBY METRO CHAMBER OF COMMERCE	MEMBERSHIP DUES, ETC 000	3,176.00
11	59	07/01/2023	3497	EDUCATIONAL TESTING SERVICE	TESTING FOR PARAPRO 000	1,650.00
11	60	07/01/2023	1729	UNITED ENGINES, INC.	BUS REPAIRS 051	175.00
11	61	07/01/2023	60083	SERVICE OKLAHOMA	TAGS FOR VEHICLES 051	225.00
11	62	07/01/2023	1139	FINIS BRUCE RAGSDALE	ASBESTOS INSPECTIONS 050	650.00
11	63	07/01/2023	59463	MALTSBERGER INDUSTRIAL	PROPANE 050	125.00
11	64	07/01/2023	4505	CINTAS CORPORATION	UNIFORMS/MATS/TOWEL 050/051	17,255.22
11	65	07/01/2023	4130	OKLAHOMA CORPORATION COMMISSION	FUEL STORAGE TANK REGIS 051	50.00
11	66	07/01/2023	5641	WAGONER COUNTY TREASURER	DISTRICT REVALUATION 000	986.38
11	67	07/01/2023	54083	FOLLETT SCHOOL SOLUTIONS LLC	DESTINY RENEWAL 030	13,209.64
11	68	07/01/2023	56227	CDW-G 2	Fortinet Support / LITTLE SIS Renewal 030	7,950.00
11	69	07/01/2023	2042	CRW CONSULTING LLC	ERATE CONSULTING & APP 030	3,500.00
11	70	07/01/2023	3223	POWERSCHOOL GROUP LLC	POWERSCHL SERVER - SPANISH 030 TALENT ED 000	132,100.88
11	71	07/01/2023	283	CCOSA - PROFESSIONAL DEVELOPMENT PR	CONFERENCE REG 000	8,591.00
11	72	07/01/2023	2290	OSSBA	MEMBERSHIP DUES 000 / EMPLOYMENT SVS	7,627.00
11	73	07/01/2023	1171	OKASBO	MEMBERSHIP DUES 000	725.00
11	74	07/01/2023	2748	OSAG	WORKERS COMP INS 000	136,000.00
11	75	07/01/2023	52905	VERIZON WIRELESS	WIRELESS DATA 000	2,521.42

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11	76	07/01/2023	59812	KORI NEELY	Group Counseling/ Collaboration 621	12,075.00
11	77	07/01/2023	7042	THE ARROW GROUP	ADMINISTRATORS BONDS 000	5,025.00
11	78	07/01/2023	70505	LAWSON PRODUCTS, INC	DISTRICT SUPPLIES 051/050	2,037.79
11	79	07/01/2023	2290	OSSBA	OSSBA CONFERENCE REGIS 000	7,660.00
11	80	07/01/2023	2989	OSIG	PROP/CASUALTY/VEHICLE INS 000	886,516.00
11	81	07/01/2023	58176	SCHOOLSAFEID LLC	SOFTWARE/SUPP 000	5,489.00
11	82	07/01/2023	60148	TORQUE BY RYDER	TRANSPORTATION SUPPLIES 051	5,000.00
11	83	07/01/2023	633	GREAT EXPECTATIONS NSU	TRAINING DAYS 541	12,000.00
11	84	07/01/2023	56025	AMERICAN RED CROSS	CPR CLASSES 022/027	1,179.00
11	85	07/01/2023	7830	ADVANTAGE GRAPHICS INC.	CUTTING MACH REPAIR- COPY 000	423.00
11	86	07/01/2023	56136	TULSA EMERGENCY MEDICAL CENTER INC	PHYSICALS - 050/051/285/000	264.00
11	87	07/01/2023	55856	FIELDHOUSE GEAR, INC	Senior shirts/JOM 563	756.00
11	88	07/01/2023	2481	TULSA AUTO SPRING COMPANY	SPRING REPAIR 051	12,838.38
11	89	07/01/2023	52270	PEARSON	LICENSE RENEWAL 698	1,250.00
11	90	07/01/2023	52385	WIRELESS TECHNOLOGIES, INC	RADIO EQUIPMENT - 050/051/036	650.00
11	91	07/01/2023	5609	BIXBY METRO CHAMBER OF COMMERCE	BUY BIXBY CAMPAIGN 000	400.00
11	92	07/01/2023	56507	W&B SERVICE CO	AIR CONDITIONER REPAIR - 051	2,386.22
11	93	07/01/2023	59577	THE MANDT SYSTEM INC	RELATION CONCEPTUAL TRAINING CERTIFICATION 621	8,996.00
11	94	07/01/2023	59893	CONNECT AND RESTORE, LLC	Counseling/consultation services 621/541	20,125.00
11	95	07/01/2023	4112	PETROLEUM MARKETERS EQUIPMENT CO.	REPAIR FUELD TANKS - 051	6,861.91
11	96	07/01/2023	2993	EMPLOYEE EVALUATION SYSTEMS, INC.	INFORMATION STORAGE SYSTEM -000	12,787.50
11	97	07/01/2023	913	LIBERTY FLAGS	FLAGS FOR THE DISTRICT - 050	2,000.00
11	98	07/01/2023	55863	COSTCO WHOLESALE CORP	DISTRICT PURCHASES/FEES - 050/000/367	3,311.40
11	99	07/01/2023	7527	TULSA CLEANING SYSTEMS	PARTS/SVS - BUS WASHER 051	1,014.46
11	100	07/01/2023	56349	JENKINS & KEMPER	AUDIT WORK FOR ADMIN - 000	13,800.00
11	101	07/01/2023	1445	SAIED MUSIC	MUSIC FOR THE HS CHOIR 005	2,000.00
11	102	07/01/2023	59581	HOLT TRUCK CENTERS	REPAIRS 051	439.00
11	103	07/01/2023	1856	WALMART COMMUNITY	SUPPLIES 000/050/051	98.50
11	104	07/01/2023	60027	RAS TECHNOLOGY CONSULTANTS INC	Custom Reports Subscription 030	500.00
11	105	07/01/2023	1856	WALMART COMMUNITY	CLOTHING, SHOES AND OTHER MISC ITEMS-511	1,332.85
11	106	07/01/2023	56227	CDW-G 2	LIGHTSPEED MOBILE MANAGER MANAGEMENT SYSTEM 030	3,078.00
11	107	07/01/2023	55850	OSI ENVIRONMENTAL	USED OIL AND FILTER PICK UP 051	150.00
11	108	07/01/2023	633	GREAT EXPECTATIONS NSU	COACHING DAYS 541	22,500.00

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11	109	07/01/2023	57112	APPTEGY	APP DEVELOPMENT 000	40,600.00
11	111	07/01/2023	59330	IMAGINE LEARNING LLC	VIRTUAL SCHOOL PROGRAM - 000	55,825.00
11	112	07/01/2023	3224	OKLAHOMA NOTARY "DISCOUNT" ASSOC.	NOTARY BONDS - 000	600.00
11	113	07/01/2023	52249	OKLAHOMA ASSOC FOR PUPIL TRANSPORT.	REGISTRATION FEE 051	1,400.00
11	114	07/01/2023	56227	CDW-G 2	TECH NEEDS FOR THE DISTRICT 030/000	416.96
11	115	07/01/2023	59331	EDUCATORSHANDBOOK.COM	DISTRICT LICENSE 098	10,970.00
11	116	07/01/2023	55149	HOOTEN OIL COMPANY, INC.	OIL FOR TRANSPORTATION 051	13,089.08
11	117	07/01/2023	8035	IXL LEARNING INC	IXL RENEWAL 000	74,203.00
11	119	07/01/2023	55410	PUBLIC CONSULTING GROUP - EDUCATION	MEDICAID REIMBURSEMENT MEDICAID BILLING 698	10,171.50
11	120	07/01/2023	57382	COMMUNITYCAREHMO, INC.	EMPLOYEE ASSISTANCE PROGRAM 000	5,803.20
11	121	07/01/2023	53954	CONTRACT PAPER GROUP INC	COPY PAPER FOR THE DISTRICT 000	74,980.00
11	122	07/01/2023	52270	PEARSON	BILLING FOR Q INTERACTIVE 698	3,848.51
11	123	07/01/2023	58928	EDUCATIONAL PRODUCTS, INC	SCHOOL SUPPLIES PRE-K-6 JOM 563	16,508.87
11	124	07/01/2023	6317	MOBILIZED VISION LLC	VISION SERVICES FOR SPED STUDENTS 621	10,280.00
11	125	07/01/2023	3770	UMB BANK	AGENT FEES FOR BLDG BONDS 000	1,500.00
11	126	07/01/2023	53773	JW PEPPER	MUSIC FOR HS CHOIR 005	2,000.00
11	128	07/01/2023	2290	OSSBA	EMPLOYMENT SERVICES (WAS OPSUCA) 000	6,350.00
11	129	07/01/2023	55299	HOUGHTON MIFFLIN HARCOURT PUB CO	AMIRA LICENSES 367	36,760.00
11	130	07/01/2023	1707	COUNTY ELECTION BOARD SECRETARY	ELECTION SERVICES 000	21,352.65
11	131	07/01/2023	58106	THE HOME DEPOT PRO	MISC SUPPLIES 050	162,270.75
11	132	07/01/2023	59771	WILLIAM S ROWLAND	PIANO TUNING SERVICE 000	160.00
11	133	07/01/2023	58445	A4LE	MEMBERSHIP 000	137.00
11	134	07/01/2023	58492	DIMENSIONS FAMILY PRACTICE	ANNUAL EMPLOYEE PHYSICALS 000	4,585.00
11	135	07/01/2023	52846	MICHAEL K MARSHALL	SUBSCRIPTIONS 541	200.00
11	136	07/01/2023	58631	CHALKS TRUCK PARTS	SUPPLIES FOR TRANSPORTATION 051	1,559.73
11	137	07/01/2023	56239	SPARTAN SIGNS	SIGNS FOR TRANSPORTATION 051	296.25
11	138	07/01/2023	55163	MSE, INC.	TWO WAY RADIO EQUIPMENT 050	4,790.00
11	140	07/01/2023	55479	INSTRUCTURE	CANVAS ELIGIBILITY DASHBOARD 000	79,475.00
11	141	07/01/2023	58751	TYLER TECHNOLOGIES, INC	TRANSPORTATION SOFTWARE 051	16,453.00
11	142	07/01/2023	58766	VECTOR SOLUTIONS	EDUCATION SOFTWARE 051	636.50

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11	143	07/01/2023	7773	MABEE CENTER	BHS GRADUATION 000	25,185.00
11	144	07/01/2023	5776	TSHA, INC.	INTERPRETING SERVICE FOR DEAF PARENTS/TEACHERS 000	5,000.00
11	146	07/01/2023	1856	WALMART COMMUNITY	SUPPLIES FOR JOM 563/564	389.31
11	147	07/01/2023	1856	WALMART COMMUNITY	Supplies 099	979.29
11	149	07/01/2023	58603	CROWN LIFT TRUCKS	TRANSPORTATION REPAIRS 051/050	1,870.00
11	150	07/01/2023	59051	FASTSPRING	LICENSE 030	395.00
11	151	07/01/2023	55855	VIZAVANCE	VISION SCREENING 027	800.00
11	152	07/01/2023	1856	WALMART COMMUNITY	OPEN PO for Walmart Purchases 012	357.83
11	154	07/01/2023	51624	ALPHA AWARDS	NAME TAGS FOR 000/030/050/051	99.50
11	155	07/01/2023	59142	ROBINSON GLASS OF TULSA INC	GLASS REPLACEMENT FOR TRANSPORTATION 051	360.00
11	156	07/01/2023	59739	DAVISON FUELS & OIL LLC	FUEL FOR THE DISTRICT 051	3,351.14
11	157	07/01/2023	5140	UNITED SUBURBAN SCHOOLS ASSOC.	CONFERENCE FEES 000	1,650.00
11	158	07/01/2023	59318	PENSION SOLUTIONS, INC	457-403 PLANS INSTALLATION COST 000	16,338.03
11	159	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	SWIM RENEWAL 030	3,954.97
11	160	07/01/2023	8275	NATIONAL BUS SALES	PARTS FOR BUS REPAIRS 051	10,080.13
11	161	07/01/2023	1856	WALMART COMMUNITY	SUPPLIES AND MATERIALS 561	639.71
11	164	07/01/2023	56482	ID WHOLESALER	1 YR Renewal Cloudbadging ID Card Software 030	199.00
11	165	07/01/2023	7831	A BEST BRAKE & CLUTCH, LLC	BRAKE REPAIRS FOR THE DISTRICT 051	10,000.00
11	166	07/01/2023	59284	ZENDESK INC	ZENDESK SUITE SUBSCRIPTION 030	21,457.23
11	168	07/01/2023	60243	HERMES PRODUCTIONS LLC	TRANSPORTATION SUPPLIES 051	1,500.00
11	169	07/01/2023	59923	GLOBE PROMOTIONS LLC	GLOVES FOR MAINTENANCE 050	180.00
11	170	07/01/2023	55130	SUPERIOR TERMITE & PEST CONTROL	BED BUG TREATMENT ONLY 050	2,420.00
11	171	07/01/2023	5463	LEARNING A-Z	ANNUAL SUBSCRIPTION EL 572	4,611.60
11	172	07/01/2023	59258	ZEPTIVE INC	ANNUAL SOFTWARE & LICENSING	100.00
11	173	07/01/2023	59292	COMMON GOAL SYSTEMS INC	TEACHERASE, REPORT CARD AND GRADE EXPORT 000	24,010.70
11	174	07/01/2023	60222	MIDWEST MOTOR SUPPLY CO IN	TRANSPORTATION SUPPLIES 051	3,000.00
11	177	07/01/2023	60254	RED ROVER	EMPLOYEE PORTAL 000	19,361.00
11	178	07/10/2023	2732	TREAT'S SOLUTIONS, LLC	SOAP FOR DISTRICT 050	9,000.00
11	500	07/01/2023	5592	ADMIRAL EXPRESS LLC	SUPPLIES - 000/030/051	4,719.87
11	501	07/01/2023	5592	ADMIRAL EXPRESS LLC	COPY CENTER SUPPLIES 000	5,534.43
11	502	07/01/2023	5592	ADMIRAL EXPRESS LLC	INDIAN ED SUPPLIES - 561	4,723.81
11	503	07/01/2023	5592	ADMIRAL EXPRESS LLC	SPED SUPPLIES - 006	1,248.28
11	504	07/01/2023	5592	ADMIRAL EXPRESS LLC	NE MISC SUPPLIES 003	1,944.97
11	505	07/01/2023	5592	ADMIRAL EXPRESS LLC	EE MISC SUPPLIES - 010	3,000.00
11	506	07/01/2023	5592	ADMIRAL EXPRESS LLC	CE MISC SUPPLIES - 001	3,899.98

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11	507	07/01/2023	5592	ADMIRAL EXPRESS LLC	BMS MISC SUPPLIES - 004	1,995.06
11	508	07/01/2023	5592	ADMIRAL EXPRESS LLC	CI MISC SUPPLIES - 002	1,204.13
11	509	07/01/2023	5592	ADMIRAL EXPRESS LLC	9TH MISC SUPPLIES 011	1,504.45
11	510	07/01/2023	5592	ADMIRAL EXPRESS LLC	BHS OFFICE SUPPLIES 005	4,113.72
11	511	07/01/2023	5592	ADMIRAL EXPRESS LLC	NI - MISC SUPPLIES 009	3,992.59
11	512	07/01/2023	5592	ADMIRAL EXPRESS LLC	EI MISC SUPPLIES 012	2,182.90
11	513	07/01/2023	5592	ADMIRAL EXPRESS LLC	WE - MISC SUPPLIES 007	9,195.38
11	514	07/01/2023	5592	ADMIRAL EXPRESS LLC	WI - MISC SUPPLIES 008	5,127.03
11	515	07/01/2023	5592	ADMIRAL EXPRESS LLC	JOM MISC SUPPLIES 563/564	10,000.00
11	530	07/01/2023	2771	MIKE ANTHONY	REIMB TRAVEL/PURCHASES - 000	494.12
11	531	07/01/2023	57086	ROBERT J MILLER	REIMB TRAVEL/PHYSICAL/CCOS 000	1,268.45
11	532	07/01/2023	58961	DEBBIE LEWIS	REIMBURSE TRAVEL 000	80.69
11	533	07/01/2023	59573	MICKEY REPLOGLE	REIMBURSE TRAVEL - 005	552.80
11	535	07/01/2023	53638	JAMIE MILLIGAN	REIMBURSE TRAVEL 000, 541	526.20
11	536	07/01/2023	56673	STEVEN SCOTT	REIMBURSE TRAVEL 030	166.88
11	538	07/01/2023	1985	SHERRIL MCMILLAN	REIMB TRAVEL 000	500.00
11	539	07/01/2023	53741	DANIEL DIETZ	REIMBURSE TRAVEL 561	500.00
11	540	07/01/2023	56104	CODY COONCE	REIMBURES TRAVEL 000	500.00
11	541	07/01/2023	59625	RHONDA TAYLOR	REIMBURSE TRAVEL 000	272.50
11	542	07/01/2023	58960	KIM SCHEIN	REIMB TRAVEL 613, 000, 022	638.73
11	543	07/01/2023	59595	RACHEL CHINSETHAGID	REIMBURSEMENT 003	966.13
11	544	07/01/2023	57783	JEN MASTERSON	REIMBURSE TRAVEL 613, 000, 022	503.34
11	545	07/01/2023	57106	MEGAN DELAY	reimbursement 412-314	546.00
11	546	07/01/2023	53589	DANA STUFF	Reimbursement 412-314	576.25
11	547	07/01/2023	59405	NATALI D DAVIDSON	REIMBURSE TRAVEL 000	500.00
11	549	07/01/2023	59487	LYDIA WILSON	REIMB TRAVEL/PURCHASES - 000	724.00
11	550	07/01/2023	6187	CHERYL WILKINSON	REIMB TRAVEL/PURCHASES - 000/541	724.00
11	551	07/01/2023	60224	CURTIS WHITELEY	REIMB TRAVEL/PURCHASES - 011	724.00
11	552	07/01/2023	60303	LESA MOORE	REIMB TRAVEL/PURCHASES 012/000	458.45
11	553	07/01/2023	60259	ELIZABETH FRISILLO	REIMB TRAVEL/PURCHASES 003/000	703.51
11	700	07/01/2023	60318	VICTORIA MEADOWS	HEAD DANCE COACH 000	7,500.00
11	701	07/01/2023	60244	GRACIE KREIS	MS ASST DANCE COACH 000	1,500.00
11	702	07/01/2023	60245	LAUREN GRACE SUMLER	MS HEAD DANCE COACH 000	2,500.00
11	703	07/01/2023	60265	MACEY TURLEY	VARSITY ASST FASTPITCH SOFTBALL COACH 10/25/23 000	3,800.00
11	704	07/01/2023	59614	KARI RIANE ANDERSON	ASST HS VOLLEYBALL COACH 5/25/24 000	3,000.00
11	705	07/01/2023	59744	BRANDON KYLE COGAN	ASST JV BASEBALL COACH 5/25/24 000	3,300.00
11	706	07/01/2023	56523	SARAH KLING	MS VOLLEYBALL COACH 000 10/25/23	2,250.00

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11	707	07/01/2023	59411	JOE VINCENT	VARSITY ASSISTANT TENIS COACH 000 5/25/24 000	2,500.00
11	708	07/01/2023	59666	ERIN FLANNERY RODEN	ASST HS VOLLEYBALL COACH 12/25/23 000	3,000.00
11	709	07/01/2023	60286	KATHERINE LEE WILEY	ASSISTANT VOLLEYBALL COACH 12/25/23 000	3,000.00
11	710	07/01/2023	58442	CAMERON PALMER	9TH GRADE HEATH FOOTBALL COACH 12/25/23 000	4,500.00
11	711	07/01/2023	59238	DEREK SEROWSKI	HEAD VOLLEYBALL COACH 12/25/23 & 5/25/2023 000	6,000.00
11	713	07/01/2023	59000	JOHN WYETH TIMMONS	HEAD BOYS SOCCER COACH 000 12/25/23 - 5/23/24	5,500.00
11	714	07/01/2023	60292	ROBIN TAYLOR	ASSISTANT GIRLS SOCCER COACH MONTHLY 000	2,750.00
11	715	07/01/2023	60298	RAY BLAKE	WRESTLING HEAD COACH 000 6/30/2024	21,000.00
11	716	07/10/2023	57120	KENNY GIDDENS	ASSISTANT WRESTLING COACH 000 12/25	4,000.00
11	717	07/10/2023	59107	JEANNA HOLCOMB	MS TENNIS COACH 000 12/25	4,400.00
11	1000	07/01/2023	54923	NORTHEASTERN STATE UNIVERSITY	APSI 541	300.00
11	1001	07/01/2023	60101	SEIDLITZ EDUCATION, LLC	PROFESSIONAL DEVELOPMENT 571	5,175.00
11	1002	07/01/2023	4352	ROWLAND VERNON	REIMBURSE TRAVEL 541	224.00
11	1003	07/01/2023	7139	PEARSON CLINICAL ASSESSMENT	OLSAT TESTING RECORDS 020	16,078.72
11	1004	07/01/2023	58099	PROJECT LEAD THE WAY	REGISTRATIONS FOR PLTW CONFERENCE 541	1,000.00
11	1005	07/01/2023	57478	JAMES A PROVENZANO	CONSULTING SERVICES 030	2,500.00
11	1006	07/01/2023	54987	OKLA ASSOC OF CAREER & TECH	Registration 412-316	530.00
11	1007	07/01/2023	59787	BLANE BURGE	Reimbursement Seattle conference 005	459.85
11	1008	07/01/2023	60291	LINDSEY MCCUNE	REIMBURSE IDENTIGO 000	58.25
11	1010	07/01/2023	58210	JOURNEYED.COM INC	License 412-316	2,500.00
11	1012	07/01/2023	5769	MUSIC THEATRE INTERNATIONAL	License 005	3,090.00
11	1013	07/01/2023	59543	IGNITE2UNITE, LLC	Professional Development Speaker 012	3,500.00
11	1014	07/01/2023	6788	H&H PRINTER SERVICES	Toner Cartridges/Career Tech money 412-316	1,143.00
11	1015	07/01/2023	5690	HOBBY LOBBY	bulletin board need 009	100.00
11	1016	07/01/2023	2086	K-LOG	Reflex Reversible Board 005	1,200.00
11	1017	07/01/2023	60305	MALCOM ANTHONY WATSON	Security vinyl install 001	250.00
11	1018	07/01/2023	5353	ARCADIA PRINTING OF TULSA	School Visual Enhancement quotes 099	900.00
11	1023	07/01/2023	56227	CDW-G 2	DUAL MONITOR 051	163.62
11	1026	07/01/2023	60128	TEACHTOWN	ENCORE TRAINING/TEACHER BUNDLES 621	68,780.70
11	1027	07/01/2023	60251	PROCARE THERAPY	THERAPY SERVICE 000	40,000.00
11	1028	07/01/2023	56227	CDW-G 2	TECH SUPPLIES 030	3,966.04
11	1034	07/01/2023	7145	ARCHWAY MKT SVS - BOOK DEPOSITORY	INTO LITERATURE - HS ORDER 333	2,229.41

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Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	1035	07/01/2023	7145	ARCHWAY MKT SVS - BOOK DEPOSITORY	INTO LITERATURE - INTERMEDIATE SITES 333	106,413.04
11	1036	07/01/2023	7145	ARCHWAY MKT SVS - BOOK DEPOSITORY	INTO LITERATURE HS 333	6,688.24
11	1037	07/01/2023	57137	BEDFORD, FREEMAN & WORTH	LIT & COMP ORDER - HS 333	47,331.23
11	1038	07/01/2023	1667	THOMPSON SCHOOL BOOK DEPOSITORY	PHYSICS ORDER - 9GC, HS 333	295,182.47
11	1039	07/01/2023	1667	THOMPSON SCHOOL BOOK DEPOSITORY	VISTA ORDER HS 333	99,614.44
11	1040	07/01/2023	58686	SCHOOL SPECIALTY	FOSS MATERIALS - INTERMEDIATES 333	5,812.56
11	1041	07/01/2023	2628	CAROLINA BIOLOGICAL SUPPLY COMPANY	COUPON- BUTTERLY LARVAE - ELEMENTARY SITES 333	1,607.58
11	1042	07/01/2023	1667	THOMPSON SCHOOL BOOK DEPOSITORY	ENVISION MATH ORDER - ELEMENTARY SITES 333	2,853.82
11	1043	07/01/2023	7145	ARCHWAY MKT SVS - BOOK DEPOSITORY	INTO READING ORDER - ELEMENTARY SITES 333	4,192.65
11	1044	07/01/2023	57575	OATECA	MULTIPLE LOACTIONS ASSESSMENTS 621	450.00
11	1045	07/01/2023	57575	OATECA	Assessments for students 621	4,100.00
11	1046	07/01/2023	59032	CONTINUED.COM, LLC	QT CE School Membership 621	445.00
11	1047	07/01/2023	55185	LEXIA LEARNING SYSTEMS, INC.	STUDENT RENEWAL 621	4,180.00
11	1048	07/01/2023	60252	REALLY GREAT READING COMPANY, LLC	training for 8 including books 621	27,169.80
11	1049	07/01/2023	54987	OKLA ASSOC OF CAREER & TECH	Conference 412-314	275.00
11	1050	07/01/2023	58719	TRAFERA LLC	40 chromebook updates and warranties 628	14,360.00
11	1051	07/01/2023	60257	BRENNA HUMPHREY	Per Diem reimbursement for conferences 412-314	300.00
11	1052	07/01/2023	60255	ACCUTRAIN CORPORATION	Speaker 005	12,995.00
11	1053	07/01/2023	57100	LESSONPIX CUSTOM LEARNING MATERIALS	Group user liscense 621	356.40
11	1054	07/01/2023	56737	TORY KRAUS	PER DIEM 027	200.00
11	1055	07/01/2023	56227	CDW-G 2	Exterior access points WEST 030	4,714.03
11	1056	07/01/2023	60246	SALSBURY INDUSTRIES INC	LOCKERS FOR TRANSPORTATION (BTG) 000	3,790.00
11	1057	07/01/2023	7145	ARCHWAY MKT SVS - BOOK DEPOSITORY	INTO LITERATURE - MS 333	142,280.78
11	1058	07/01/2023	57663	ARDATH LAMB	PER DIEM 027	200.00
11	1059	07/01/2023	56738	LAURA WILEY	PER DIEM 027	200.00
11	1060	07/01/2023	58980	TIA MORROW	PER DIEM 027	200.00
11	1061	07/01/2023	60262	KAELYN SNOW	PER DIEM 027	200.00
11	1062	07/01/2023	59503	TRACY STEPHENS	PER DIEM 027	200.00
11	1063	07/01/2023	54987	OKLA ASSOC OF CAREER & TECH	OKLAHOMA SUMMIT REGISTRATION 412-314	290.00
11	1065	07/01/2023	5395	SOUTHEAST AUTO TRIM, INC.	BUS/AUTO REPAIRS 051	1,500.00
11	1066	07/06/2023	51624	ALPHA AWARDS	Badges, Plaques, etc. 009	300.00
11	1067	07/06/2023	1449	SAM'S CLUB DIRECT	Yearly PO 001	100.00
11	1069	07/06/2023	1856	WALMART COMMUNITY	OPEN PO 001	100.00

## Bixby Public Schools

### Encumbrance Register

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	1070	07/06/2023	58702	HEGGERTY PHONEMIC AWARENESS	Supplies 001	100.00
11	1071	07/06/2023	57264	ESGI, LLC	yearly subscription 001	100.00
11	1072	07/06/2023	56227	CDW-G 2	Lenovo 500e Chromebook 007	399.00
11	1073	07/06/2023	6131	OPERATION AWARE OF OKLAHOMA, INC.	OA Classes for 4th Grade 009	2,000.00
11	1074	07/06/2023	1667	THOMPSON SCHOOL BOOK DEPOSITORY	TWIG SCIENCE ORDER - ELEMENTARY SITES 333	43,791.66
11	1075	07/06/2023	5913	CENGAGE LEARNING	INTRO TO SPORTS MEDICINE & ATHLETIC TRAINING 333	1,540.00
11	1076	07/06/2023	55958	BPA NATIONAL CENTER	Annual affiliation fee 412-316	800.00
11	1077	07/06/2023	57038	LIGHTHOUSE ELECTRIC LLC	New access control system card reader 007	1,427.00
11	1078	07/06/2023	6208	APPLE EDUCATIONAL SALES	IMMIGRANT IPAD ORDER 571	13,288.50
11	1079	07/06/2023	8035	IXL LEARNING INC	6th Grade Science Curriculum 002	600.00
11	1080	07/06/2023	633	GREAT EXPECTATIONS NSU	materials and instruction 001	1,500.00
11	1081	07/06/2023	7145	ARCHWAY MKT SVS - BOOK DEPOSITORY	OK INTO READING 5TH GR 333	6,129.40
11	1082	07/06/2023	60266	ASLDEALFINED	ASL DEAFINED 12 MOS OF ASL W/APP 333	1,800.00
11	1083	07/06/2023	51624	ALPHA AWARDS	New hire badges 001	100.00
11	1084	07/06/2023	5353	ARCADIA PRINTING OF TULSA	PRINTING 561	200.00
11	1085	07/06/2023	60287	BRIAN PONCY	Training 001	604.80
11	1086	07/06/2023	53545	LORI HEARD	Reimbursement for Conference 412-316	145.85
11	1087	07/06/2023	59409	HEATHER L WITHEM	Reimbursement 412-316	100.00
11	1088	07/06/2023	4845	SOLUTION TREE	Singletons in PLC at Work 005	130.00
11	1089	07/06/2023	5188	ULINE	Trash Cans 005	1,794.00
11	1091	07/10/2023	58686	SCHOOL SPECIALTY	School Needs 009	300.00
11	1092	07/10/2023	8035	IXL LEARNING INC	Upgrade IXL site license 012	3,150.00
11	1093	07/10/2023	54406	MARENEM INC	new classroom kits 001	341.00
11	1094	07/10/2023	60097	CENTER FOR THE COLLABORATIVE CLASS	SIPPS MATERIALS 571	2,241.00
11	1095	07/10/2023	633	GREAT EXPECTATIONS NSU	Coaching Day 010	1,500.00
11	1096	07/11/2023	60097	CENTER FOR THE COLLABORATIVE CLASS	CONSULT PD - COLLABORATIVE CLASSROOM 571	600.00
11	1097	07/11/2023	59336	RICK HOLMES - RELATE THEN EDUCATE	TULSA CRM WORKSHOP 9/12/23 541	3,000.00
11	1098	07/11/2023	58686	SCHOOL SPECIALTY	School Supplies 003	3,000.00
11	1099	07/11/2023	444	DOC'S FOOD STORES, INC	FACS food, open PO 412-314	1,000.00
11	1100	07/11/2023	1856	WALMART COMMUNITY	Misc. supplies 010	250.00
11	1101	07/11/2023	5643	CENGAGE LEARNING	Microsoft Editions 412-316	14,411.65
11	1103	07/11/2023	1856	WALMART COMMUNITY	Open PO for the year, supplies 412-314	3,000.00
11	1104	07/11/2023	5592	ADMIRAL EXPRESS LLC	Classroom Supplies 412-316	1,500.00
11	1106	07/11/2023	59929	INFINITE ENTERPRISES LLC	Drone video - campus school dismissal 010	100.00
11	1107	07/11/2023	2663	WEST MUSIC COMPANY	Music GF materials 001	206.68

**Bixby Public Schools**  
**Encumbrance Register**

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	1108	07/11/2023	4244	PLANK ROAD PUBLISHING, INC.	Music GF materials 001	65.45
11	1109	07/11/2023	53773	JW PEPPER	Music GF materials 001	87.97
11	1111	07/11/2023	70099	OKLAHOMA FFA ASSOC.	Registration AET Fee Package 311	1,865.00
11	1112	07/11/2023	52916	SCHOLASTIC MAGAZINES	Scholastic Classroom Magazines 008	2,493.71
11	1113	07/11/2023	6131	OPERATION AWARE OF OKLAHOMA, INC.	Operation Aware 4th Grade 008	2,200.00
11	1114	07/11/2023	2017	LAKESHORE LEARNING MATERIALS	Classroom Rug 010	550.00
11	1115	07/11/2023	59031	ALPHA MECHANICAL SERVICES LLC	unit at HS attendance 795	4,820.70
11	1118	07/11/2023	2272	LOWE'S	Misc 003	300.00
<b>Non-Payroll Total:</b>						<b>\$6,320,863.60</b>
<b>Payroll Total:</b>						<b>\$609,490.90</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$6,930,354.50</b>

## Bixby Public Schools

### Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	1	07/01/2023	1168	OG&E	ELECTRIC	1,073,995.32
21	2	07/01/2023	1326	PUBLIC SERVICE COMPANY OF OKLAHOMA	ELECTRIC	323,511.36
21	3	07/01/2023	4382	OKLAHOMA NATURAL GAS COMPANY	GAS	102,195.55
21	4	07/01/2023	2412	CITY OF TULSA	SEWER SVS - NORTH/NI	33,908.87
21	5	07/01/2023	319	CITY OF BIXBY	WATER SVS	161,761.75
21	6	07/01/2023	53576	CITY OF BROKEN ARROW	WATER FOR NE& NEI 050	10,535.82
21	7	07/01/2023	2730	AMERICAN WASTE CONTROL	TRASH SERVICE 050	87,052.86
21	8	07/01/2023	60122	INTEGRITY FIRE LLC	FIRE ALARM & SPRINKLER INSPEC	35,172.44
21	9	07/01/2023	3071	GRAYBAR ELECTRIC	MATERIALS FOR DISTRICT WIDE NEEDS	28,434.42
21	10	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	ANNUAL DNA FUSION SOFTWARE RENEWAL	5,937.14
21	12	07/01/2023	52073	VARSITY COURT CARE	SAND, SCREEN, RECOAT GYM FLOOR HS AND MS	11,800.00
21	13	07/01/2023	54889	OKLAHOMA TULSA PARTS (TRANE)	SUPPLIES FOR DISTRICT	25,828.46
21	14	07/01/2023	5188	ULINE	SUPPLIES FOR DISTRICT	2,204.64
21	15	07/01/2023	58106	THE HOME DEPOT PRO	MACHINE REPAIR	3,000.00
21	16	07/01/2023	2272	LOWE'S	SUPPLIES FOR THE DISTRICT	43,419.65
21	17	07/01/2023	1963	SHERWIN-WILLIAMS COMPANY	PAINT FOR THE DISTRICT	995.78
21	18	07/01/2023	695	HEATWAVE SUPPLY	DISTRICT SUPPLIES	70,559.76
21	19	07/01/2023	210	BROKEN ARROW ELECTRIC SUPPLY	ELECTRICAL SUPPLIES FOR DISTRICT	1,130.46
21	20	07/01/2023	1678	TIRE BARN, INC.	TIRES FOR THE DISTRICT	35.80
21	21	07/01/2023	53787	BANK OF AMERICA VISA	MATERIALS FOR DISTRICT	3,875.40
21	22	07/01/2023	1232	O'CONNOR COMPANY INC.	SUPPLIES NEEDED FOR DISTRICT	13,882.57
21	23	07/01/2023	7133	P & K EQUIPMENT, INC	REPAIR PARTS FOR MOWERS - 050	593.34
21	24	07/01/2023	8016	ENVIRONMENTAL LOOP SERVICE, LLC	REPAIRS ON GEOTHERMAL 000	35,058.40
21	25	07/01/2023	1547	SOUTHWEST DRIVES, INC.	PARTS FOR MAINTENANCE	678.77
21	26	07/01/2023	70505	LAWSON PRODUCTS, INC	SUPPLIES FOR THE DISTRICT	1,244.71
21	27	07/01/2023	58971	KONE INC	ELEVATOR SERVICE FOR DISTRICT	25,255.85
21	28	07/01/2023	927	LOCK-DOC, INC.	SUPPLIES FOR THE DISTRICT	6,930.87
21	29	07/01/2023	5612	STATE OF OKLAHOMA DEPT OF LABOR	LICENSE FOR DISTRICT	25.00
21	30	07/01/2023	8025	TRACTOR SUPPLY COMPANY	SUPPLIES FOR THE DISTRICT	553.87
21	31	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	FIRE ALARM REPLACE/INSPECT ACCESS CONTROL	30,319.00
21	32	07/01/2023	59041	OKLAHOMA ENERGY SOURCE LLC	NATURAL GAS	58,514.44
21	33	07/01/2023	55856	FIELDHOUSE GEAR, INC	MAINTENANCE UNIFORMS	1,139.00
21	35	07/01/2023	55143	MICHAEL EMBRY	BOND FOR MICHAEL W EMBRY	500.00
21	36	07/01/2023	56429	BIXBY OUTDOOR POWER EQUIPMENT	SUPPLIES FOR THE DISTRICT	2,872.62
21	37	07/01/2023	56765	CARRIER ENTERPRISE, LLC	SUPPLIES FOR DISTRICT	2,117.15
21	38	07/01/2023	57489	ENGINEERED EQUIPMENT INC	DISTRICT FILTERS	12,914.28

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<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
21	40	07/01/2023	55130	SUPERIOR TERMITE & PEST CONTROL	DISTRICT PEST CONTROL	31,524.84
21	43	07/01/2023	3839	AMAZON.COM, LLC	TOOLS NEEDED FOR MAINTENANCE	14,386.41
21	44	07/01/2023	3152	OVERHEAD DOOR OF TULSA	OVERHEAD DOOR REPAIR	150.00
21	45	07/01/2023	1420	BRIERLY CORPORATION	PLUMBING REPAIRS FOR THE DISTRICT	209.00
21	47	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	REPAIRS FOR THE DISTRICT	8,115.54
21	49	07/01/2023	57844	WE CLEAN 4-U WHIPPLE CLEANING SVS	CLEANING SERVICE	174,000.08
21	51	07/01/2023	58954	SLK LAWN AND LANDSCAPE, LLC	MOWING FOR THE DISTRICT	112,022.32
21	52	07/01/2023	5989	HYDROWORX INTERNATIONAL, INC.	POOL SERVICE PLAN	5,900.00
21	53	07/01/2023	961	MAGIC REFRIGERATION	SUPPLIES FOR THE DISTRICT	1,279.54
21	54	07/01/2023	56057	ES2	A/C REPAIRS AND REPROGRAMMING CONTROLLERS	10,140.00
21	56	07/01/2023	3742	OKLAHOMA STATE DEPART. OF HEALTH	SWIMMING POOL/THERAPY POOL LICENSE	150.00
21	57	07/01/2023	2618	TRU GREEN	LAWN CARE	18,074.50
21	59	07/01/2023	60030	MISSCO INTERIOR CONCEPTS, LLC	PAINT FOR THE DISTRICT	500.00
21	60	07/01/2023	58032	HERC RENTALS INC	SUPPLIES FOR THE DISTRICT	1,000.00
21	61	07/01/2023	58646	YORK PLUMBING	SUPPLIES-SERVICES FOR THE DISTRICT	8,403.00
21	62	07/01/2023	57666	MARTIN FISCHER PAINTING	PAINTING SERVICES	7,650.00
21	63	07/01/2023	58651	TULSA SOD AND MULCH INC	PLAYGROUND MULCH	379.00
21	65	07/01/2023	56433	HARDSCAPE MATERIALS	SUPPLIES FOR THE DISTRICT	763.61
21	66	07/01/2023	59152	COOK'S APPLIANCE INC	SUPPLIES FOR MAINTENANCE	315.00
21	67	07/01/2023	55355	SITE ONE LANDSCAPE SUPPLY, LLC	GRASS CHEMICALS FOR DISTRICT	1,011.52
21	68	07/01/2023	58781	STATEWIDE COMMERCIAL CLEANING CO	CLEANING SERVICES DISTRICT	1,080,286.00
21	69	07/01/2023	53094	SPRING CREEK NURSERY	SUPPLIES FOR THE DISTRICT	540.00
21	70	07/01/2023	59031	ALPHA MECHANICAL SERVICES LLC	HVAC SERVICE FOR DISTRICT	7,550.00
21	72	07/01/2023	59161	SUNSTATE EQUIPMENT CO LLC	EQUIPMENT RENTAL	735.00
21	73	07/01/2023	1077	MURRAY WOMBLE, INC.	MAINTENANCE SUPPLIES	5,370.00
21	74	07/01/2023	59952	UMB BANK	AMAZON PURCHASES	8,000.00
21	76	07/01/2023	59235	WHITE SEPTIC CLEANING	Plumbing for district	1,900.00
21	77	07/01/2023	59254	THE TUNNEL RAT	GOPHER SERVICE HS AND MS	19,449.00
21	78	07/01/2023	59261	LENNOX INDUSTRIES INC	SUPPLIES FOR MAINTENANCE	252.57
21	79	07/01/2023	58126	KOMPAN INC	MAINTENANCE SUPPLIES	86.25
21	80	07/01/2023	816	JOHNSTONE SUPPLY OF TULSA	SUPPLIES FOR DISTRICT	16,670.83
21	81	07/01/2023	236	BUILDERS SUPPLY, INC.	SUPPLIES FOR MAINTENANCE	1,620.38
21	82	07/01/2023	58743	SUNBELT POOLS, LLC	POOL SUPPLIES	17,000.00
21	83	07/01/2023	53382	ATKINSON SUPPLY	PART &/OR JANITORIAL SUPPLIES	1,336.85
21	84	07/01/2023	58214	SPECTRUM PAINT COMPANY, INC	PAINT FOR THE DISTRICT	7,508.65
21	85	07/01/2023	6435	LOCKE SUPPLY	PLUMBING SUPPLIES FOR THE DISTRICT	3,566.55

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<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
21	87	07/01/2023	58448	WINDOWS XPRESS	WINDOW CLEANING FOR DISTRICT	800.00
21	88	07/01/2023	2509	TULSA WINNELSON COMPANY	PLUMBING SERVICE FOR THE DISTRICT	1,106.44
21	89	07/01/2023	59649	PCC CLEANING & RESTORATION	MOLD CHECK FOR DISTRICT	650.00
21	90	07/01/2023	59894	STANLEY STEEMER INTERNATIONAL INC	CARPET CLEANING FOR THE DISTRICT	11,160.00
21	200	07/01/2023	55952	SCHOOL FIX	14in. Rebar Spike	941.86
21	201	07/01/2023	4835	GRAINGER	Traffic Zone Marking Paint	1,006.81
21	202	07/01/2023	59689	SPARTAN SIGNS & GRAPHICS LLC	MAINTENANCE LOGO	1,097.00
21	203	07/01/2023	53382	ATKINSON SUPPLY	PARTS FOR THE DISTRICT	200.00
21	206	07/12/2023	4748	ROBINSON GLASS	window replacements at HS, soccer, and ROTC	946.00

<b>Non-Payroll Total:</b>	<b>\$3,803,709.90</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Balance Forward:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$3,803,709.90</b>

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<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
22	1	07/01/2023	717	HILAND DAIRY COMPANY	MILK PRODUCTS FOR CAFETERIA	281,510.14
22	2	07/01/2023	216	BROOKS GREASE SERVICE, INC.	GREASE REMOVAL FOR CAFETERIAS	8,839.20
22	3	07/01/2023	389	CURTIS RESTAURANT SUPPLY	TOOLS & EQUIPMENT	14,240.60
22	4	07/01/2023	2245	JAMES KEVIN EAKLE	REPAIR EQUIPMENT	14,511.80
22	5	07/01/2023	724	HOBART CORPORATION	PARTS/REPAIRS FOR CAFETERIAS	30,598.96
22	6	07/01/2023	20	ACCURATE FIRE EQUIPMENT CO	FIRE EQUIPMENT INSPECTIONS	1,669.62
22	7	07/01/2023	1995	OKLAHOMA DEPT. OF HUMAN SERVICES	ASSESSMENT FEE COMMODITIES	4,769.58
22	8	07/01/2023	5592	ADMIRAL EXPRESS LLC	CAFETERIA OFFICE SPPLIES	4,009.72
22	9	07/01/2023	56637	HEARTLAND SCHOOL SOLUTIONS	SOFTWARE MAINT.	9,324.00
22	10	07/01/2023	58486	PEPSI	DRINKS FOR THE CAFETERIA	13,926.12
22	11	07/01/2023	1715	TULSA TECHNOLOGY CENTER	ServSafe Class for Managers	430.00
22	13	07/01/2023	55118	BARE METAL STANDARD OKLAHOMA	CAFETERIA CLEANING	6,163.00
22	14	07/01/2023	59164	ASIAN FOOD SOLUTIONS / COMIDA VIDA	Commodity Food For Students	5,320.90
22	15	07/01/2023	57667	NUTRI-LINK TECHNOLOGIES, INC	CLOUD SERVICE	1,325.00
22	16	07/01/2023	57842	BUDDY'S PRODUCE INC	SUPPLIES FOR THE DISTRICT	165,895.25
22	17	07/01/2023	51751	U.S. FOOD SERVICE, INC	SUPPLIES FOR THE DISTRICT	1,068,515.93
22	18	07/01/2023	51653	TYSON PREPARED FOODS, INC	SUPPLIES FOR THE DISTRICT	57,825.32
22	19	07/01/2023	114	BARLOW EDUCATION MANAGEMENT SVS.	CHILD NUTRITION CONSULTANT	3,300.00
22	20	07/01/2023	59660	BUGBROS MULTIFAMILY, LLC	PEST CONTROL FOR CAFETERIAS	7,500.00
22	21	07/01/2023	55124	COSTLEY ENTERPRISES NO. 90, INC	FOOD	77,353.69
22	22	07/01/2023	7042	THE ARROW GROUP	285 - BONDS FOR CHILD NUTRITION DEPT	1,500.00
22	23	07/01/2023	51650	FRECKLES FROZEN CUSTARD	FROZEN YOGURT FOR THE CAFETERIAS	3,496.50
22	27	07/01/2023	53578	SCHOOL NUTRITION ASSOC OF OKLAHOMA	SNA MEMBERSHIP RENEWAL	1,034.50
22	28	07/01/2023	56827	BERNARD FOOD INDUSTRIES, INC.	285 - FOOD FOR CAFETERIAS	13,240.16
22	29	07/01/2023	53787	BANK OF AMERICA VISA	PURCHASES/TRAVEL FOR CHILD NUTRITION	428.59
22	30	07/01/2023	58106	THE HOME DEPOT PRO	TRASHBAGS AND SUPPLIES	2,518.40
22	31	07/01/2023	2657	TULSA COMMUNITY COLLEGE	FOOD SERVICE MANAGER CERTIFICATION COURSE	168.00
22	32	07/01/2023	444	DOC'S FOOD STORES, INC	SUPPLIES	31.11
22	33	07/01/2023	57742	EMS LINQ INC	WEB SUBSCRIPTION AND TRAINING	2,340.00
22	34	07/01/2023	6435	LOCKE SUPPLY	CHILD NUTRITION SUPPLIES	461.09
22	35	07/01/2023	59952	UMB BANK	AMAZON PURCHASES	2,500.00
22	36	07/01/2023	57829	THE BRENMAR COMPANY	SUPPLIES FOR THE DISTRICT	5,752.50
22	37	07/01/2023	210	BROKEN ARROW ELECTRIC SUPPLY	ELECTRICAL MATERIALS FOR CAFETERIAS	126.27
22	38	07/01/2023	53697	NATIONAL FOOD GROUP	FOOD FOR KITCHENS	6,835.28
22	39	07/01/2023	60016	RANSOM'S BBQ LLC	BBQ Sauce for Students MIO	302.40
22	40	07/01/2023	52424	BEN E KEITH - OKLAHOMA	FOOD FOR CAFETERIA	15,459.35

**Bixby Public Schools****Encumbrance Register****Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 22

<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
22	41	07/01/2023	2396	HAGAR RESTAURANT SERVICE, INC.	REPAIR/SUPPLIES	1,542.18
22	42	07/01/2023	58041	STANDARD DISTRIBUTING COMPANY	ALLIGATOR ICE	119.22
22	43	07/01/2023	58521	GENERAL PARTS	OVEN REPAIR	391.95
22	44	07/01/2023	58968	SEA LEVEL SOCIAL, LLC	SOCIAL MEDIA MANAGEMENT SERVICE	6,630.00
22	46	07/01/2023	3742	OKLAHOMA STATE DEPART. OF HEALTH	KITCHEN LICENSE RENEWALS	1,125.00
22	47	07/01/2023	57740	ESS SOUTH CENTRAL, LLC	CHILD NUTRITION SUBS	631.15
22	48	07/01/2023	58969	E-CONTROL SYSTEMS, INC	MONITORING SOFTWARE	2,400.00
22	49	07/01/2023	51624	ALPHA AWARDS	Name Tags for employees	130.50
22	50	07/01/2023	3839	AMAZON.COM, LLC	MISC CHILD NUTRITION SUPPLIES	357.50
22	100	07/01/2023	54035	OSWALT RESTAURANT SUPPLY	Equipment for kitchen at Middle School	12,164.51
22	101	07/12/2023	60116	CENTRAL RESTAURANT PRODUCTS	HEATED CABINET WE/WI	5,825.77
22	102	07/12/2023	927	LOCK-DOC, INC.	mortise lock at NE kitchen	926.67
22	200	07/01/2023	60124	ELIA MUNOZ	REIMBURSE PERMIT/MILEAGE	200.00
22	201	07/01/2023	59490	ALLISON MAYNARD	REIMBURSE PERMIT/MILEAGE	200.00
22	202	07/01/2023	55905	KELLY ANDERSON	REIMBURSE PERMIT/MILEAGE	200.00
22	204	07/01/2023	58870	DIVINA RODGERS	REIMBURSE PERMIT/MILEAGE	200.00
22	205	07/01/2023	54364	RACHEL HAMILTON	REIMB MILEAGE/PERMIT	200.00
22	206	07/01/2023	3757	SILVERIA CHAIREZ	REIMBURSE PERMIT/MILEAGE	200.00
22	207	07/01/2023	55878	BARBARA EVANS	REIMB MILEAGE/PERMIT	200.00
22	208	07/01/2023	60278	SABA COUDHARY	REIMB MILEAGE/PERMIT	200.00
22	209	07/01/2023	56808	CASSIE COFFETT	REIMB MILEAGE/PERMIT	200.00
22	210	07/01/2023	58869	DEBBIE OWENS	REIMB MILEAGE/PERMIT	200.00
22	211	07/01/2023	57155	PAM MCLAUGHLIN	REIMB MILEAGE/PERMIT	200.00
22	212	07/01/2023	7103	MARIA CHAIREZ	REIMBURSE PERMIT/ MILEAGE	200.00
22	213	07/01/2023	2313	MARINA CHAIREZ	REIMBURSE PERMIT/MILEAGE	200.00
22	214	07/01/2023	60279	ALICIA PORTER	REIMB MILEAGE/PERMIT	200.00
22	215	07/01/2023	58868	YESENIA LOZANO	REIMB MILEAGE/PERMIT	336.97
22	217	07/01/2023	58962	THERESIA MORGAN	REIMB MILEAGE/PERMIT	32.60
22	218	07/01/2023	57222	GAYLE FORD	REIMBURSE PERMIT	853.04
22	219	07/01/2023	56558	HELEN HURST	REIMB MILEAGE/PERMIT	1,733.08
22	220	07/01/2023	4043	SELINA GARMAN	REIMB MILEAGE/PERMIT	360.94
22	221	07/01/2023	60280	LIZ ARELLANO	REIMB MILEAGE/PERMIT	200.00
22	222	07/01/2023	60281	JULIE BENNETT	REIMB MILEAGE/PERMIT	200.00
22	223	07/01/2023	60282	AIMEE KETTENHOFEN	AIMEE KETTENHOFEN	200.00
22	224	07/01/2023	54417	GEORGIA CORNETT	REIMB MILEAGE/PERMIT	200.00
22	225	07/01/2023	55906	MONTIE SMITH	REIMB MILEAGE/PERMIT	200.00
22	226	07/01/2023	58963	BOBBIE PACULA	REIMBURSE PERMIT/MILEAGE 285	200.00
22	227	07/01/2023	60283	PAMELA RUCKEY	REIMB MILEAGE/PERMIT	200.00
22	228	07/01/2023	58000	AUDREY HIATT	REIMBURSE MILEAGE	615.39
22	229	07/01/2023	58502	JENNY REED	MILEAGE REIMBURSEMENT	332.40
22	230	07/01/2023	59083	RYAN SPALDING	REIMBURSE MILEAGE/PERMIT	207.72

## Bixby Public Schools

### Encumbrance Register

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 22

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	232	07/01/2023	60173	JESSICA WEST	REIMB MILEAGE/PERMIT	200.00
22	233	07/01/2023	59012	ELIZABETH D HALE	Food Handler's Permit Reimbursement	200.00
22	234	07/01/2023	59069	CHRISTI GRAY	Food Handler's Permit Reimbursement	200.00
22	235	07/01/2023	57684	MARGARET CARLSON	REIMBURSE PERMIT/MILEAGE	200.00
22	236	07/01/2023	59636	REBECCA SOWERS	mileage reimbursement	200.00
22	237	07/01/2023	60284	ASHLEY MUSTIN	REIMB MILEAGE/PERMIT	200.00
22	238	07/01/2023	59635	SANDRA MARQUEZ	mileage reimbursement	200.00
22	239	07/01/2023	59847	JENNIFER HERNANDEZ	Mileage Reimbursement	200.00
22	240	07/01/2023	60285	CAMMIE BUNKMAN	REIMB MILEAGE/PERMIT	200.00
22	241	07/01/2023	59903	MARTHA SHROPSHIRE	Food handler's card reimbursement	200.00
22	242	07/01/2023	59915	TASHA STURDIVANT	food handlers permit reimbursement	200.00
22	300	08/04/2023	60302	HONG ALLEN	LUNCH ACCOUNT REFUND	106.20
22	301	08/04/2023	58274	AUTUMN MCCLURE	LUNCH ACCOUNT REFUND	44.95

<b>Non-Payroll Total:</b>	<b>\$1,876,490.72</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Balance Forward:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$1,876,490.72</b>

**Bixby Public Schools****Encumbrance Register****Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 31

<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
31	1	07/01/2023	57666	MARTIN FISCHER PAINTING	EXTERIOR PAINT	10,250.00
31	2	07/01/2023	57489	ENGINEERED EQUIPMENT INC	Seresco Motorized Axial Fan - POOL	6,287.00
<b>Non-Payroll Total:</b>						<b>\$16,537.00</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$16,537.00</b>

# Bixby Public Schools

## Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 32

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
<b>Non-Payroll Total:</b>						<u>\$0.00</u>
<b>Payroll Total:</b>						<u>\$0.00</u>
<b>Balance Forward:</b>						<u>\$0.00</u>
<b>Report Total:</b>						<u><u>\$0.00</u></u>

# Bixby Public Schools

## Encumbrance Register

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 33

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
						<hr/>
Non-Payroll Total:						\$0.00
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						<hr/> <hr/>

# Bixby Public Schools

## Encumbrance Register

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 34

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
						<hr/>
<b>Non-Payroll Total:</b>						<b>\$0.00</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>_____</b>

## Bixby Public Schools

### Encumbrance Register

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 35

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
35	1	07/01/2023	60246	SALSBURY INDUSTRIES INC	LOCKERS FOR WRESTLING	16,289.71
35	2	07/01/2023	59279	HARNES ROOFING INC	NE WALL LEAK	2,000.00
35	3	07/01/2023	58086	SCOTT RICE	FURNITURE FOR EI	12,553.91
35	4	07/01/2023	59171	KENDRICK EXCAVATING LLC	NE CONCRETE DEMO AND REPLACEMENT	13,700.00
35	6	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	MAINTENANCE VIDEO SURVEILLANCE	26,444.00
35	7	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	MAINTENANCE INTRUSION DETECTION	11,559.00
35	8	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	MAINTENANCE ACCESS CONTROL	15,401.00
35	9	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	HS TEMP ATTEND ENTRY ACCESS	2,315.00
35	10	07/01/2023	59031	ALPHA MECHANICAL SERVICES LLC	GAS FURNACE CE	47,602.00
35	12	07/01/2023	60011	MOREHEAD CONSTRUCTION, LLC	CONCRETE MAINT BUILDING	258,221.00
35	13	07/01/2023	695	HEATWAVE SUPPLY	HEATER GIRLS WRESTLING	8,456.24
35	14	07/01/2023	60267	GARAGE INNOVATIONS INC	FLOORING TRAINING ROOM, MS, BIG WHITEY	27,850.00
35	15	07/01/2023	55952	SCHOOL FIX	Bulletin/White boards	9,588.88
35	16	07/10/2023	57038	LIGHTHOUSE ELECTRIC LLC	SOUTH DOOR SCIENCE ACCESS CONTROL	3,563.87
35	17	07/10/2023	53787	BANK OF AMERICA VISA	TV FOR WI ENTRYWAY	1,199.99
35	18	07/10/2023	4777	FRED J. MILLER, INC.	BAND UNIFORMS	162,750.00
35	19	07/12/2023	59608	NABHOLZ CONSTRUCTION SERVICE	MAINTENANCE BUILDING	505,454.00
35	20	07/20/2023	4748	ROBINSON GLASS	Girls wrestling locker room remodel in old whitey	675.00
<b>Non-Payroll Total:</b>						<b>\$1,125,623.60</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$1,125,623.60</b>

**Bixby Public Schools**  
**Encumbrance Register**

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 36

<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
36	1	07/01/2023	1729	UNITED ENGINES, INC.	TRANSMISSION REPAIR	8,645.65
36	2	07/01/2023	385	CUMMINS SOUTHERN PLAINS, LLC	ENGINE REPAIR	31,488.52
36	3	07/31/2023	56227	CDW-G 2	TOUGHBOOKS FOR TRANSPORTATION	2,333.95
36	4	08/02/2023	493	EMPIRE TRUCK REBUILDERS, INC.	ACTIVITY BUS REPAIR - DEER DAMAGE	5,185.00
<b>Non-Payroll Total:</b>						<b>\$47,653.12</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$47,653.12</b>

**Bixby Public Schools**  
**Encumbrance Register**

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 37

<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
					<b>Non-Payroll Total:</b>	<u>\$0.00</u>
					<b>Payroll Total:</b>	<u>\$0.00</u>
					<b>Balance Forward:</b>	<u>\$0.00</u>
					<b>Report Total:</b>	<u><u>\$0.00</u></u>

## Bixby Public Schools

### Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 38

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
38	1	07/01/2023	56625	BILL KNIGHT FORD	2023 FORD f250 CREW CAB 4WD	51,319.00
38	2	07/01/2023	57038	LIGHTHOUSE ELECTRIC LLC	CE-EE STOCK CAMERAS	16,190.12
38	5	07/06/2023	58448	WINDOWS XPRESS	WINDOW CLEANING	21,825.00
38	6	07/06/2023	59649	PCC CLEANING & RESTORATION	WATER LEAK NI	10,000.00
38	7	07/06/2023	53787	BANK OF AMERICA VISA	ADI- RACKMOUNT/TOWER	3,169.92
38	8	07/10/2023	58719	TRAFERA LLC	CHROMEBOOKS ALT ED	10,470.00
38	9	07/10/2023	56227	CDW-G 2	DESKTOP AND MONITORS NEW HIRES	50,000.00
38	10	07/10/2023	59031	ALPHA MECHANICAL SERVICES LLC	GAS ELECTRIC 20T 460V system - baseball/softball	28,624.00
38	11	07/10/2023	59031	ALPHA MECHANICAL SERVICES LLC	Tech Mini split install	5,989.00
38	13	07/11/2023	59542	ENVIRONMENTAL LOOP SERVICE	MS Art Room - Geothermal Pump Replacement	6,790.00
38	14	07/11/2023	60301	AIR SYSTEMS AND PUMP SOLUTIONS INC	REPAIRS AT AG BUILDING	10,735.00
38	15	07/12/2023	54889	OKLAHOMA TULSA PARTS (TRANE)	new compressor for the soccer field	1,175.65
38	16	07/17/2023	59279	HARNESS ROOFING INC	Central Int. Coping Cap Replacement	5,010.00
38	17	07/17/2023	59279	HARNESS ROOFING INC	MS PANEL	650.00
38	18	07/17/2023	59279	HARNESS ROOFING INC	EI ART ROOM LEAK	1,711.00
38	19	07/17/2023	59279	HARNESS ROOFING INC	NI ENTRYWAY LEAKS	2,157.00
38	20	07/17/2023	59279	HARNESS ROOFING INC	WHITEY FORD GYM LEAKS	8,564.00
38	21	07/17/2023	59279	HARNESS ROOFING INC	NE WALL LEAK	2,000.00
38	23	07/20/2023	59031	ALPHA MECHANICAL SERVICES LLC	5 ton furnace and evaporator at HS attendance	4,820.70

<b>Non-Payroll Total:</b>	<b>\$241,200.39</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Balance Forward:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$241,200.39</b>

**Bixby Public Schools**  
**Encumbrance Register**

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 39

<b>Fund</b>	<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
					<b>Non-Payroll Total:</b>	<b>\$0.00</b>
					<b>Payroll Total:</b>	<b>\$0.00</b>
					<b>Balance Forward:</b>	<b>\$0.00</b>
					<b>Report Total:</b>	<b>\$0.00</b>

# Bixby Public Schools

## Encumbrance Register

**Options:** Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Fund Codes: 41

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
						<hr/>
<b>Non-Payroll Total:</b>						<b>\$0.00</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<hr/> <hr/>



OKLAHOMA STATE  
DEPARTMENT OF EDUCATION

Rob Miller  
Superintendent  
721004 Bixby Public Schools  
109 North Armstrong Street  
Bixby, OK 74008-4449

July 28, 2023

Dear Rob Miller:

The 2023-2024 accreditation statuses for your school district and sites have been approved by the State Board of Education. **The district status and site status are listed separately, per State Board of Education rules.** State Board of Education regulations allow accreditation for one year only; therefore, continuing compliance with accreditation standards is imperative at all times.

Please see the attached page(s) for you district and site accreditation statuses for school year 2023-2024

If you have any questions, please contact your Regional Accreditation Officer. Thank you.

Sincerely,

Ryan Pieper  
Executive Director  
Accreditation Division

C: School Board President  
Enclosure

**Ryan Walters**  
**State Superintendent of Public Instruction**  
**Oklahoma State Department of Education**

**Accreditation Status for District 2023 - 2024**

721004 BIXBY

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

110 CENTRAL ES : Grades - PK - 03

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

120 BIXBY NORTH ES : Grades - PK - 03

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

130 NORTH INTERMEDIATE SCHOOL : Grades - 04 - 06

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

140 CENTRAL INTERMEDIATE SCHOOL : Grades - 04 - 06

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

150 EAST ES : Grades - PK - 03

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

160 EAST INTERMEDIATE : Grades - 04 - 06

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

170 WEST ELEMENTARY : Grades - PK - 03

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

180 WEST INTERMEDIATE : Grades - 04 - 06

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

505 BIXBY MS : Grades - 07 - 08

Recommendation: Accreditation with no Deficiencies

**Accreditation Status for Sites 2023 - 2024**

705 BIXBY HS : Grades - 09 - 12

Recommendation: Accreditation with no Deficiencies

AGREEMENT  
Between

Oral Roberts University  
Acting for and on behalf of its  
TEACHER EDUCATION PROGRAM(S)

And

BIXBY PUBLIC SCHOOLS

For

TEACHER EDUCATION PROGRAM

THIS AGREEMENT is made and entered into this day by and between Oral Roberts University (ORU) acting for and on behalf of its Teacher Education Program, and BIXBY Public Schools, Tulsa County, a/k/a Bixby Public Schools (BPS), and shall be effective on the last signature date set forth below, ending June 30, 2024.

WITNESSETH:

**SECTION 1.** BPS agrees to provide the authorization, supervision, and instruction of ORU student teachers/observers participating in ORU's Education Program and to provide observation and participation activity in the Teacher Education Program.

**SECTION 2.** BPS agrees to accept for assignment to cooperating teachers in the public schools an agreed upon number of students enrolled in ORU's Education Program course. BPS further agrees the cooperating teacher will give direct supervision to the student teacher/observer assigned and will work with a faculty member assigned by Dr. Jared Johnston in directing and evaluating the student teacher/observer experience.

ORU further agrees to provide student teacher/observer supervision, instruction, mentoring or assistance, as needed by various staff members to enhance and develop the student teacher's/observer's ability to effectively educate children in an urban educational environment including, but not limited to, identifying and serving children with disabilities, serving children from diverse socio-economical populations, and serving children with foreign language barriers.

**SECTION 3.** All arrangements for the placement or removal of student teacher/observers will be coordinated through Jamie Milligan, Assistant Superintendent, [jmilligan@bixbyps.org](mailto:jmilligan@bixbyps.org). If a student teacher/observer fails to comply with the requirements of this Agreement or to perform to BPS's satisfaction, ORU will be contacted and so informed. If such issues are not resolved to BPS's satisfaction, ORU will, upon written request by BPS, immediately remove that student teacher/observer from the school.

**SECTION 4.** ORU and its student teachers/observers will comply with all applicable federal and state laws and regulations and will comply with all BPS policies, rules and regulations and all ORU procedures while on BPS premises or performing services under this Agreement. ORU and its student teachers/observers will keep confidential and not disclose to any person or entity any records or other documentation, including progress notes which may constitute student records as defined in the Family Educational Rights and Privacy Act unless such disclosure is authorized under the Act or pursuant to court order.

**SECTION 5.** This Agreement shall be governed by, and construed in accordance with, the laws of the State of Oklahoma. Any action arising out of or relating to this Agreement or to its breach shall be brought only in the federal or state courts sitting in Tulsa County, Oklahoma, and both parties submit to the exclusive jurisdiction of such courts. Nothing contained herein shall constitute a waiver by either party of sovereign immunity or of immunity or benefits afforded by the Eleventh Amendment to the constitution of the United States of America.

**SECTION 6.** Each party shall be responsible for its own acts and omissions and the acts and omissions of its student teachers/observers, employees, officers, directors, agents and contractors. A Party shall not be liable for any claims, demands, actions, costs, expenses and liabilities, including reasonable attorneys' fees, which may arise in connection with the other party's acts or omissions, or the acts or omissions of the other party's student teachers/observers, employees, officers, directors, agents or contractors, including negligent or intentional acts or omissions, or failure to perform any of their obligations under this Agreement.

**SECTION 7.** It is not the intention of the parties to form a joint venture or partnership. This Agreement shall not be construed to create an employment or agency relationship between ORU and BPS or any of their respective employees, student teachers/observers or agents. BPS and ORU shall, at all times, act and function pursuant to this Agreement and hold themselves out as independent contractors. ORU agrees and affirms that all ORU employees entering upon BPS property under the provisions of this Agreement are and shall be covered by worker's compensation insurance to the extent required by applicable law and that BPS shall, in no event, be required to provide such coverage for ORU's student teachers/observes and employees.

**SECTION 8.** BPS and ORU agree that student safety is a top priority. In an effort to protect the student's safety, ORU agrees that it will not place any individual on BPS property, whether as a student teacher/observer, officer, agent, employee or contractor, if that person has been convicted of a felony or has been convicted of any crime involving moral turpitude. ORU hereby certifies that none of its student teachers/observers and none of its employees working on BPS property are currently registered or required to be registered under the provisions of the Oklahoma Sex Offenders' Registration Act or the Mary Rippe Violent Offender Registration Act. All Southeastern State employees and student teachers/observers must have in their possession, at all times, a current photo ID which identifies them as a student teacher/observer or employee of ORU and, if required by BPS, a BPS photo ID authorizing access to a specific BPS site. If at any time a student teacher/observer or ORU employee demonstrates actions which are inappropriate or create a disruption within a school, the principal may require that such person leave BPS property and not return without specific permission of the principal and/or the Assistant Superintendent.

**SECTION 9.** Neither BPS, nor its employees, shall receive compensation from ORU for services performed under this Agreement in support of ORU's Teacher Education Program. ORU may, however, with BPS's consent, provide cooperating teachers a tuition waiver to enroll in an ORU course upon completion of their supervision of a student teacher/observer.

**SECTION 10.** All notices to be made under this Agreement shall be made in writing and delivered by personal delivery by commercial delivery service, or by certified United States mail, return receipt requested, to the following addresses:

If to ORU: Oral Roberts University  
ATTN: Kathleen Reid-Martinez, Provost  
7777 S. Lewis Ave., Tulsa, OK 74171

If to BPS: Bixby Public Schools  
Attn: Superintendent  
8506 E 61st St, Tulsa, OK 74133

With a copy to: Bixby Public Schools  
Attn: Jamie Milligan  
Assistant Superintendent

**SECTION 11.** This Agreement sets forth the entire agreement between the parties as to the subject matter hereof, and supersedes all prior agreements, understandings, negotiations and discussions, whether oral or written.

**SECTION 12.** Either party may terminate this Agreement, without cause, upon sixty (60) days written notice. Student teachers/observers enrolled in ORU's Teacher Education Program and assigned to a BPS site at the time such notice is given will be afforded the opportunity to complete their assignment notwithstanding such early termination.

**IN WITNESS WHEREOF,** ORU and BPS have executed this Agreement as of the day and year first written above.

Oral Roberts University  
Acting for and on behalf of it's  
TEACHER EDUCATION PROGRAM

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Bixby Public Schools

By: \_\_\_\_\_  
Name: Rob Miller  
Title: Superintendent

Approved as to Form: \_\_\_\_\_

## EXTERNSHIP/OFF-CAMPUS PRACTICUM AGREEMENT

THIS AGREEMENT, made and entered into by and between **Bixby Public Schools, 109 North Armstrong, Bixby, OK 74008** ("Agency") and **The University of Tulsa, 800 South Tucker Drive, Tulsa, OK 74104-3189**, ("University") a nonprofit corporation of the State of Oklahoma, which owns and operates The University of Tulsa, Oxley College of Health Sciences.

WITNESSETH, THAT:

WHEREAS, Agency desires to provide student(s) in the Department of Communication Sciences and Disorders at The University of Tulsa with practicum settings in the interest of speech-language pathology; and

WHEREAS, the University desires to provide students with medical clinical practicum experiences in speech-language pathology in order that those students may be prepared to give, perform, manage, design and prescribe comprehensive diagnostic services and comprehensive speech-language therapy; and

WHEREAS, Agency and University desire to cooperate in providing practicum settings and experiences in a clinical outpatient settings as set outlined above (the "Program"); and,

NOW THEREFORE, for and in consideration of the mutual promises, agreements and covenants as hereinafter set forth, and other good and valuable consideration, it is hereby agreed by and between the Agency and University as follows:

1. Equal Opportunity. Agency Program, University, and Oxley College of Health Sciences shall employ, advance, accept, admit and otherwise treat in all manner in their employment and educational program, all persons without regard to race, color, national or ethnic origin, sex, age, religion, creed, handicap, disability or status as a veteran.
2. Cooperation of Agency. Agency agrees to cooperate with the University and Oxley College of Health Sciences in providing medical clinical practice settings to University students, through the Program, for practical clinical experience in speech-language pathology diagnostics and therapy.
3. Practicum Settings. Agency further agrees to make available the clinical settings and means for student experiences, including but not limited to all expendable equipment and supplies necessary for patient care.
4. Services, Resources, Facilities. Agency further agrees to make available to students and University faculty or other personnel involved in the Program the following:
  - a. Such space and facilities as are necessary for pre-assignment and post-assignment conferences;
  - b. Such instructional and library or other resource material as is available to or located at the Agency;
  - c. Parking space, cafeteria facilities, and other similar services on the same terms at which those services are regularly provided to Agency employees;

d. Facilities are available for storage of personal belongings, but security for such items is not provided.

5. Number of Program Participants. Agency further agrees that the number of students receiving school practicum experience at or through the Agency shall be determined by mutual agreement of the Agency's School Practicum Supervisor and the Dean of the Oxley College of Health Sciences, or their designated representatives. Primary factors to be considered in establishing said number are the adequacy of physical facilities at the Agency; the availability of agency personnel to supervise, train, and work with students participating in the Program; and adequacy of overall learning experience available.

6. Orientation. Agency further agrees to provide orientation to the Program, including but not limited to the clinical areas and Program curriculum, to members of University faculty or other University personnel whose teaching responsibilities at the University include or may include diagnostics or speech-language therapy. Such orientation may be made available for University faculty assigned to evaluating, counseling and conferring with students regarding the Program.

7. Emergency Medical Care. Agency further agrees to make available emergency medical care to students and University faculty or other personnel who are injured or otherwise become ill while at the Agency or are on an off-premises assignment as part of the Program; provided, that this provision shall not be construed to limit or otherwise prohibit any student, faculty, or University personnel from seeking such emergency medical care at any other facility besides Agency, or to refuse medical care. Emergency medical care provided to students and University faculty will be at the expense of the student or faculty member and shall be charged to them as determined by the Agency.

8. Agency Rules, Regulations, and Policies. Agency further agrees to provide each student, University faculty member, or other personnel with a copy of the current written Rules, Regulations, and/or Policies for Externships/Practicums, or any unwritten interpretations of the Rules, Regulations, and/or Policies for Externships/Practicums, of the Agency.

9. Practicum Site Supervisor. Agency further agrees to appoint a Practicum Site Supervisor ("Site Supervisor") whose duties shall include:

- a. Interviewing qualified University students for the Program;
- b. Observing, supervising, and counseling students participating in the Program; and,
- c. Assisting in evaluating students participating in the Program in accordance with (1) the learning objectives for a school practicum as defined by the University; (2) the instructor's guide for school practicum students prepared or otherwise provided by the University; and (3) the evaluation process as defined by the University.

10. Mutual Indemnification. Each party shall save and protect the other, and indemnify the other from all legal liability resulting in injury, death, or damages, including costs and attorney fees, caused by or arising out of the indemnifying party's negligent or willful misconduct in the supervision of students pursuant to this agreement.

11. Cooperation of University. The University agrees to cooperate with the Agency in determining the number of students receiving school practicum experience at or through the Agency, as provided in Paragraph 5 herein.

12. General Provisions. The University further agrees as follows:

- a. That it will provide Agency, by and through the Site Supervisor, with current written copies of (1) the learning objectives for practicum experiences as defined by the University; (2) student evaluation forms; and, (3) an instructor's guide for school practicum students.
- b. That it will establish lines of communication with the Site Supervisor prior to any school practicum placement of a student, as to the University's expectations, goals, and feedback mechanisms with regard to the Program, the Site Supervisor, and the students participating in the Program;
- c. That the Department of Communication Sciences and Disorders will provide to the Site Supervisor a time schedule and suggested criteria regarding evaluation of students.
- d. That it will prepare each student for his or her initial interview with the Site Supervisor, and, upon the approval of said Site Supervisor of particular students for participation in the Program, notify the Agency of said Site Supervisor of which students will participate in the Program.
- e. That it will observe and counsel students and confer with the Site Supervisor regarding each of said student's performance and progress or other matters.
- f. That it will inform students of all physical examinations required by the Agency and that it further will inform students of their responsibility for the costs of said physical examinations.
- g. That it will inform students regarding appropriate dress for participants in the Program, and further regarding each student's need to abide by the Rules, Regulations, and Policies of the Agency, and to provide his or her own transportation to and from the Agency at student's expense;
- h. That it will inform students and University faculty that they shall respect and conscientiously observe the confidential nature of all information which may come to either of or all of them, individually or collectively, with respect to patients and patients' records and that they will comply with ethical standards and state laws about the practice of speech-language therapy.
- i. That it will assure that all University students participating in the School Practicum Program will have in force a professional liability insurance policy with limits of \$1,000,000 per occurrence and \$3,000,000 aggregate. In this regard, University further agrees to provide Agency with a certificate of insurance for each student participating in the School Practicum Program stating that said student has liability insurance coverage in said amount.
- j. That it accepts the condition that no student or University faculty is to be considered an employee of the Agency under this agreement.

13. Withdrawal or Removal of Student and Notification Thereof. University and Agency agree that either University or Agency may withdraw or remove any student enrolled in the Program if, in the opinion of either party, said student is not making satisfactory progress in the Program or, for any

other reasonable cause, including but not limited to health or recurrent and unexcused tardiness or absence. In any event, University shall have the right to withdraw any student from the Program. In the event that a determination is made by Agency or University that a student should be withdrawn from the Program, the party making said determination shall notify the other party in writing of said determination at least 24 hours prior to the withdrawal or removal of said student, stating specifically the grounds or cause for said withdrawal or removal. Written notice also shall be given to the student by the party making said determination at least 24 hours prior to said withdrawal or removal, stating specifically the grounds or cause for said withdrawal or removal. *Under appropriate circumstances, such withdrawal may be immediate for health or safety reasons but must be followed up by a required written notice within 24 hours.*

14. **Conferences and Review.** Agency and University agree that they, by and through their designated representatives shall confer periodically, for the purpose of evaluating as to whether this Agreement should be continued, provided however, that nothing contained herein shall be construed as granting either party hereto the automatic right to renew or reinstate this Agreement after its termination.

15. **Non-assignability.** The rights and duties accruing to Agency and University under the terms of this Agreement may not be assigned, delegated, or otherwise transferred by Agency or University, unless prior written mutual consent to said assignment is obtained from University and Agency.

16. **HIPAA Compliance**

- a. The University must, and the University shall require the Clinical Instructors, Instructors and Students, to appropriately safeguard the protected health information of patients, in accordance with applicable provisions of the Health Insurance Portability and Accountability Act ("HIPAA") of 1996, as it may be amended from time to time, and applicable law. Instructors and Students may use and disclose protected health information solely for the education and treatment purposes contemplated by this Agreement.
- b. With respect to information obtained or received from the Agency, the University shall: (i) not use or further disclose the information other than as permitted or required by this Agreement or as required by law; (ii) use appropriate safeguards to prevent use or disclosure of the information other than as provided for by this Agreement; (iii) report to the Agency any use or disclosure of the information not provided for by this Agreement of which the University becomes aware; and (iv) require that any agents, including a subcontractor, to whom the University provides protected health information received from, or created or received by the University on behalf of, the Agency agrees to the same restrictions and conditions that apply to the Agency with respect to such information.

17. **Rights in Property.** All supplies, fiscal records, patient charts, patient records, medical records, X-rays, computer-generated reports, pharmaceutical supplies, drugs, drug samples, memoranda, correspondence, instruments, equipment, furnishings, accounts and contracts of the Agency shall remain the sole property of the Agency.

18. Non-Discrimination. Except to the extent permitted by law, the Agency, the University, Instructors and Students shall not discriminate on the basis of race, color, creed, sex, age, religion, national origin, disability or veteran's status in the performance of this Agreement. As applicable to the University, the provisions of Executive order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. Seq.) are incorporated into this Agreement and must be included in any subcontracts awarded involving this Agreement. The University represents that, except as permitted by law, all services are provided without discrimination on the basis of, race, color, creed, sex, age, religion, national origin, disability or veteran's status; that it does not maintain nor provide for its employees any segregated facilities, nor will the University permit its employees to perform their services at any location where segregated facilities are maintained. In addition, the University agrees to comply with Section 504 of the Rehabilitation Act and the Vietnam Era Veteran's Assistance Act of 1974, 38 U.S.C. Section 4212.

19. Term of Agreement. The term of this Agreement shall be from August 1, 2023 until July 31, 2024. This agreement may be modified or terminated by the written mutual consent of Agency and University and may, in any event, be terminated by University or Agency at the end of 10 days after written notice terminating the Agreement is given to Agency or University, as the case may be.

20. Notices to Agency, Practicum Program, University, and Oxley College of Health Sciences. All notices under this Agreement shall be made to the following persons at the following listed addresses:

AGENCY

Bixby Public Schools  
109 N Armstrong  
Bixby, OK 74008

School Practicum Program  
Speech-Language Pathology

UNIVERSITY

University of Tulsa  
800 South Tucker Drive  
Tulsa, Oklahoma 74104-3189

Communication Disorders Program  
Attention: Suzanne Stanton, Ed.D.

21. The University has authorized only certain persons to sign agreements of this nature on its behalf. No agreement is enforceable against the University unless signed by an authorized signatory.

22. This AGREEMENT shall be governed by the laws of the State of Oklahoma and agree that all disputes may be resolved in a court of competent jurisdiction in Tulsa County, Oklahoma.

23. This AGREEMENT constitutes the entire AGREEMENT between the parties and supersedes all prior agreements, arrangements, and understanding relating to the subject matters hereof. Any modification hereto shall be valid only if set forth in writing and signed by all parties hereto.

Executed and agreed to this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_ ("Agency")

By: \_\_\_\_\_

Bixby Public Schools

And

The University of Tulsa ("University")

By: *Ron Walker* 07/11/2023

Ron Walker, EdD  
Dean, Oxley College of Health Sciences



**SpringDental**

## **MEMORANDUM OF UNDERSTANDING**

**2023-2024**

This Agreement is made and entered into this   25th   day of   July  , 2023, between the Bixby Public Schools (the “District”) and SPRING DENTAL. The parties agree to the following relationship:

Spring Dental affiliated dentist firm, will provide the following services on-site at School (“Services”):

1. Visual examination for all Medicaid/CHIP, private insurance, cash-paying, and relative Grant-eligible students (“Preventative Services”).
2. Spring Dental will be on-site twice, per location, to complete preventative visual examinations.
3. Spring Dental strongly believes that the best way to make an impact is to have as many students attend each session as possible. High participation rates are essential to the success of our services. To maximize participation, Spring Dental and School agree to the following:
  - a. The School will commit to the following:
    - i. Send email to parents announcing a partnership with Spring Dental
    - ii. Send collateral piece home to parents announcing a partnership with Spring Dental
    - iii. Promote on school website/yearly calendar
    - iv. Display collateral and or consent forms within each school in high traffic areas: teacher’s lounge, classrooms, or entry doors, etc.
    - v. Send home consent form, with each student, 14 days prior to visual examination & help with collecting and storing the forms for the exam day
  - b. Spring Dental will commit to the following:
    - i. Provide the Schools with flyers/handouts, consent forms, copy for the website, promotional materials & social media announcements
    - ii. Promote relationship on the website
    - iii. Promote relationship on social media channels

4. It is estimated that a total of 15,000 students will benefit from the Services. We are able to complete exams for grades Pre-K – 12<sup>th</sup>.
5. Insurance and Indemnity: Spring Dental agrees to furnish School with a certificate of commercial general liability, employees practice liability, and directors/officers liability insurance coverage each in an amount not less than one million dollars (\$1,000,000.00) for personal injury to or death of any individual, and one million dollars (\$1,000,000.00) in the aggregate for personal injury or death, due to wrongful act(s) committed by Spring Dental. Spring Dental will provide School with at least ten (10) days' notice if such policy is canceled for any reason. Spring Dental agrees to maintain said liability coverage in force during the entire term of this MOU, Spring Dental agrees to, and shall defend, indemnify and hold School, its officers, administrators, board members, employees, agents, assigns, and attorneys harmless from and against any and all liability, loss, or expenses, including reasonable attorneys' fees, or claims for injuries or damages that are caused by or result from the negligent or intentional acts or omissions of Spring Dental, its officers, agents, employees, or contractors. To the extent permitted by law, School agrees to and shall defend, indemnify and hold Spring Dental, its officers, administrators, board members, employees, agents, assigns, and attorneys harmless from and against any and all liability, loss, or expenses, including reasonable attorneys' fees, or claims for injuries or damages that are caused by or result from negligent or intentional acts or omissions of School, its officers, agents, employees, or contractors.
6. Spring Dental shall conduct and provide to School a criminal background check on any person(s) providing direct services to School students.

We are extremely excited to continue our partnership with Bixby Public Schools and look forward to working together to strengthen our kids and community.

\_\_\_\_\_

**Superintendent or Designee**

*Sydney Downey*

**Spring Dental Representative**

**Effective Date:** July 25th, 2023

**2023-2024  
CERTIFIED PERSONNEL  
EMPLOYMENT**

**TEMPORARY CONTRACT**

Roy Hunter	Virtual Science	High School	08/17/2023
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**VOLUNTEER COACHING**

**ADJUNCT COACHING**

**EMPLOYMENT 2023-2024**

Michael Daniel	Teacher	Central Intermediate	08/14/2023
Amy Devore	Teacher	West Elementary	08/14/2023
Rebecca Dukes	Teacher	West Elementary	08/14/2023
Judith Dysart	Teacher	High School	08/14/2023
Micah Haggerty	Teacher	9th Grade Center	08/14/2023
Nicole Landes	Teacher	9th Grade Center	08/14/2023
Claire Lemons	Teacher	West Elementary	08/14/2023
Kristen Morrow	Teacher	West Elementary	08/14/2023
Matthew Sparrow	Teacher	High School	08/14/2023
April Vogler	Teacher	Middle School	08/14/2023
Amy Wilson	Teacher	Central Intermediate	08/14/2023

**RESIGNATION AGREEMENTS**

Carolyn Dickens	Counselor	East Intermediate	05/27/2023
Tammi Ellis	Teacher	High School	05/21/2023
Spenser Gill	Teacher	9th Grade Center	08/03/2023
Heidi Jenkins	Teacher	High School	08/03/2023
Melissa Still	Teacher	West Elementary	07/31/2023
Carri Stone	Teacher	East Intermediate	05/21/2023
Wendy Roberts	Teacher	North Intermediate	05/21/2023

**2023-2024  
SUPPORT PERSONNEL  
EMPLOYMENT**

**VOLUNTEER COACHING**

Alfonso Jesus Garcia	Asst Girls Soccer	High School	07/17/2023
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**TEMPORARY CONTRACT**

Jaime Finley	Cheer Sponsor	Middle School	07/27/2023
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**ADJUNCT EMPLOYMENT**

Kayla Adams	Brass Tech	High School	08/01/2023
Kari Anderson	Asst Volleyball	High School	07/13/2023
Ray Blake	Wrestling Program Coord.	District	07/01/2023
	Head Boys Wrestling	High School	07/01/2023
Cougar Cannon	Woodwind Tech	High School	08/01/2023
Brandon Cogan	Asst JV Baseball	High School	07/13/2023
Kenny Giddens	Asst Wrestling	High School	08/01/2023
Jeanna Holcomb	Head Girls/Boys Tennis	Middle School	08/04/2023
Bailey Jennings	Color Guard Tech	High School	08/01/2023
Jack Johnson	Percussion Tech	High School	08/01/2023
Sarah Kling	Volleyball	Middle School	07/13/2023
Cameron Palmer	Head 9th Grade Football	High School	07/12/2023
Erin Roden	Asst Volleyball	High School	07/11/2023
Dylan Ryan	Brass Tech	High School	08/01/2023
Derek Serowski	Head Volleyball	High School	07/26/2023
Destin Steward	Woodwind Tech	High School	08/01/2023
Evan Sudler	Color Guard Tech	High School	08/01/2023
Robin Taylor	Assistant Girls Soccer	High School	07/31/2023
Monica Thornton	Assistant Soccer	High School	07/13/2023
John Timmons	Head Boys Soccer	High School	07/26/2023
Macey Turley	Asst Varsity Fastpitch	High School	07/19/2023
Joe Vincent	Asst Varsity Tennis	High School	03/01/2024
Cortland Weaver	Asst 9th Grade Football	High School	08/04/2023
Katie Wiley	Asst Volleyball	High School	07/01/2023

**EMPLOYMENT 2023-2024**

Angela Barbosa	Custodian	Maintenance	07/31/2023
Pamela Brickey	Child Nutrition Asst	Child Nutrition	08/14/2023
Cammie Brinkman	Child Nutrition Secretary	Child Nutrition	08/01/2023
Fawna Brown	2hr Aide	Central Inter.	08/15/2023
Laura Buth	Bus Driver	Transportation	08/15/2023
Mason Cooper	Transportation Aide	Transportation	08/15/2023

**Submitted to the Board of Education: July 13th, 2023**

**EMPLOYMENT 2023-2024 Cont'd**

Miles Cooper	Transportation Aide	Transportation	08/15/2023
Mary Deckard	Custodian	Maintenance	08/01/2023
Kimberly Stone	Paraprofessional	High School	08/15/2023
Caitlyn Fowler	Color Guard Director	High School	07/17/2023
Mary Garrison	Paraprofessional	West Elementary	08/15/2023
Jessica Gray	Child Nutrition Asst	Child Nutrition	08/14/2023
Ronna Heginbotham	Child Nutrition Asst	Child Nutrition	08/14/2023
Levi Keim	Paraprofessional	High School	08/15/2023
Shelley McCormick	Paraprofessional	West Elementary	08/15/2023
Denisse Medrano	Paraprofessional	East Elementary	08/15/2023
Brandon Meeks	Parking Lot Attendant	High school	08/15/2023
Mikayla Moomau	Paraprofessional	North Elementary	08/15/2023
Jade Perigo	Paraprofessional	East Elementary	08/15/2023
Cynthia Simon	Bus Driver	Transportation	08/15/2023
Melissa Stuff	Paraprofessional	East Elementary	08/15/2023
Niranjana Sundarmoorthy	Paraprofessional	North Elementary	08/15/2023
Holli Todd	Physical Therapy Asst	District	08/14/2023
Lee Alan Toler	Bus Driver	Transportation	08/15/2023

**RESIGNATION AGREEMENTS**

Elizabeth Hale	Child Nutrition Asst	Child Nutrition	07/17/2023
Haylee Hardison	Interventionist	West Elementary	07/18/2023
Rashonda King	Custodian	Maintenance	07/24/2023
Michael Palmer	Bus Driver	Transportation	07/12/2023
Heather Thomas	Paraprofessional	North Intermediate	07/13/2023
Amanda Williams	Paraprofessional	High School	07/22/2023
Candia Overton	Paraprofessional	West Elementary	05/19/2023
Brittini Allen	Paraprofessional	Central Interm.	05/19/2023
Sade Walker	Paraprofessional	West Elementary	05/19/2023
Elizabeth Sundstrom	Paraprofessional	Middle School	06/04/2023
Nicholas Wilson	Lead Paraprofessional	East Intermediate	05/21/2023
Amanda Ezell	Paraprofessional	West Elementary	07/24/2023
Lindsey Christian	Paraprofessional	High School	07/26/2023
Cassandra Brown	Custodian	Maintenance	08/04/2023
Lindsey Sherman	Paraprofessional	East Elementary	07/31/2023
Kristen Mercer	2hr Aide	North Elementary	07/31/2023
Jasmine Weeks	Paraprofessional	North Elementary	08/01/2023
Jamie Charlesworth	Health Clerk	East Intermediate	05/19/2023
Steffen Gilmore	Paraprofessional	East Intermediate	08/02/2023
Caroline Upthegrove	Paraprofessional	Middle School	08/04/2023

**TERMINATIONS**

Submitted to the Board of Education: July 13th, 2023

# STEPHEN L. SMITH CORP.

Registered Investment Advisor

August 10, 2023

Bixby Board of Education  
Independent School District No. 4  
Tulsa County, Oklahoma

Members:

1. **Scope of Services.** In connection with your proposed issuance of General Obligation Bonds (the "Issue" or the "Bonds") for the purpose of financing improvements and/or additions to the facilities of your School District, we hereby agree to perform the following Financial Advisory services:

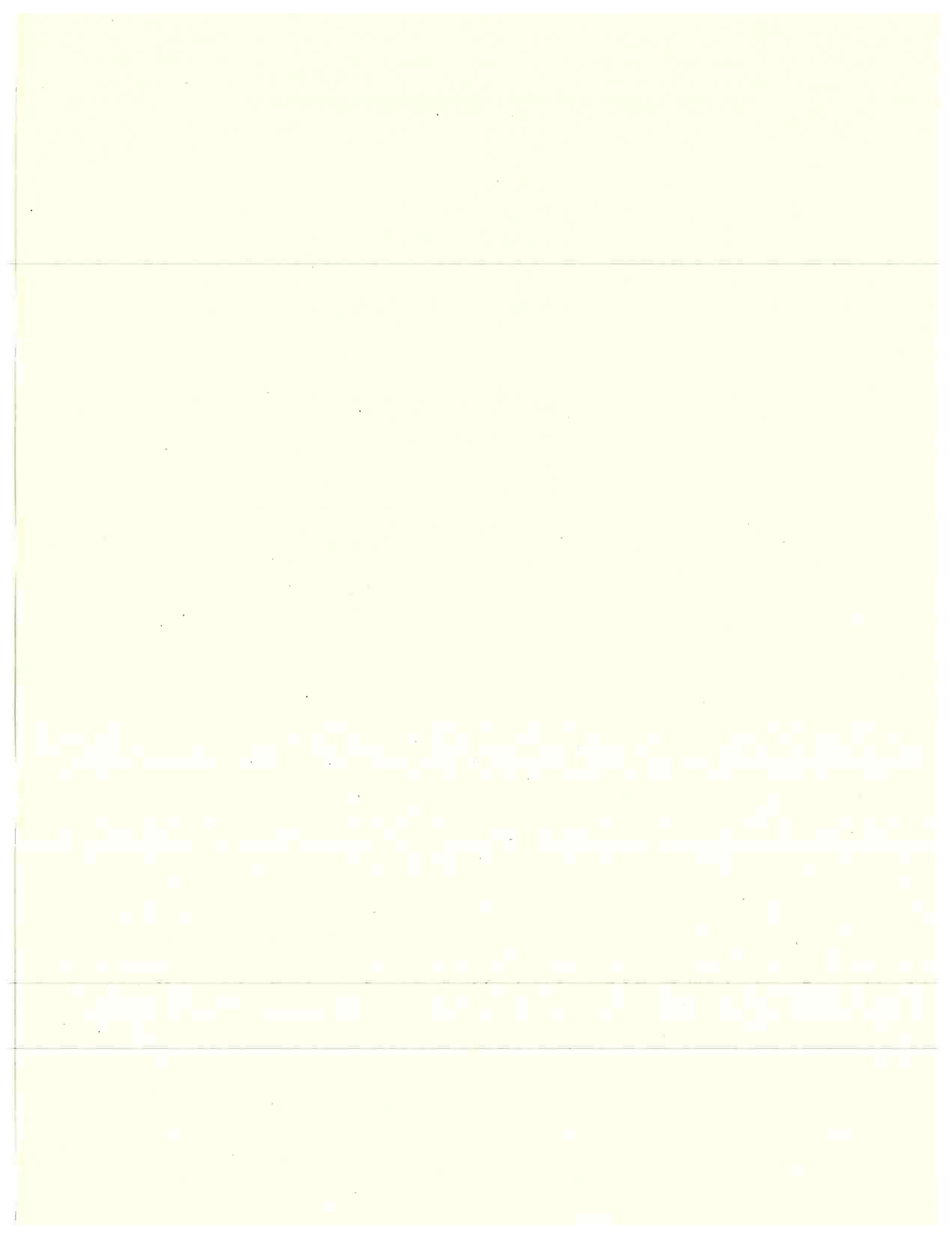
A. We shall prepare a Financial Analysis of the School District which shall include a survey of the financial resources of the School District and contain a determination of the borrowing capacity of the School District. This shall encompass an analysis of the existing debt and tax structure of all levels of government involved and compare this analysis to the projected debt and tax structure of all levels of government involved. On the basis of the information thus developed, we shall devise a financing program to fund the proposed improvements which shall be complete as to the proposed maturities, the estimated interest rate and cost on the proposed bonds, the resulting overall amount of projected annual debt service and tax requirements, and the relationship of these items to existing corresponding projected items of the School District and other related levels of government.

B. In instances where publicly available information material is desired, we shall assist the School District in the preparation and furnishing of informational material in the form of news media articles, brochures, and any other such material desired by the School District for the purpose of outlining the various phases of the program in order that the general public will be well versed on all aspects of the project, including the needs of the School District, the proposed program of improvements, and the cost of providing such improvements. If desired, we shall also attend public meetings to explain the financing program to interested individuals.

C. We shall assist in the creation, gathering, organization and presentation of all services and legal documents (in conjunction with legal counsel), including notices and agendas, resolutions, proclamations, and election board canvasses, necessary for the proper calling and holding of the election and sale of the Issue.

D. Upon approval of the Issue by the voters of the School District, we shall undertake the following tasks:

i. We shall advise the Board of Education of current bond market conditions, forthcoming bond issues, and other general information and economic data that might normally be



expected to influence interest rates or bidding conditions so that the date for the sale of the bonds may be set at a time which, in our opinion, would be favorable to the School District.

ii. We shall advise the Board of Education respecting the Official Notice of Sale that establishes the specifications for bidding; i.e. bond maturity and interest payment arrangement, interest rate limitations, and other pertinent details.

iii. We shall advise the client respecting a Preliminary or Final Official Statement (the "OS") that describes the Issue, including material information as to the security of the Issue, the School District, the community and other pertinent details. You shall provide us with true, accurate and complete information for use in and the preparation of the OS.

iv. We shall advise the client respecting a uniform bid form to prevent deviation by any bidders when such deviation would be costly to the issuing body.

v. If it is advantageous to do so, we shall assemble for presentation to national and state rating agencies, the financial and economic data necessary to attempt to obtain a rating on the bonds.

vi. We shall have a representative of our firm present at the sale of the bonds to aid the Board of Education in the tabulation and comparison of bids. We shall advise the Board of Education as to the bond market conditions at the time of sale and the advisability of accepting or rejecting the bids submitted.

vii. Assuming that a favorable interest rate is received and accepted by the Board of Education, we shall then proceed to take all steps necessary to expedite the preparation of the final Transcript of Proceedings, to receive approval of the Transcript of Proceedings by the Attorney General of the State of Oklahoma, and to achieve delivery of the Bonds to the purchaser.

viii. We shall supervise the printing and delivery of the actual bond certificates to the commercial bank acting as Registrar of the bond issue for the purposes of registration.

ix. We shall supervise and co-ordinate final delivery of the bond certificates to the purchaser and delivery of the bond proceeds to the School District by the most expeditious means available, whether by wire transfer, direct deposit or mail.

2. **Limitations on Scope of Services.** The services provided hereunder are limited solely to those described herein and do not include tax, legal, accounting or engineering services.

3. **Regulatory Duties When Servicing Client.** MSRB Rule G-42 requires that we make a reasonable inquiry as to the facts that are relevant to the client's determination whether to proceed with a course of action or that form the basis for and advice provided to the client. The rule also requires that we undertake a reasonable investigation to determine that we are not basing any recommendation on materially inaccurate or incomplete information. We are also required under the rule to use reasonable diligence to know the essential facts about the client and the authority of each person acting on the client's behalf.



Accordingly, you agree to cooperate, and to cause your agents to cooperate, with us in carrying out these regulatory duties, including providing to us accurate and complete information and reasonable access to relevant documents, other information and personnel needed to fulfill such duties. In addition, you agree that, to the extent you seek to have us provide advice with regard to any recommendation made by a third party, you will provide to us written directions as well as any information you have received from such third party relating to its recommendation.

4. **Term of this Engagement.** The term of this engagement begins on the Effective Date, which shall be the date you sign this Agreement, and ends, unless earlier terminated as provided below, at the close of business on the settlement date for the Issue. This Agreement may be terminated with or without cause by either party upon the giving of at least thirty (30) days' prior notice to the other party of its intention to terminate, specifying in such notice the effective date of such termination. The hold harmless provisions in section 6 continue in force after the termination.

5. **Compensation.**

A. Fees. For the above services, you agree to pay us for an Issue a fee of:

- 1.75% of the first \$100,000 issued; plus
- 1.50% of the second \$100,000 issued; plus
- 1.25% of the third \$100,000 issued; plus
- 1.00% of all over \$300,000 issued;

With a maximum fee of \$35,000.00.

In the event the Bonds are sold in more than one series, the above fee schedule shall apply to each separate series of bonds. [cumulative]

If the School District is located in multiple counties, there is a \$100.00 charge for each additional county.

B. Expenses. In addition to the above mentioned fee, you agree to reimburse us for the following expenses:

i. All expenses associated with the conduct of the bond election not borne directly by the School District.

ii. All expenses associated with the production, distribution and dissemination of informational materials relating to the bond issue.

iii. All expenses associated with the production, printing and distribution of the OS.

iv. All expenses associated with the printing and delivery of actual bond certificates to the purchaser.



C. Certain expenses will be billed directly to you including the expenses of the County Election Board associated with the printing of ballots and the conduct of the election.

D. The above specified fee and reimbursable expenses shall be billed upon approval of the Issue by the Attorney General of the State of Oklahoma, and shall be payable upon delivery of the Bonds to the specified purchaser, and receipt of bond proceeds by the School District. In the event the bond election fails, the School District shall not be obligated to us for our services rendered to that time, but shall be obligated to reimburse us for direct, out of pocket expenses incurred by us on behalf of the School District with respect to the calling, holding and conduct of the bond election. Furthermore, if the election is held and fails, and the Board of Education calls another election within one year from that date, this Agreement shall remain in full force and effect for the fiscal year 2023-2024.

6. **Hold Harmless.** Financial Adviser and any of its associated persons shall not be subject to liability for any act or omission in the course of, or connected with, Financial Adviser's performance of this Agreement in the absence of willful misfeasance, bad faith or gross negligence or reckless disregard by Financial Adviser of its obligations under this Agreement. In the event of a dispute under this Agreement, Financial Adviser shall not be liable for special or consequential damages. No recourse shall be had against the Financial Adviser for loss, damage, liability, cost or expense (whether direct, indirect or consequential) of client arising out of or in defending, prosecuting, negotiating or responding to any inquiry, questionnaire, audit, suit, action, or other proceeding brought or received from the Internal Revenue Service in connection with the Issue or otherwise relating to the tax treatment of any issue, or in connection with any opinion or certificate rendered by counsel or any other party.

7. **Required Disclosures.** MSRB Rule G-42 requires that the Financial Adviser, as a Municipal Advisor under the Federal Securities Laws, provide you with disclosures of material conflicts of interest and of information regarding certain legal events and disciplinary history. Such disclosures are provided in the Disclosure Statement delivered to Client together with this Agreement.

8. **Assignment.** This Agreement shall not be assigned (as the term is defined in the Investment Adviser's Act of 1940) by either party without the consent of the non-assigning party which consent shall not be unreasonably withheld. For purposes of determining Client consent in the event of an assignment, Financial Adviser shall send written notice of the assignment. If Client does not object in writing within thirty (30) days of sending of such notice, Client shall be deemed to have consented to the assignment.

9. **Dispute Resolution.** Any dispute between the parties to this agreement regarding the terms of this agreement, the financing, the performance of a party under this agreement or in any way related to or arising from this agreement or the relationship created by this agreement shall be resolved by arbitration under the rules of the American Arbitration Association ("AAA"). Any dispute concerning the question of whether a dispute is subject to arbitration shall be resolved by arbitration. The arbitration shall be conducted by a single arbitrator selected from the AAA panel of arbitrators and shall be held in Tulsa County, Oklahoma. The decision by the arbitrator may be



confirmed by any court in Oklahoma with jurisdiction over the parties. The parties shall bear their own expenses and fees in connection with any arbitration.

10. **Form ADV.** The School District hereby acknowledges receipt of the Financial Advisor's Form ADV, Part 2A & 2B as required under State and Federal laws.

11. **Applicable Law; Severability.** This Agreement shall be construed and given effect in accordance with the laws of OKLAHOMA. If any provision in this Agreement is invalid or unenforceable by appropriate authority under the laws of any jurisdiction applicable to this Agreement, this Agreement shall continue in full force and effect as if such provision were omitted, unless such omission would substantially impair the rights or benefits of either party, and, to that extent, the provision of this Agreement shall be deemed to be severable.

12. **Entire Agreement.** This instrument, including all appendices hereto, contains the entire agreement between the parties relating to the right herein granted and obligations is herein assumed. This Agreement may not be amended, supplemented or modified except by the by means of a written instrument executed by both parties.

13. **No Third Party Beneficiaries.** This agreement is made solely for benefit of the parties and their respective successors and permitted assigns. Nothing in this Agreement, express or implied, is intended to confer on any person, other than the parties and their respective successors and permitted assigned, any rights, remedies, obligations, or liabilities under or by reason of this Agreement.

14. **Authority.** Each of the parties represent and warrant that they have the respective power and authority to enter into this Agreement on behalf of the parties hereto by action of the Board of Education on the \_\_\_\_ day of Bixby, 2023.

15. **Counterparts.** This Agreement may be executed in multiple counterparts each of which will constitute a complete agreement.

Respectfully submitted,

STEPHEN L. SMITH CORPORATION

By:   
Andrew B. Davis



ACCEPTED AND AGREED 10<sup>th</sup> day of August, 2023.

\_\_\_\_\_  
President, Board of Education ✓

(SEAL) ✓

\_\_\_\_\_  
Clerk, Board of Education ✓



**DISCLOSURE STATEMENT  
OF  
MUNICIPAL ADVISOR**

This Disclosure Statement is provided by **Stephen L. Smith Corporation** (referred to herein as "Municipal Advisor" and, at times, "Financial Advisor") to **Bixby Public Schools** (the "Client") in connection with the Engagement Letter dated: August 10, 2023 (the "Agreement") and is dated as of the same date as the Agreement. This Disclosure Statement provides information regarding conflicts of interest and legal or disciplinary events of Municipal Advisor required to be disclosed to Client pursuant to MSRB Rule G-42(b) and (c)(ii).

**PART A – Disclosures of Conflicts of Interest**

MSRB Rule G-42 requires that Municipal Advisors provide to their clients disclosures relating to any actual or potential material conflicts of interest, including certain categories of potential conflicts of interest identified in Rule G-42, if applicable. If no such material conflicts of interest are known to exist based on the exercise of reasonable diligence by the Municipal Advisor, Municipal Advisors are required to provide a written statement to that effect.

**General Mitigations** – As general mitigations of Municipal Advisor's conflicts, with respect to compensation-based conflict disclosed below, Municipal Advisor mitigates such conflict through its adherence to its fiduciary duty to Client, which includes a duty of loyalty to Client in performing all municipal advisory activities for Client. This duty of loyalty obligates Municipal Advisor to deal honestly and with the utmost good faith with Client and to act in Client's best interests without regard to Municipal Advisor's financial or other interests. Municipal Advisor's municipal advisory supervisory structure, supervisory processes and practices, provides strong safeguards against individual representatives of Municipal Advisor potentially departing from their regulatory duties due to personal interests. The disclosures below describe, as applicable, any additional mitigations that may be relevant with respect to any specific conflict disclosed below.

***Material Conflicts of Interest: Compensation-Based Conflict***

The fees due under this Agreement will be based on the size of the Issue and the payment of such fees shall be contingent upon the delivery of the Issue. While this form of compensation is customary in the municipal securities market, this may present a conflict because it could create an incentive for Municipal Advisor to recommend unnecessary financings or financings that are disadvantageous to Client, or to advise Client to increase the size of the issue. This conflict of interest is mitigated by the general mitigations described above.

**PART B – Disclosures of Information Regarding Legal Events and Disciplinary History**

MSRB Rule G-42 requires that Municipal Advisors provide to their clients certain disclosures of legal or disciplinary events material to its client's evaluation of the Municipal Advisor or the integrity of the Municipal advisor's management or advisory personnel.

Accordingly, Municipal Advisor sets out below required disclosures and related information in connection with such disclosures.

**Material Legal or Disciplinary Event.** There are no legal or disciplinary events that are material to Client's evaluation of Municipal Advisor or the integrity of Municipal Advisor's management or advisory personnel disclosed, or that should be disclosed, on any Form MA or Form MA-I filed with the SEC.

**PART C – Future Supplemental Disclosures**

As required by MSRB Rule G-42, this Disclosure Statement may be supplemented or amended, from time to time as needed, to reflect changed circumstances resulting in new conflicts of interest or changes in the conflicts of interest described above, or to provide updated information with regard to any legal or disciplinary events of Municipal Advisor. Municipal Advisor will provide Client with any such supplement or amendment as it becomes available throughout the term of the Agreement.

**Dated: June 5, 2018**

# Stephen L. Smith Corp.

## Firm Brochure - Form ADV Part 2A

*This brochure provides information about the qualifications and business practices of Stephen L. Smith Corp.. If you have any questions about the contents of this brochure, please contact us at (918) 296-9980 or by email at: [jordan@stephenlsmith.com](mailto:jordan@stephenlsmith.com). The information in this brochure has not been approved or verified by the United States Securities and Exchange Commission or by any state securities authority.*

*Additional information about Stephen L. Smith Corp. is also available on the SEC's website at [www.adviserinfo.sec.gov](http://www.adviserinfo.sec.gov). Stephen L. Smith Corp.'s CRD number is: 116459*

531 East "A" Street, Suite 301  
Jenks, Oklahoma, 74037  
(918) 296-9980  
[jordan@stephenlsmith.com](mailto:jordan@stephenlsmith.com)

*Registration does not imply a certain level of skill or training.*

Version Date: 03/17/2023

## **Item 2: Material Changes**

There are no material changes in this brochure from the last annual updating amendment of Stephen L. Smith Corp. on 03/15/2022. Material changes relate to Stephen L. Smith Corp. policies, practices or conflicts of interests only.

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## Item 4: Advisory Business

### A. Description of the Advisory Firm

Stephen L. Smith Corp. is a Corporation organized in the state of Oklahoma. The firm was formed in June of 1989. As of August, 2010, the principal owners are Jordan G. Smith and Andrew B. Davis.

### B. Types of Advisory Services

Stephen L. Smith Corp. (hereinafter "SLSC") offers the following services to advisory clients:

#### *Financial Consulting Services*

SLSC provides financial consulting services based on a percentage of debt issued. The financial consulting services include designing and structuring the repayment schedules for public debt obligations, managing paperwork, timing and funding. SLSC provides services to the following types of clients; to political subdivisions of the state of Oklahoma; to public trusts whose beneficiaries are political subdivisions of the state of Oklahoma; and to public trusts whose beneficiaries are political subdivisions of the state of Oklahoma with respect to the issuance of debt instruments by such entities.

SLSC provides the following services to assist their clients in achieving cost effective methods of financing that fit with the client's overall goals and resources:

- Financial review and analysis of existing resources, obligations and limitations including the proposed financing
- Assist the Issuer in communicating the various details and information relating to the proposed financing, to the Issuer's respective board, patrons and staff.
- Assist in the creation, gathering and presentation of all documentation and financial information relating to the proposed financing.
- Assist the Issuer in finding prospective funding sources including the dissemination of all appropriate paperwork, Official Statements and bid forms.
- Advise the Issuer of either accepting or rejecting any funding proposals received including information relating to current market conditions, estimated projections.

#### *Services Limited to Specific Types of Investments*

SLSC limits its consulting services to government securities and public trust.

### C. Client Tailored Services and Client Imposed Restrictions

SLSC offers the same suite of services to all of its clients. Clients may impose restrictions in investing in certain securities or types of securities in accordance with their values or beliefs. However, if the restrictions prevent SLSC from properly servicing the client account, or if the restrictions would require SLSC to deviate from its standard suite of services, SLSC reserves the right to end the relationship.

### D. Wrap Fee Programs

A wrap fee program is an investment program where the investor pays one stated fee that includes management fees, transaction costs, fund expenses, and any other administrative fees. SLSC does not participate in any wrap fee programs.

### E. Amounts Under Management

SLSC does not manage assets under management as of December 2022.

## Item 5: Fees and Compensation

### A. Fee Schedule

#### *Financial Consulting Services Fees*

Total Debt Issues	Annual Fee
First \$100,000	1.75%
Second \$100,000	1.50%
Third \$100,000	1.25%
Above \$300,000	1.00%
Minimum fee of \$7,500	

These fees are negotiable depending upon the needs and complexity of the situation. Fees are collected arrears for the services. Because fees are charged in arrears, no refund policy is necessary. Clients may terminate their accounts without penalty within 5 business days of signing the contract with SLSC.

## **B. Payment of Fees**

### *Payment of Financial Consulting Fees*

Consulting fees are paid only upon the clients' receipt of funding. Fees are paid via check, wire transfer or ACH in arrears. Because fees are charged in arrears, no refund is necessary.

## **C. Clients Are Responsible For Third Party Fees**

Clients are responsible for the payment of all third party fees (i.e. registrar and paying agent fees, election cost, printing and dissemination of the Prospectus, legal opinions of the Attorney General and/or Bond Counsel, etc.). Those fees are separate and distinct from the fees and expenses charged by SLSC.

## **D. Prepayment of Fees**

SLSC collects its fees in arrears only upon the clients' receipt of funding. It does not collect fees in advance.

## **E. Outside Compensation For the Sale of Securities to Clients**

Neither SLSC nor its supervised persons accept any outside compensation for the sale of securities or other investment products.

## **Item 6: Performance-Based Fees and Side-By-Side Management**

SLSC does not accept performance-based fees or other fees based on a share of capital gains on or capital appreciation of the assets of a client.

## **Item 7: Types of Clients**

SLSC provides consulting services to the following types of clients:

- ❖ State or Municipal Government Entities and Public Trust

### *Minimum Account Size*

There is no account minimum.

## **Item 8: Methods of Analysis, Investment Strategies, and Risk of Investment Loss**

### **A. Methods of Analysis and Investment Strategies**

#### *Methods of Analysis*

SLSC and/or its supervised person do not provide investment advice or direction regarding client investments. Our methods of analysis include using state and local public records including records from Treasurers, Assessors, Issuer's audits and budgets. SLSC will use information relating to other municipal projects as well.

#### *Investment Strategies*

SLSC uses long term and short term strategies to accomplish client projects.

### **B. Material Risks Involved**

#### *Methods of Analysis*

SLSC and/or its supervised person do not provide investment advice or direction regarding client investments. Therefore SLSC does not have any information to provide regarding this item.

#### *Investment Strategies*

SLSC and/or its supervised person do not provide investment advice or direction regarding client investments. Therefore SLSC does not have any information to provide regarding this item.

### **C. Risks of Specific Securities Utilized**

SLSC and/or its supervised person do not provide investment advice or direction regarding client investments. Therefore SLSC does not have any information to provide regarding this item.

## **Item 9: Disciplinary Information**

### **A. Criminal or Civil Actions**

There are no criminal or civil actions to report.

### **B. Administrative Proceedings**

There are no administrative proceedings to report.

### **C. Self-regulatory Organization (SRO) Proceedings**

There are no self-regulatory organization proceedings to report.

## **Item 10: Other Financial Industry Activities and Affiliations**

### **A. Registration as a Broker/Dealer or Broker/Dealer Representative**

Neither SLSC nor its representatives are registered as or have pending applications to become a broker/dealer or as representatives of a broker/dealer.

### **B. Registration as a Futures Commission Merchant, Commodity Pool Operator, or a Commodity Trading Advisor**

Neither SLSC nor its representatives are registered as or have pending applications to become a Futures Commission Merchant, Commodity Pool Operator, or a Commodity Trading Advisor.

### **C. Registration Relationships Material to this Advisory Business and Possible Conflicts of Interests**

SLSC is a registered municipal advisor. Standard Capital Finance, LLC ("SCF") is under common ownership with SLSC. SCF provides lease processing services and management of commercial rental properties owned by SCF. Work relating to SCF accounts for less than 5% of time spent during business hours. Under no circumstances are clients charged a fee by both SLSC and SCF for the same transaction.

### **D. Selection of Other Advisers or Managers and How This Adviser is Compensated for Those Selections**

SLSC does not utilize nor select other advisers or third party managers. All client accounts are managed by SLSC management.

## **Item 11: Code of Ethics, Participation or Interest in Client Transactions and Personal Trading**

### **A. Code of Ethics**

SLSC has a written Code of Ethics that covers the following areas: Prohibited Purchases and Sales, Insider Trading, Personal Securities Transactions, Exempted Transactions, Prohibited Activities, Conflicts of Interest, Gifts and Entertainment, Confidentiality, Service on a Board of Directors, Compliance Procedures, Compliance with Laws and Regulations, Procedures and Reporting, Certification of Compliance, Reporting Violations, Compliance Officer Duties, Training and Education, Recordkeeping, Annual Review, and Sanctions. Our Code of Ethics is available free upon request to any client or prospective client.

### **B. Recommendations Involving Material Financial Interests**

SLSC does not recommend that clients buy or sell any security in which a related person to SLSC or SLSC has a material financial interest.

### **C. Investing Personal Money in the Same Securities as Clients**

Neither SLSC nor its representatives are allowed to purchase securities issued by its clients

### **D. Trading Securities At/Around the Same Time as Clients' Securities**

Neither SLSC nor its representatives are allowed to trade securities issued by its clients.

## **Item 12: Brokerage Practices**

### **A. Factors Used to Select Custodians and/or Broker/Dealers**

SLSC does not provide investment supervisory services to clients and consequently does not recommend custodian or broker/dealers to clients.

#### **1. *Research and Other Soft-Dollar Benefits***

SLSC receives no research, product, or services in connection with client securities transactions ("soft dollar benefits").

## **2. *Brokerage for Client Referrals***

SLSC receives no referrals from a broker-dealer or third party in exchange for using that broker-dealer or third party.

## **3. *Clients Directing Which Broker/Dealer/Custodian to Use***

SLSC allows clients to direct brokerage. SLSC may be unable to achieve most favorable execution of client transactions if clients choose to direct brokerage.

### **B. Aggregating (Block) Trading for Multiple Client Accounts**

SLSC has no information regarding Aggregate (Block) Trading. SLSC does not conduct trades or provide advice or direction regarding client investments

## **Item 13: Reviews of Accounts**

### **A. Frequency and Nature of Periodic Reviews and Who Makes Those Reviews**

Client accounts are reviewed at least annually by Jordan G. Smith and/or Andrew B. Davis. All accounts at SLSC are assigned to these reviewers.

### **B. Factors That Will Trigger a Non-Periodic Review of Client Accounts**

Reviews may be triggered by material market, economic or political events, or by changes in client's financial situations (such as retirement, termination of employment, physical move, or inheritance).

### **C. Content and Frequency of Regular Reports Provided to Clients**

Each client will receive at least annually from the Registrar/Paying Agent, a written report that details the client's account including assets held and asset value which will come from the Registrar/Paying Agent.

## **Item 14: Client Referrals and Other Compensation**

### **A. Economic Benefits Provided by Third Parties for Advice Rendered to Clients (Includes Sales Awards or Other Prizes)**

SLSC does not receive any economic benefit, directly or indirectly from any third party for advice rendered to SLSC clients.

### **B. Compensation to Non - Advisory Personnel for Client Referrals**

SLSC does not directly or indirectly compensate any person who is not advisory personnel for client referrals.

## **Item 15: Custody**

SLSC does not take custody of client accounts at any time. Therefore SLSC does not have any information to provide regarding this item.

## **Item 16: Investment Discretion**

SLSC does not have discretion over client accounts at any time.

## **Item 17: Voting Client Securities (Proxy Voting)**

SLSC will not ask for, nor accept voting authority for client securities.

## **Item 18: Financial Information**

### **A. Balance Sheet**

SLSC does not require nor solicit prepayment of more than \$500 in fees per client, six months or more in advance and therefore does not need to include a balance sheet with this brochure.

**B. Financial Conditions Reasonably Likely to Impair Ability to Meet Contractual Commitments to Clients**

Neither SLSC nor its management have any financial conditions that are likely to reasonably impair our ability to meet contractual commitments to clients.

**C. Bankruptcy Petitions in Previous Ten Years**

SLSC has not been the subject of a bankruptcy petition in the last ten years.

**Item 19: Requirements For State Registered Advisers**

**A. Principal Executive Officers and Management Persons; Their Formal Education and Business Background**

SLSC currently has only two management persons/executive officers; Jordan G. Smith and Andrew B. Davis. Their education and business background can be found on the Supplemental ADV Part 2B forms.

**B. Other Businesses in Which This Advisory Firm or its Personnel are Engaged and Time Spent on Those (If Any)**

Jordan G. Smith and Andrew B. Davis's other business activities can be found on the Supplemental ADV Part 2B form.

**C. How Performance-based Fees are Calculated and Degree of Risk to Clients**

SLSC does not accept performance-based fees or other fees based on a share of capital gains or capital appreciation of the assets of a client.

**D. Material Disciplinary Disclosures for Management Persons of this Firm**

No management person at SLSC or SLSC has been involved in an arbitration claim or been found liable in a civil, self-regulatory organization, or administrative proceeding that is material to the client's evaluation of the firm or its management.

**E. Material Relationships That Management Persons Have With Issuers of Securities (If Any)**

SLSC and/or its supervised persons represent the Issuer of Securities. SLSC and/or its supervised persons do not provide investment advice or direction regarding client investments.

*This brochure supplement provides information about Andrew Brian Davis that supplements the Stephen L. Smith Corp. brochure. You should have received a copy of that brochure. Please contact Andrew Brian Davis, Managing Member if you did not receive Stephen L. Smith Corp.'s brochure or if you have any questions about the contents of this supplement.*

*Additional information about Andrew Brian Davis is also available on the SEC's website at [www.adviserinfo.sec.gov](http://www.adviserinfo.sec.gov).*

**Stephen L. Smith Corp.**  
Form ADV Part 2B – Individual Disclosure Brochure

*for*

**Andrew Brian Davis**  
Personal CRD Number: 4634378  
Investment Adviser Representative

Stephen L. Smith Corp.  
531 East "A" Street, Suite 301  
Jenks, Oklahoma, 74037  
(918) 296-9980  
[andy@stephenlsmith.com](mailto:andy@stephenlsmith.com)

UPDATED: 02/27/2019

## **Item 2: Educational Background and Business Experience**

**Name:** Andrew Brian Davis      **Born:** 1980

### **Education Background and Professional Designations:**

#### **Education:**

BS Mathematics, Oklahoma Wesleyan University - 2002

#### **Business Background:**

2010 - Present	Managing Member Stephen L. Smith Corp.
2008 - 2010	Vice President Stephen L. Smith Corp.
2002 - 2008	Assistant Vice President Stephen L. Smith Corp.

## **Item 3: Disciplinary Information**

There are no legal or disciplinary events that are material to a client's or prospective client's evaluation of this advisory business.

## **Item 4: Other Business Activities**

Andrew Brian Davis is a managing member of Standard Capital Finance, LLC ("SCF"). SCF provides lease processing services and management of commercial rental properties owned by SCF.

### Item 5: Additional Compensation

Other than salary, annual bonuses, or regular bonuses, Andrew Brian Davis does not receive any economic benefit from any person, company, or organization, in exchange for providing clients advisory services through Stephen L. Smith Corp.

### Item 6: Supervision

As Managing Member of Stephen L. Smith Corp., Andrew Brian Davis works closely with Jordan G. Smith, who supervises all duties and activities of the firm. Jordan Smith's phone number is (918) 296-9980.

### Item 7: Requirements For State Registered Advisers

*This disclosure is required by Oklahoma securities authorities and is provided for your use in evaluating this investment advisor representative's suitability.*

- A. Andrew Brian Davis has NOT been involved in any of the events listed below.
1. An award or otherwise being found liable in an arbitration claim alleging damages in excess of \$2,500, involving any of the following:
    - a) an investment or an investment-related business or activity;
    - b) fraud, false statement(s), or omissions;
    - c) theft, embezzlement, or other wrongful taking of property;
    - d) bribery, forgery, counterfeiting, or extortion; or
    - e) dishonest, unfair, or unethical practices.
  2. An award or otherwise being found liable in a civil, self-regulatory organization, or administrative proceeding involving any of the following:
    - a) an investment or an investment-related business or activity;
    - b) fraud, false statement(s), or omissions;
    - c) theft, embezzlement, or other wrongful taking of property;
    - d) bribery, forgery, counterfeiting, or extortion; or
    - e) dishonest, unfair, or unethical practices.
- B. Andrew Brian Davis has NOT been the subject of a bankruptcy petition in the past ten years.

*This brochure supplement provides information about Jordan G. Smith that supplements the Stephen L. Smith Corp. brochure. You should have received a copy of that brochure. Please contact Jordan G. Smith, Managing Member/CCO if you did not receive Stephen L. Smith Corp.'s brochure or if you have any questions about the contents of this supplement.*

*Additional information about Jordan G. Smith is also available on the SEC's website at [www.adviserinfo.sec.gov](http://www.adviserinfo.sec.gov).*

## **Stephen L. Smith Corp.**

**Form ADV Part 2B – Individual Disclosure Brochure**

*for*

### **Jordan G. Smith**

Personal CRD Number: 4634226

Investment Adviser Representative

Stephen L. Smith Corp.  
531 East "A" Street, Suite 301  
Jenks, Oklahoma, 74037  
(918) 296-9980  
[jordan@stephenlsmith.com](mailto:jordan@stephenlsmith.com)

UPDATED: 3/22/2014

**Item 2: Educational Background and Business Experience**

**Name:** Jordan G. Smith      **Born:** 1979

**Education Background and Professional Designations:**

**Education:**

BA Business Administration, Harding University - 2002

**Business Background:**

2010 - Present	Managing Member & CCO Stephen L. Smith Corp.
2008 - 2010	Vice President & CCO Stephen L. Smith Corp.
2003 - 2008	Assistant Vice President Stephen L. Smith Corp.

**Item 3: Disciplinary Information**

There are no legal or disciplinary events that are material to a client's or prospective client's evaluation of this advisory business.

**Item 4: Other Business Activities**

Jordan G. Smith is a managing member of Standard Capital Finance, LLC ("SCF"). SCF provides lease processing services and management of commercial rental properties owned by SCF.

## Item 5: Additional Compensation

Other than salary, annual bonuses, or regular bonuses, Jordan G. Smith does not receive any economic benefit from any person, company, or organization, in exchange for providing clients advisory services through Stephen L. Smith Corp.

## Item 6: Supervision

As the Managing Member and CCO of Stephen L. Smith Corp., Jordan G. Smith supervises all duties and activities of the firm. Jordan G. Smith's phone number is (918) 296-9980.

## Item 7: Requirements For State Registered Advisers

*This disclosure is required by Oklahoma securities authorities and is provided for your use in evaluating this investment advisor representative's suitability.*

- A. Jordan G. Smith has **NOT** been involved in any of the events listed below.
1. An award or otherwise being found liable in an arbitration claim alleging damages in excess of \$2,500, involving any of the following:
    - a) an investment or an investment-related business or activity;
    - b) fraud, false statement(s), or omissions;
    - c) theft, embezzlement, or other wrongful taking of property;
    - d) bribery, forgery, counterfeiting, or extortion; or
    - e) dishonest, unfair, or unethical practices.
  2. An award or otherwise being found liable in a civil, self-regulatory organization, or administrative proceeding involving any of the following:
    - a) an investment or an investment-related business or activity;
    - b) fraud, false statement(s), or omissions;
    - c) theft, embezzlement, or other wrongful taking of property;
    - d) bribery, forgery, counterfeiting, or extortion; or
    - e) dishonest, unfair, or unethical practices.
- B. Jordan G. Smith has **NOT** been the subject of a bankruptcy petition in the past ten years.

**NOMENCLATURE FOR ACTIVITY ACCOUNTS**  
**Bixby Public Schools**



SITE: Athletics

ACTIVITY ACCOUNT NAME: Athletic Training

ACTIVITY ACCOUNT NUMBER: 819-809-705

**SOURCES OF REVENUE (RECIEPTS):**

Board approved fundraisers: fees, write a check campaign, apparel sales, donations, grants, sponsorships, food sales, spirit nights / restaurant nights, clinics, brochure sales, bracelets, spirit merchandise, and crowdfunding.

**DESCRIPTION OF EXPENDITURES:**

Fundraising expenses, medical supplies expenses, equipment, manuals, travel, continuing education, professional organizations, printing, certificates, student training expenses, donations to families / charities / school organizations, apparel / gear, liability insurance, service projects, office supplies, meals, banquet, senior gifts, hands on medical equipment for teaching, and other program needs and necessities.

Approved:

Activities Director



## **Bixby High School**

**601 S. Riverview Drive**

**Bixby, OK 74008**

**Tel (918)366-2222**

**August 8, 2023**

**Bixby School Board,**

**Please accept the following additions to fundraising requests for the 2023-2024 school year:**

Athletic Training (819-809-705) – Pampered Chef brochure / online sales

**These are all necessary to assist this groups with future expenses.**

**Thank you,  
DeWayne Patterson  
Director of Student Activities**

**North Elementary Media Center**

**Birds (Removed: 1)**

**A Pet for Me (Removed: 1)**

**Ah, Music! - Reserved for 1st Grade Only! 25 copies (Removed: 1)**

**Scholastic atlas of oceans. (Removed: 1)**

**AlphaKids Guided Readers (Removed: 1)**

**Animal Skeletons (Removed: 1)**

**Art (Removed: 1)**

**Beaks and Feet (Removed: 1)**

**Birthday Cakes (Removed: 1)**

**Butterfly (Removed: 1)**

**The case of the kidnapped candy (Removed: 1)**

**Charlotte's Web (Removed: 1)**

**Deep Snow (Removed: 1) Author: Robert Munsch ISBN: 978-0-545-44191-9**

**Dogs (Removed: 1) Author: Saltis, Nicki ISBN: 0-7608-1892-4**

**Floating and Sinking (Removed: 1) Author: O'Neil, Sarah ISBN: 0-7608-3639-6**

**Fruit salad (Removed: 1)**

**Glasses (Removed: 1)**

**Going Shopping (Removed: 1)**

**Grandpa's House (Removed: 1)**

**Great day (Removed: 1)**

**Green (Removed: 1)**

**Growing Tomatoes (Removed: 1)**

**I can't find my roller skates (Removed: 1) Author: Prince, Sarah. ISBN: 978-0-7608-1915-9**

**Ice Cream (Removed: 1) Author: Lee, Frances ISBN: 0-7608-1895-9**

**I'm Brave (Removed: 1) Author: Prince, Sarah ISBN: 0-7608-1898-3**

**Little Monkey (Removed: 1) Author: Feely, Jenny ISBN: 0-7608-3640-X**

**Living and Nonliving (Removed: 1) Author: Feely, Jenny ISBN: 0-7608-1899-1**

**Looking for Fang (Removed: 1) Author: Feely, Jenny ISBN: 0-7608-1917-3**

**Lowji discovers America (Removed: 1) Author: Fleming, Candace. ISBN: 978-1-41695832-1 (pbk.)**

**The Mailbox (Removed: 1) Author: Saltis, Nicki ISBN: 0-7608-1906-8**

**Making butter (Removed: 1) Author: Feely, Jenny.**

**Making concrete (Removed: 1) Author: O'Neil, Sarah.**

**Making lunch (Removed: 1) Author: Feely, Jenny.**

**Message on a Rocket (Removed: 1) Author: Strauss, Elizabeth**

**Monsters (Removed: 1) Author: Prince, Sarah**

**Month-by-month trait-based writing instruction : ready-to-use lessons and (Removed: 1)**

**Mr. Wolf leaves town (Removed: 1) Author: Prince, Sarah.**

**Mr. Wolf tries again (Removed: 1)**

**My baby sister (Removed: 1)**

**The Party (Removed: 1)**

**Plants (Removed: 1)**

**Playing (Removed: 1)**

**Rain (Removed: 1)**

**Rainforest Plants (Removed: 1)**

**Roads and Bridges (Removed: 1)**

**Sandwiches (Removed: 1) Author: Saltis, Nicki ISBN: 0-7608-1901-7**

**Sarah and Will (Removed: 1)** Author: Feely, Jenny ISBN: 0-7608-3634-5  
**Scare and Dare (Removed: 1)** Author: Feely, Jenny ISBN: 0-7608-3630-2  
**Sebastian (Removed: 1)** Author: Prince, Sarah. ISBN: 978-0-7608-3631-6 (pbk.)  
**Sebastian Gets the Hiccups (Removed: 1)** Author: Feely, Jenny ISBN: 0-7608-4178-0  
**Shadow Puppets (Removed: 1)** Author: Feely, Jenny ISBN: 0-7608-3615-9  
**Show and Tell (Removed: 1)** Author: Lang, Greg ISBN: 0-7608-3623-X  
**Sleeping animals (Removed: 1)**  
**Snake's Dinner (Removed: 1)**  
**Socks off! (Removed: 1)**  
**Sooty (Removed: 1)**  
**Springs (Removed: 1)**  
**Stone Fox (Removed: 1)**  
**Strega Nona (Removed: 1)**  
**The stubborn goat (Removed: 1)**  
**Superfudge (Removed: 1)**  
**Tadpoles (Removed: 1)**  
**Taking pictures (Removed: 1)**  
**Tarantula (Removed: 1)**  
**Teach us, Amelia Bedelia (Removed: 1)**  
**The Fox and the Crow (Removed: 1)**  
**The Giant Gingerbread Man (Removed: 1)**  
**The Gingerbread Man (Removed: 1)**  
**The Lost Mother (Removed: 1)**  
**The Tree (Removed: 1)**  
**Thomas Had a Temper (Removed: 1)**  
**The three little pigs (Removed: 1)**  
**Tickling (Removed: 1)**  
**Too busy (Removed: 1)**  
**Too many animals (Removed: 1)**  
**Twins (Removed: 1)** Author: Prince, Sarah ISBN: 0-7608-1910-6  
**Video Game (Removed: 1)** Author: Prince, Sarah ISBN: 0-7608-3614-0  
**Washing our dog (Removed: 1)** Author: Lang, Greg. ISBN: 978-0-7608-3625-5 (pbk.)  
**What's for Dinner? (Removed: 1)** Author: Prince, Sarah ISBN: 0-7608-1908-4  
**What's That Noise? (Removed: 1)** Author: Lang, Greg ISBN: 0-7608-1914-9  
**What's this? What's that? (Removed: 1)** Author: Sikic, Jane. ISBN: 978-0-7608-1902-9  
**When I Grow Up (Removed: 1)** Author: Ciciarelli, Joellyn ISBN: 0-7608-4265-5  
**Where's the Baby? (Removed: 1)**  
**The whipping boy (Removed: 1)**  
**Who is the tallest? (Removed: 1)**  
**Worm rap (Removed: 1)**  
**Yikes! Bikes! (Removed: 1)**  
**Mr. Louie is screwy! (Removed: 1)**  
**Allergies (Removed: 1)**  
**North Elementary Media Center**  
**Allison (Removed: 1)** Author: Say, Allen.  
78033-2  
**The amazing bone (Removed: 2)** Author: Steig, William, 1907-2003.

**Amos & Boris. (Removed: 2)** Author: Steig, William, 1907-2003.

**And the dish ran away with the spoon (Removed: 1)** Author: Stevens, Janet. ISBN: 0-15-202298-8  
bdg.)

**Annabelle Swift, kindergartner : story and pictures (Removed: 1)**

**The Antarctica (Removed: 1)** Author: Cowcher, Helen

**The Arapaho tribe (Removed: 1)** Author: Lassieur, Allison. ISBN: 0-7368-0945-7

**Arbor Day (Removed: 1)** Author: Burns, Diane L. ISBN: 0-87614-346-X (lib. bdg.)

**Back to the beach (Removed: 1)** Author: Stoddart, Heidi Jardine, 1967- ISBN: 978-1-55109-702-2 (pbk.)

**Bad day at Riverbend (Removed: 1)** Author: Van Allsburg, Chris. ISBN: 0-395-67347-X

**Because Amelia smiled (Removed: 2)** Author: Stein, David Ezra. ISBN: 978-0-7636-4169-6 (trade)

**Before morning (Removed: 1)** Author: Sidman, Joyce. ISBN: 978-0-547-97917-5

**Benjamin Bigfoot (Removed: 1)**

**A big fat enormous lie (Removed: 1)**

**Bloomers! (Removed: 1)**

**The boy in the garden (Removed: 1)**

**The boy of the three-year nap (Removed: 1)**

**The brain--what it is, what it does (Removed: 1)**

**Brazil (Removed: 1)**

**Bumble-ardy (Removed: 1)** Author: Sendak, Maurice.

2282

**Caps for sale (Removed: 1)** Author: Slobodkina, Esphyr, 1908- Call Number Barcode E SLO T16745

**The cats of Mrs. Calamari (Removed: 1)** Author: Stadler, John. Call Number Barcode E Sta T 25762

**The Cherokee (Removed: 1)** Author: Santella, Andrew. Call Number Barcode 975.004 San T 27312

**Children from Australia to Zimbabwe : a photographic journey around the wo (Removed: 1)**

**Children of the Wild West (Removed: 1)** Author: Freedman, Russell.

**A child's Alaska (Removed: 1)** Author: Murphy, Claire Rudolf. Call Number Barcode

**The Chippewa (Removed: 1)**

**Christmas in the big house, Christmas in the quarters (Removed: 1)**

**Columbus Day (Removed: 1)**

**Columbus Day : celebrating famous explorer (Removed: 1)**

**Come along, Daisy! (Removed: 1)**

**Communication (Removed: 1)**

**Conestoga wagons (Removed: 1)**

**North Elementary Media Center**

**The Constitution (Removed: 1)**

**Cook-a-doodle-doo! (Removed: 1)**

**Cowboy and Octopus (Removed: 1)**

**The day of the black blizzard (Removed: 1)**

**The digestive system (Removed: 1)** Author: Stille, Darlene R.

**Dive! : my adventures in the deep frontier (Removed: 3)** Author: Earle, Sylvia A., 1935- ISBN: 0-7922-7144-0

**Doctor De Soto (Removed: 1)** Author: Steig, William, 1907-  
0 (softcover)

**Droughts (Removed: 1)** Author: Fradin, Judith Bloom. ISBN: 978-1-42630339-5 (trade : alk. paper) Call Number  
Barcode Price 363.34 Fra T 33299 \$17.36

**The ear and hearing (Removed: 1)** Author: Parker, Steve, 1952- ISBN: 0-531-10712-4 (lib. bdg.)

**England (Removed: 1)** Author: Whyte, Harlinah. ISBN: 0-8368-1932-2 (lib. bdg.)

**Eskimo boy : life in an Inupiaq Eskimo village (Removed: 1)** Author: Kendall, Russ. ISBN: 0-590-43695-3

**The eye and seeing (Removed: 1)** Author: Parker, Steve, 1952- ISBN: 0-531-24602-7 (pbk.)

**Farmer Brown goes round and round (Removed: 1)** Author: Sloat, Teri. ISBN: 0-7894-2512-2

**North Elementary Media Center**

**Farmer Schulz's ducks (Removed: 1)**

**Find a cow now! (Removed: 1)**

**Fireboat : the heroic adventures of the John J. Harvey (Removed: 1)**

**The frog prince, continued (Removed: 1)**

**George Washington's cows (Removed: 2)** Author: Small, David, 1945-

**The giving tree (Removed: 2)** Author: Silverstein, Shel.

**Glasses : who needs 'em? (Removed: 1)** Author: Smith, Lane.

**Goldie : and the three bears (Removed: 1)** Author: Stanley, Diane. ISBN: 0-06-000008-2 Published: 2003  
1997

**Grand Canyon (Removed: 1)** Author: Murray, Julie, 1969- ISBN: 978-1-59197-505-2 (lib. Published: 2005  
bdg.) Call Number Barcode Price Acquired 979.1 MUR T 32372 \$15.95 4/22/2008  
Published: 2006

**Grandfather's journey (Removed: 1)** Author: Say, Allen. ISBN: 0-395-57035-2 Published: 1993

**The hard-times jar (Removed: 1)** Author: Smothers, Ethel Footman. ISBN: 0-374-32852-8 Published: 2003

**A hat for Minerva Louise (Removed: 1)** Author: Stoeke, Janet Morgan. ISBN: 0-525-45328-8 Published: 1994

**Hawaii facts and symbols (Removed: 1)** Author: McAuliffe, Emily. ISBN: 0-7368-2241-0 Published: 2003

**The heart and blood (Removed: 1)** Author: Parker, Steve, 1952- ISBN: 0-531-10711-6 Published: 1989  
Published: 2013  
ISBN: 978-0-15-204628-6 Published: 2008 (hardcover) Call Number Barcode Price Acquired E Ste T 32816  
\$16.89 5/23/2008

**Henry the explorer (Removed: 1)** Author: Taylor, Mark, 1927-1992. ISBN: 0-316-83384-3 Published: 1988  
Published: 2006

**Ho for a hat! (Removed: 1)** Author: Smith, William Jay, 1918- ISBN: 0-316-80126-7 Published: 1989

**Homeplace (Removed: 1)**

**Honolulu (Removed: 1)**

**Hooray for Mother's Day! (Removed: 1)**

**A house of leaves (Removed: 2)**

**How does a cut heal? (Removed: 1)**

**How it happens at the post office (Removed: 1)**

**How many teeth? (Removed: 1)**

**North Elementary Media Center**

**Hunting the white cow (Removed: 1)**

**I can be a fire fighter (Removed: 1)** Author: Hankin, Rebecca.  
(lib. bdg.)

**If the world were a village : a book about the world's people (Removed: 1)** Author: Smith, David J. ISBN:  
978-1-55074-779-9 (trade)

**If you made a million (Removed: 2)** Author: Schwartz, David M.

**Imogene's antlers (Removed: 1)** Author: Small, David, 1945-

**In search of the Grand Canyon (Removed: 1)** Author: Fraser, Mary Ann.

**It's a spoon, not a shovel (Removed: 1)** Author: Buehner, Caralyn. ISBN: 0-8037-1494-7

**Jackalope (Removed: 2)** Author: Stevens, Janet. ISBN: 0-15-216736-6 (trade)

**Jibberwillies at night (Removed: 1)** Author: Vail, Rachel. ISBN: 978-0-439-42070-9 (trade : alk. paper) Call  
Number Barcode Price E VAI T 33083 \$14.44

**Jingle dancer (Removed: 1)** Author: Smith, Cynthia Leitich. ISBN: 0-688-16241-X

**John, Paul, George & Ben (Removed: 1)** Author: Smith, Lane. ISBN: 978-0-7868-4893-5 (trade bdg.) Call Number Barcode Price E Smi T 2986 \$16.99

**The journey (Removed: 1)** Author: Stewart, Sarah. ISBN: 0-374-33905-8 (trade)

**Just a dream (Removed: 1)** Author: Van Allsburg, Chris. ISBN: 0-395-53308-2

**Kamishibai man (Removed: 1)** Author: Say, Allen. ISBN: 978-0-618-47954-2 Call Number Barcode Price E Say T 31680 \$16.70

**Keep looking! (Removed: 1)** Author: Selsam, Millicent Ellis, 1912- ISBN: 0-02-781840-3 Call Number Barcode Price E SEL T 21108 \$13.51

**Lady Liberty : a biography (Removed: 1)** Author: Rappaport, Doreen. ISBN: 978-0-7636-2530-6 (trade : hardcover : alk. paper) Call Number Barcode Price 974.7 Rap T 33850 \$18.41

**Leaves (Removed: 1)** Author: Stein, David Ezra. ISBN: 978-0-399-24636-4 (hc.) Call Number Barcode Price E Ste T 32843 \$16.18

**The library (Removed: 1)** Author: Stewart, Sarah, 1939- ISBN: 0-374-34388-8 Call Number Barcode Price E Ste T 24659 \$13.92

**Listen to the wind : the story of Dr. Greg and Three cups of tea (Removed: 1)**

**A little bit of winter (Removed: 1)** Author: Stewart, Paul, 1955- ISBN: 978-0-86264-998-2 (pbk.) Call Number Barcode Price E STE T 36557 \$8.54

**Lizette's green sock (Removed: 1)** Author: Valckx, Catharina. ISBN: 978-0-618-45298-9 (hc.) Call Number

**North Elementary Media Center**

**Love, Mouserella (Removed: 1)** Author: Stein, David Ezra.

**Millie waits for the mail (Removed: 1)** Author: Steffensmeier, Alexander.

**Monster hug! (Removed: 1)** Author: Stein, David Ezra.

**More (Removed: 1)** Author: Springman, I.

**Morris the artist (Removed: 2)** Author: Segal, Lore Groszmann.

**The Mud Flat Olympics (Removed: 1)** Author: Stevenson, James, 1929-

**My body. (Removed: 1)**

**My daddy and me (Removed: 1)** Author: Spinelli, Jerry. ISBN: 0-375-80606-7 (trade) Call Number Barcode Price E Spi T 29758 \$15.33

**The nervous system (Removed: 1)** Author: Stille, Darlene R. ISBN: 0-516-20445-9 Call Number Barcode Price 612.8 Sti T 25769 \$17.68

**Night flight : Amelia Earhart crosses the Atlantic (Removed: 1)** Author: Burleigh, Robert. ISBN: 978-1-41696733-0 (trade) Call Number Barcode Price 629.13 Bur T 2290

**Nothing ever happens on 90th Street (Removed: 1)** Author: Schotter, Roni. ISBN: 0-531-09536-3 Call Number Barcode Price E Sch T 25745 \$15.55

**Now & Ben : the modern inventions of Benjamin Franklin (Removed: 1)** Author: Barretta, Gene. ISBN: 978-0-8050-7917-3 (trade : alk. paper) Call Number Barcode Price 609 Bar T 20362 \$16.95

**Nutrition (Removed: 1)** Author: LeMaster, Leslie Jean. ISBN: 0-516-01271-1 (lib. bdg.) Call Number Barcode Price 613.2 LEM T 23824 \$10.15

**On Mother's lap (Removed: 1)** Author: Scott, Ann Herbert. Call Number Barcode Price E SCO T 22326 \$13.08

**On the move. (Removed: 1)** ISBN: 978-0-7166-7728-4

**One hen : how one small loan made a big difference (Removed: 1)** Author: Milway, Katie Smith, 1960- ISBN: 978-1-55453-028-1

**One Monday morning (Removed: 1)** Author: Shulevitz, Uri, 1935- ISBN: 0-689-71062-3 (pbk.)

**One woolly wombat (Removed: 1)** Author: Trinca, Rod. ISBN: 0-916291-00-6  
11249-8

**Peru is my home (Removed: 1)** Author: Karpfinger, Beth. ISBN: 0-8368-0903-3

**Peter Spier's rain. (Removed: 1)** Author: Spier, Peter, 1927-2017. ISBN: 0-385-15484-4

**Plaidypus lost (Removed: 1)** Author: Crummel, Susan Stevens. ISBN: 0-8234-1561-9 (hardcover)  
10751-5 (lib. bdg.)

**Postal workers (Removed: 1)** Author: Klingel, Cynthia Fitterer. ISBN: 1-56766-941-7 (library bound : alk. paper)  
 Call Number Barcode Price 384 KLI T 34430 \$15.95

**Raising Sweetness (Removed: 1)** Author: Stanley, Diane. ISBN: 0-399-23225-7

**Riddles about the senses (Removed: 1)** Author: Ball, Jacqueline A. ISBN: 0-671-68581-3

**The right number of elephants (Removed: 1)** Author: Sheppard, Jeff. ISBN: 0-06-025615-X

**Rotten teeth (Removed: 1)** Author: Simms, Laura. ISBN: 0-395-82850-3

**Samuel Todd's book of great inventions (Removed: 1)** Author: Konigsburg, E. L. ISBN: 0-689-31680-1

**San Francisco (Removed: 1)** Author: Haddock, Patricia. ISBN: 0-87518-383-2

**Santa from Cincinnati (Removed: 1)** Author: Barrett, Judi. ISBN: 978-1-44242993-2 (trade)

**Scotland (Removed: 1)** Author: Griffiths, Jonathan. ISBN: 0-8368-2034-7 (lib. bdg.)

**The secret shortcut (Removed: 1)** Author: Teague, Mark. ISBN: 0-590-67714-4 (hc)

**The Seminole (Removed: 1)** Author: Lepthien, Emilie U. (Emilie Utteg) ISBN: 0-516-01941-4 (lib. bdg.)

**Shrek! (Removed: 1)** Author: Steig, William, 1907-2003. ISBN: 0-374-46623-8

**The singing chick (Removed: 1)** Author: Stenmark, Victoria. ISBN: 0-8050-5255-0 (alk. paper)

**Six hogs on a scooter (Removed: 1)** Author: Spinelli, Eileen. ISBN: 0-531-30212-1 (trade : alk. paper) Call Number Barcode Price

**A small, tall tale from the far, far North (Removed: 1)** Author: Sis, Peter, 1949- ISBN: 0-679-84345-0

**Smedge (Removed: 1)** Author: Sharmat, Andrew. ISBN: 0-02-782261-3

**Snapshots from the wedding (Removed: 1)** Author: Soto, Gary. ISBN: 0-399-22808-X

**Spinky sulks (Removed: 1)** Author: Steig, William, 1907-2003. ISBN: 0-374-38321-9

**The squiggle (Removed: 1)** Author: Schaefer, Carole Lexa. ISBN: 0-517-70048-4 (lib. bdg.)

**St. Jerome and the lion (Removed: 1)** Author: Hodges, Margaret, 1911- ISBN: 0-531-05938-3  
 09338-8 (trade)

**The Statue of Liberty (Removed: 1)** Author: Doherty, Craig A. ISBN: 1-56711-543-8 (pbk.)

**The Statue of Liberty (Removed: 1)** Author: Marcovitz, Hal. ISBN: 1-59084-022-4

**The Statue of Liberty (Removed: 1)** Author: Quiri, Patricia Ryon. ISBN: 0-516-20628-1

**The Statue of Liberty : a beacon for freedom (Removed: 1)** Author: Wilson, Jon. ISBN: 1-56766-541-1 (lib. bdg. : alk. paper) Call Number Barcode Price 974.7 WIL T 29143 \$16.95

**Storm in the night (Removed: 1)** Author: Stolz, Mary, 1920-2006. ISBN: 0-06-025912-4

**The story of the Trail of Tears (Removed: 1)** Author: Stein, R. Conrad. ISBN: 0-516-04683-7

**The story of the White House (Removed: 1)** Author: Waters, Kate. ISBN: 0-590-43335-0 (lib. bdg.)

**The stranger (Removed: 1)** Author: Van Allsburg, Chris. ISBN: 978-0-395-42331-8

**Stranger in the mirror (Removed: 1)** Author: Say, Allen. ISBN: 0-395-61590-9

**The stray dog (Removed: 1)** Author: Simont, Marc. ISBN: 0-06-028933-3

**The sweetest fig (Removed: 1)** Author: Van Allsburg, Chris. ISBN: 0-395-67346-1

**Tea with milk (Removed: 1)** Author: Say, Allen. ISBN: 978-1-43797554-3 (trade)

**Tell me a Mitzi, (Removed: 1)** Author: Segal, Lore Groszmann. ISBN: 0-374-37392-2

**There are cats in this book (Removed: 1)** Author: Schwarz, Viviane. ISBN: 978-0-7636-3923-5 (lift-the-flap : alk. paper) Call Number Barcode Price E SCH T 33971 \$14.44

**The three R's : reuse, reduce, recycle (Removed: 1)** Author: Roca, Nuria. ISBN: 978-0-7641-3581-1

**Tough trucks. (Removed: 1)** ISBN: 978-0-7166-7730-7

**Tree of life : the incredible biodiversity of life on earth (Removed: 1)** Author: Strauss, Rochelle, 1967- ISBN: 978-1-55337-669-9 (trade)

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**The White House (Removed: 2)**

**The White House : 1600 Pennsylvania Avenue (Removed: 1)** Author: Wilson, Jon. ISBN: 1-56766-544-6 (lib. bdg. : alk. paper) Call Number Barcode Price 975.3 WIL T 29157 \$16.95

**Whoever you are (Removed: 1)** Author: Fox, Mem, 1946- ISBN: 0-15-200787-3

**Why do our bodies stop growing? : questions about human anatomy answered b (Removed: 1)**

**The widow's broom (Removed: 1)** Author: Van Allsburg, Chris. ISBN: 0-395-64051-2

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80921-X

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**Song and dance man (Removed: 1)** Author: Ackerman, Karen, 1951- ISBN: 0-394-89330-1 Call Number Barcode Price E ACK T 21889 \$12.73

**Thunder Boy Jr. (Removed: 1)** Author: Alexie, Sherman, 1966- ISBN: 978-0-316-01372-7 (hardcover) Call Number Barcode Price [E] ALE T 40510

**With love, Little Red Hen (Removed: 1)** Author: Ada, Alma Flor. ISBN: 0-689-82581-1 Call Number Barcode Price E Ada T 33218 \$17.36

**Kangaroos and other marsupials (Removed: 1)** Author: Barrett, Norman S. ISBN: 0-531-15612-5 Call Number Barcode Price 599.2 BAR T 23942 \$7.34

**Tropical forest mammals (Removed: 1)** Author: Landau, Elaine. ISBN: 0-516-20044-5 Call Number Barcode Price 599 Lan T 25661 \$17.68

**Almost gone : the world's rarest animals (Removed: 1)** Author: Jenkins, Steve, 1952- ISBN: 978-0-06-053598-8 (trade bdg.) Call Number Barcode Price 591.68 Jen T 33776 \$10.87

**Amazing animal disguises (Removed: 1)** Author: Sowler, Sandie. ISBN: 0-679-82768-4 (trade) Call Number Barcode Price 591.57 SOW T 23205 \$11.69

**Amazing arctic animals (Removed: 1)** Author: Glassman, Jackie. ISBN: 978-0-448-42844-4 (pbk.) Call Number Barcode Price 591.75 Gla T 29458 \$8.11

**The animal book : a collection of the fastest, fiercest, toughest, clevere (Removed: 1)**

**Animal builders (Removed: 1)** Author: McDonnell, Janet, 1962- ISBN: 1-56766-399-0 (alk. paper) Call Number Barcode Price 591.56 MCD T 25378 \$15.95

**Animal camouflage (Removed: 1)** Author: McDonnell, Janet, 1962- ISBN: 1-56766-400-8 (alk. paper) Call Number Barcode Price 591.47 MCD T 27430 \$16.95

**Animal homes. (Removed: 1)** ISBN: 0-590-72571-8

**Animal migration (Removed: 1)** Author: McDonnell, Janet, 1962- ISBN: 1-56766-402-4 (alk. paper) Call Number

**Animals nobody loves (Removed: 1)**

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**Creatures of the woods (Removed: 1)** Author: Eugene, Toni. ISBN: 0-87044-560-X

**The desert beneath the sea (Removed: 1)** Author: McGovern, Ann. ISBN: 0-590-42638-9

**Destination : deep sea (Removed: 1)** Author: Grupper, Jonathan. ISBN: 0-7922-7693-0 (hardcover)

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**Dirt : the scoop on soil (Removed: 1)** Author: Rosinsky, Natalie M. (Natalie Myra) ISBN: 978-1-40480012-0 (lib. bdg. : alk. paper) Call Number Barcode Price 577.5 ROS T 31311 \$16.95

**Do penguins get frostbite? : questions and answers about polar animals (Removed: 1)**

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**Forest explorer : a life-size field guide (Removed: 1)** Author: Bishop, Nic, 1955- ISBN: 978-1-41551137-4 (Follett bdg.) Call Number Barcode Price 591.734 Bis T 31471 \$17.37

**Grasslands & deserts (Removed: 1)** Author: Radley, Gail. ISBN: 1-57505-406-X (lib. bdg. : alk. paper) Call Number Barcode Price 591.74 RAD T 29100 \$16.95

**The journey : stories of migration (Removed: 1)** Author: Rylant, Cynthia. ISBN: 978-0-590-30717-8 (hc. : alk. paper) Call Number Barcode Price 591.56 Ryl T 33466 \$17.38

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**The magic school bus gets eaten : a book about food chains (Removed: 1)** Author: Relf, Patricia. ISBN: 0-590-48414-1 Call Number Barcode Price 574.5 Col T 24916 \$14.62

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**The magic school bus plants seeds : a book about how living things grow (Removed: 1)**  
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**Octopuses (Removed: 1)**

**Octopuses (Removed: 3)**

Published: 2003

**The puzzle of the platypus : and other explorations of science in action (Removed: 1)** Author: Myers, Jack. ISBN: 978-1-59078-556-0 Published: 2008 (hardcover : alk. paper) Call Number Barcode Price Acquired 590 Mye T 32743 \$17.56 5/23/2008

**Rain forest (Removed: 1)** Author: Greenwood, Elinor. ISBN: 0-7894-7853-6 Published: 2001

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**Rain forest animals. (Removed: 1)** ISBN: 978-0-7166-7729-1 Published: 2008

**Riddles about the seasons (Removed: 1)** Author: Ball, Jacqueline A., 1952- ISBN: 0-671-68583-X (Simon & Schuster) Call Number Barcode Price Acquired 574.5 BAL T 23265 \$8.09 12/25/2001

**Sea critters (Removed: 1)** Author: Earle, Sylvia A., 1935- ISBN: 0-7922-7181-5 (hard cover) Published: 2000

**Shells (Removed: 1)**

**Slap, squeak, and scatter : how animals communicate (Removed: 1)**

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**Trees. (Removed: 1)**

**Under the sea. (Removed: 1)**

**Under the snow (Removed: 1)** Author: Stewart, Melissa. ISBN: 978-1-56145-493-8 (trade) Published: 2009

**Venus flytraps (Removed: 1)** Author: Kudlinski, Kathleen V. ISBN: 0-8225-3015-5 (alk. paper) Published: 1998

**When we went to the zoo (Removed: 1)** Author: Ormerod, Jan. ISBN: 0-688-09878-9 Published: 1991

**Where in the wild? : camouflaged creatures concealed-- and revealed : ear- (Removed: 1)** Author: Schwartz, David M. ISBN: 978-1-58246-207-3 (trade) Published: 2007

**Why do leaves change color? (Removed: 1)** Author: Maestro, Betsy. ISBN: 0-694-70080-0

**Wild animals. (Removed: 1)** ISBN: 978-0-7166-7733-8 Published: 2008

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**Wolfsnail : a backyard predator (Removed: 1)** Author: Campbell, Sarah C., 1966- ISBN: 978-1-59078-554-6 (hardcover : alk. paper) Call Number Barcode Price 594/.38 T 36515

**A zeal of zebras : an alphabet of collective nouns (Removed: 1)** Author: Woop Studios. ISBN: 978-1-45210492-8 (trade : alk. paper) Call Number Barcode Price 590 Zea T 35457 \$18.76

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**Antarctica (Removed: 1)** Author: Foster, Lella Merrell. ISBN: 1-57572-447-2

**Antarctica (Removed: 2)** Author: Petersen, David, 1946- ISBN: 0-516-20770-9

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**Canada, the people (Removed: 1)** Author: Kalman, Bobbie. ISBN: 0-86505-218-2  
**The Cheyenne (Removed: 1)** Author: Fradin, Dennis B. ISBN: 0-516-01211-8  
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**Count your way through Italy (Removed: 1)** Author: Haskins, James, 1941- ISBN: 0-87614-406-7 (lib. bdg.)  
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 Published: 2001  
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**Explorer (Removed: 1)** Author: Matthews, Rupert. ISBN: 0-679-81460-4 (trade) Published: 1991  
**Find your way with atlases (Removed: 1)** Author: Matteson, Adrienne. ISBN: 978-1-61080-370-0 (lib. bdg.) Call Number Barcode Price 912 MAT T 36025 \$19.95  
**The flag we love (Removed: 1)** Author: Ryan, Pam Munoz. ISBN: 0-88106-845-4 (HC)  
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**Hooray for Antarctica! (Removed: 1)** Author: Sayre, April Pulley. ISBN: 0-7613-2152-7 (lib. bdg.)  
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**Inside India (Removed: 1)**  
**Inside Italy (Removed: 1)**  
**Inside Japan (Removed: 1)**  
**Ireland (Removed: 1)**  
**Ireland is my home (Removed: 1)** Author: Holland, Gini. ISBN: 0-8368-0902-5 Published: 1993  
**Kenya (Removed: 1)** Author: Arnold, Helen. ISBN: 0-8172-4024-1 (hardcover) Published: 1997  
**Kenya (Removed: 1)** Author: Bailey, Donna. ISBN: 0-8114-2563-0 Published: 1991  
 Published: 1999 reinforced : alk. paper) Call Number Barcode Price Acquired 973 WIL T 29113 \$16.95  
 7/18/2003  
**Mexico (Removed: 1)** Author: Berendes, Mary. ISBN: 1-56766-372-9 (lib. bdg.) Published: 1998  
**Mexico (Removed: 1)** Author: Heinrichs, Ann. ISBN: 0-516-20337-1 Published: 1997  
**Mummies & pyramids (Removed: 1)** Author: Taplin, Sam. ISBN: 978-0-7945-0317-8 (pbk.) Published: 2003  
**The mystery of the Maya : uncovering the lost city of Palenque (Removed: 1)** Author: Lourie, Peter. ISBN: 1-56397-839-3 Published: 2001  
**The Netherlands (Removed: 1)** Author: Jacobsen, Karen. ISBN: 0-516-01137-5 (reinforced Published: 1992  
 bdg.) Call Number Barcode Price Acquired 949.2 Jac T 23817 \$11.20 12/25/2001  
**North America (Removed: 1)** Author: Georges, D. V. ISBN: 0-516-01294-0 Published: 1986  
**North America (Removed: 1)** Author: Petersen, David, 1946- ISBN: 0-516-20768-7 Published: 1998  
 1992

**Over the top of the world : explorer Will Steger's trek across the Arctic (Removed: 1)** Author: Steger, Will.  
ISBN: 0-590-84860-7 Published: 1997

**People everywhere (Removed: 1)** Author: Humphrey, Paul, 1952- ISBN: 0-8114-5728-1 Published: 1995

**The Philippines (Removed: 1)** Author: Schemenauer, Elma. ISBN: 1-56766-601-9 (lib. bdg. : Published: 2000  
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**So you want to be an explorer? (Removed: 1)** Author: St. George, Judith, 1931- ISBN: 978-0-399-23868-0  
(trade bdg.) Call Number Barcode Price 910 St T 31705 \$16.69

**So you want to be president? (Removed: 1)** Author: St. George, Judith, 1931- ISBN: 0-399-23407-1 Call  
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**The train of states (Removed: 1)** Author: Sis, Peter. ISBN: 0-06-057838-6 (trade) Call Number Barcode Price  
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**Wales (Removed: 1)** Author: Davies, Kath. ISBN: 0-8114-2434-0 (United States) Call Number Barcode Price  
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**Wish you were here : Emily's guide to the 50 states (Removed: 1)** Author: Krull, Kathleen. ISBN: 0-385-  
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**Animals of the desert (Removed: 1)** Author: Savage, Stephen, 1965- ISBN: 0-8172-4750-5 Call Number  
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**Coral reef : a city that never sleeps (Removed: 1)** Author: Cerullo, Mary M. ISBN: 0-525-65193-4

**Corals (Removed: 1)** Author: Schaefer, Lola M., 1950- ISBN: 0-7368-0244-4

**Crabs (Removed: 1)** Author: Schaefer, Lola M., 1950- ISBN: 978-0-7368-8216-3

**Deserts (Removed: 1)** Author: Gray, Susan Heinrichs. ISBN: 978-0-7565-0945-3 (pbk.)

**Down, down, down in the ocean (Removed: 1)** Author: Markle, Sandra. ISBN: 0-8027-8654-5 (hardcover)

**Endangered wildlife (Removed: 1)** Author: Behm, Barbara, 1952- ISBN: 0-8368-1077-5

**Flip, float, fly : seeds on the move (Removed: 1)** Author: Macken, JoAnn Early, 1953- ISBN: 978-0-8234-2043-  
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**Flowers (Removed: 1)** Author: Anatta, Ivan M., 1970- ISBN: 1-56766-005-3

**Forests (Removed: 1)** Author: Rutten, Joshua. ISBN: 1-56766-486-5 (alk. paper)

**From seed to plant (Removed: 1)** Author: Gibbons, Gail. ISBN: 0-8234-0872-8

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**Grasslands (Removed: 1)** Author: Gray, Susan Heinrichs. ISBN: 978-0-7565-0947-7 (pbk.)

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**Here is the coral reef (Removed: 1)** Author: Dunphy, Madeleine. ISBN: 0-7868-0163-8

**How a plant grows (Removed: 1)** Author: Kalman, Bobbie. ISBN: 0-86505-628-5 (lib. bdg.)

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**How leaves change (Removed: 1)** Author: Johnson, Sylvia A. ISBN: 978-0-8225-1483-1 (lib. bdg.) Call Number  
Barcode Price 581.1 JOH T 14415 \$12.04

**It could still be a worm (Removed: 1)** Author: Fowler, Allan. ISBN: 0-516-06052-X (lib. bdg.)

**Jellies : the life of jellyfish (Removed: 1)** Author: George, Twig C. ISBN: 0-7613-1659-0 (lib. bdg.)

**Jellyfish (Removed: 1)** Author: Sharth, Sharon. ISBN: 1-56766-613-2 (alk. paper)

**A kettle of hawks and other wildlife groups. (Removed: 1)** Author: Arnosky, Jim. ISBN: 0-688-09279-9

**Leaving home (Removed: 1)** Author: Collard, Sneed B. ISBN: 0-618-11454-8 (trade)

**Living in a desert (Removed: 1)** Author: Fowler, Allan. ISBN: 0-516-21560-4 Published: 2000

**The magic school bus hops home : a book about animal habitats (Removed: 1)** Author: Relf, Patricia. ISBN: 0-590-48413-3 Published: 1995

**Mountains (Removed: 1)** Author: Gray, Susan Heinrichs. ISBN: 0-7565-0021-4 (hardcover : Published: 2001 lib. bdg.) Call Number Barcode Price Acquired 577.5 Gra T 30301 \$19.43 5/4/2004  
1997

**Octopuses (Removed: 1)** Author: Schaefer, Lola M., 1950- ISBN: 978-0-7368-0246-8 (lib. Published: 1999 bdg.) Call Number Barcode Price Acquired 594 SCH T 26294 \$9.95 12/25/2001

**Plant (Removed: 1)** Author: Burnie, David. ISBN: 0-394-82252-8 Published: 1989

**Plant book (Removed: 1)** Author: Hickman, Pamela M. ISBN: 1-55074-483-6 (bound) Published: 2000

**Plants we know (Removed: 1)** Author: Miner, O.

**Prairies (Removed: 1)** Author: Murray, Peter, 1952 Sept. 29- ISBN: 1-56766-277-3 (library bound : hardcover) Call Number Barcode Price 574.5 MUR T 25107 \$22.79

**Rain forest (Removed: 1)** Author: George, Michael, 1964- ISBN: 0-88682-483-4

**Rain forest (Removed: 1)** Author: Greenwood, Elinor. ISBN: 0-7894-7853-6 (trade)

**Rain forest secrets (Removed: 1)** Author: Dorros, Arthur. ISBN: 0-439-06394-9 (pbk.)  
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**Sea anemones (Removed: 1)** Author: Schaefer, Lola M., 1950- ISBN: 978-0-7368-8219-4 (pbk.)

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**Wetlands (Removed: 1)** Author: Donnelly, Andrew. ISBN: 1-56766-466-0 (lib. reinforced : alk. paper) Call Number Barcode Price 578.768 DON T 25802 \$15.95

**Wetlands (Removed: 1)** Author: Stille, Darlene R. ISBN: 0-516-21512-4 Call Number Barcode Price 578.768 Sti T 26598 \$18.89

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**Abigail Muchmore : an original tale (Removed: 1)** Author: Grambling, Lois G. ISBN: 0-7614-5116-1 (trade) Call Number Barcode Price E Gra T 19732 \$16.42

**The absolutely awful alphabet (Removed: 1)** Author: Gerstein, Mordicai. ISBN: 0-15-216343-3 (pbk.) Call Number Barcode Price 428.1 GER T 34308 \$11.46

**Adding it up : based on Timothy goes to school and other stories (Removed: 1)**  
DOU T 18671

**All the water in the world (Removed: 1)** Author: Lyon, George Ella, 1949- ISBN: 978-1-41697130-6 (trade) call Number Barcode Price 551.48 Lyo T 2544

**Ancient orbiters (Removed: 1)** Author: Whiting, Sue. ISBN: 978-0-7922-5945-9 (lib. bdg.) Call Number Barcode  
Price 523.4 WHI T 31999 \$19.32

**Another important book (Removed: 1)** Author: Brown, Margaret Wise, 1910-1952. ISBN: 0-06-026282-6 Call  
Number Barcode Price E Bro T 36125 \$19.14

**Antler, bear, canoe : a northwoods alphabet year (Removed: 1)** Author: Bowen, Betsy. ISBN: 0-316-10376-4  
Call Number Barcode Price

**April and Esme, tooth fairies (Removed: 1)** Author: Graham, Bob, 1942- Call Number Barcode E Gra T 34627  
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**Danny and the dinosaur (Removed: 1)** Author: Hoff, Syd, 1912- ISBN: 0-06-022466-5 Published: 1958

**Dare to discipline (Removed: 1)** Author: Dobson, James C., 1936- ISBN: 0-8423-0522-X Published: 1970

**Darth Paper strikes back : an Origami Yoda book (Removed: 1)** Author: Angleberger, Tom. ISBN: 978-1-41971640-9 Published: 2011

Published: 2002

1996

**December 24th (Removed: 1)** Author: Cazet, Denys. ISBN: 0-02-717950-8 Published: 1986

**Deep Sea Dive/Really Wild Animals : National Geographic Kids Video. (Removed: 1)** ISBN: 0-8001-3357-9

**Dell Laptop AC/DC Adapter: Service Tag #8WF6 Check out with Laptops for Sm (Removed: 1)**

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**Digital Camera - Olympus SP-510UZ non-rechargeable batteries (Removed: 1)**

7636-3078-2 (hc. : Published: 2007 alk. paper) Call Number Barcode Price Acquired E Gra T 32658 \$16.18  
5/23/2008

**Dinosaur days (Removed: 1)** Author: Milton, Joyce. Published: 1988

**Dinosaur detectives (Removed: 1)** Author: Chrisp, Peter. ISBN: 978-0-7894-7383-7 Published: 2001

**The dinosaur museum (Removed: 1)** Author: Green, Jen. ISBN: 978-1-42630335-7 Published: 2008

**The dinosaur who lived in my backyard (Removed: 1)** Author: Hennessy, B. G. (Barbara G.) ISBN: 0-670-81685-X Published: 1988

**Dinosaurs (Removed: 1)** Author: Bishop-Firth, Rachel. ISBN: 1-58086-354-X Published: 2001

**Dinosaurs (Removed: 1)** Author: Gibbons, Gail. ISBN: 0-8234-0657-1

**Dinosaurs (Removed: 1)** Author: Jeunesse, Gallimard. ISBN: 0-590-46358-6  
**Dinosaurs and Other Prehistoric Reptiles (Removed: 1)** Author: Robson, Denny ISBN: 0-7525-5622-3  
**Dinosaurs dance (Removed: 1)** Author: Brimmer, Larry Dane. ISBN: 0-516-20752-0 (lib. bdg.)  
**Dinosaurs Usborne Beginners (Removed: 1)** Author: Turnbull, Stephanie ISBN: 1-58086-606-9  
**Discovering Supercroc (Removed: 1)** Author: Rushby, Pamela. ISBN: 978-1-42630186-5 (library)  
**A Disney Christmas Gift. (Removed: 1)**  
**Disney's : Frozen. (Removed: 1)** Author: Victoria Saxon. ISBN: 978-0-7364-3381-5  
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**Disney's : Tangled (Removed: 1)**  
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**Document Reader - Elmo -Serial # 222849 (Removed: 1)**  
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**Donald Cries "Wolf!" (Removed: 1)** Author: Disney, Walt ISBN: 1-885222-26-2 Call Number Barcode Price  
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**Donald Learns A Lesson (Removed: 1)** Author: Disney, Walt ISBN: 0-553-05596-8 Call Number Barcode Price  
 Acquired E DIS T 16824 \$8.00 3/12/2003  
**Donald's Big News (Removed: 1)** Author: Disney, Walt ISBN: 0-553-05615-8 Call Number Barcode Price  
 Acquired E DIS T 16772 3/12/2003  
**Don't sit on my lunch! (Removed: 1)**  
**Don't You Laugh at Me! (Removed: 1)** Author: Cowley, Joy ISBN: 1-55911-293-X Call Number Barcode Price  
 Acquired PRO WRI/Wright T 11153 12/25/2001 Group Was Lost on 5/26/2018 by Storage -Items in storage  
**The Doorbell Rang (Removed: 1)** Author: Hutchins, Pat Call Number Barcode Price Acquired MM HUT/Hutchins  
 T 16221 12/25/2001  
**The doorbell rang (Removed: 1)** Author: Hutchins, Pat, 1942- ISBN: 0-688-05251-7  
**Dory Fantasmagory (Removed: 1)** Author: Hanlon, Abby. ISBN: 978-0-8037-4088-4 Call Number Barcode Price  
 F Han T 2792 \$10.00  
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**The double jinx mystery (Removed: 1)** Author: Keene, Carolyn. ISBN: 0-448-09550-5 Call Number Barcode  
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 Barcode Price F Gut T 34089 \$9.87  
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 8 (trade) Call Number Barcode Price F Ver T 37240 \$16.06  
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**Drita My Homegirl. (Removed: 1)** Author: Jenny Lombard. ISBN: 978-0-545-00877-8  
**The duckling gets a cookie!? (Removed: 1)** Author: Willems, Mo. ISBN: 978-1-42315128-9 (trade)  
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**D.W. thinks big (Removed: 1)** Author: Brown, Marc Tolon. ISBN: 0-316-11305-0

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**Elijah of Buxton (Removed: 1)** Author: Curtis, Christopher Paul. ISBN: 978-0-439-02344-3

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**The Empire strikes back storybook. (Removed: 1)** Author: Steneman, Shep. ISBN: 0-394-84414-9 Call Number Barcode Price F LUC T 3932 \$8.18

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**Exploring Career Clusters: K-3 (Removed: 1)**

**Extra credit (Removed: 1)** Author: Clements, Andrew, 1949- ISBN: 978-1-41694929-9 (trade) Call Number Barcode Price F Cle T 35034 \$16.99

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**Ivy and Bean and the ghost that had to go (Removed: 1)** Author: Barrows, Annie. ISBN: 978-0-8118-4910-4 (trade) Published: 2006

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**The King of Show-and-Tell (Removed: 1)** Author: Klein, Abby. ISBN: 0-439-55597-3 (hc. : alk. Published: 2004 paper) Call Number Barcode Price Acquired F Kle T 35087 \$3.99 2/2/2012

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**Kitten-Pet Care Guides For Kids (Removed: 1)** Author: Evans, Mark ISBN: 1-56458-126-8

**Knucklehead : tall tales & mostly true stories about growing up Scieszka (Removed: 1)** Author: Scieszka, Jon. ISBN: 978-0-670-01106-3 (trade) Published: 2008

**Knuffle Bunny free : an unexpected diversion (Removed: 1)** Author: Willems, Mo. ISBN: 978-0-06-192957-1 (trade Published: 2010 bdg.) Call Number Barcode Price Acquired E Wil T 34893 \$18.56 5/25/2011

**The Labrador retriever (Removed: 1)** Author: Wilcox, Charlotte. ISBN: 1-56065-396-5 Published: 1996

**The last Olympian (Removed: 1)** Author: Riordan, Rick. ISBN: 978-1-42310150-5 (pbk.) Published: 2011

**The lemonade crime (Removed: 1)** Author: Davies, Jacqueline, 1962- ISBN: 978-0-547-72237-5 (pbk.) Call Number Barcode Price BOOK CLUB T 2720

**The lemonade war (Removed: 1)** Author: Davies, Jacqueline, 1962- ISBN: 978-0-618-75043-6 (hc.) Call Number Barcode Price BOOK CLUB T 2671

**Leon and the spitting image / Allen Kurzweil ; illustrations by Bret Berth (Removed: 1)**

**Leprechauns never lie (Removed: 1)** Author: Balian, Lorna. ISBN: 0-687-21371-1 Call Number Barcode Price E BAL T 14557 \$7.14

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**Let's Talk About Stealing (Removed: 1)** Author: Berry, Joy LCCN: 00-556958 Call Number Barcode Price

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**Lilly's big day (Removed: 1)** Author: Henkes, Kevin. ISBN: 978-0-06-074236-2 (trade bdg.) Call Number Barcode Price E Hen T 31906 \$16.89

**Lilly's purple plastic purse (Removed: 1)** Author: Henkes, Kevin. ISBN: 0-688-12897-1 (trade) Call Number Barcode Price E Hen T 29476 \$15.35

**The lion and the little red bird (Removed: 1)** Author: Kleven, Elisa. ISBN: 0-525-44898-5 Call Number Barcode Price E KLE T 23519 \$13.01

**The lion, the witch and the wardrobe (Removed: 2)** Author: Lewis, C. S. (Clive Staples), 1898- ISBN: 0-06-447104-7 1963. Call Number Barcode Price F Lew T 19814 \$4.99

**The little engine that could (Removed: 1)** Author: Piper, Watty, pseud. ISBN: 0-448-40520-2 Call Number Barcode Price MM LIS/Listening T 17113

**The Little Mouse, The Red Ripe Strawberry, and the : Big Hungry Bear. (Removed: 1)**

**Looking at-- Dilophosaurus : a dinosaur from the Jurassic period (Removed: 1)**

**Lost and found (Removed: 1)** Author: Clements, Andrew, 1949- ISBN: 978-1-41690985-9 (trade) Call Number Barcode Price F Cle T 33274 \$17.38

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**Love, Ruby Valentine (Removed: 1)** Author: Friedman, Laurie B., 1964- ISBN: 978-1-57505-899-3 (alk. paper) Call Number Barcode Price E FRI T 34405 \$12.00

**Lunch at the zoo : what zoo animals eat and why (Removed: 1)** Author: Altman, Joyce. ISBN: 0-8050-6070-7 (hc : alk. paper) Call Number Barcode Price 636.088 Alt T 26971 \$15.20

**Lunch Lady and the bake sale bandit (Removed: 1)** Author: Krosoczka, Jarrett. ISBN: 978-0-375-96729-0 (lib. bdg.) Call Number Barcode Price 741.5 KRO T 36048 \$11.91

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**Meet The Gecko (Removed: 1)** Author: Van Draanen, Wendelin. ISBN: 978-0-375-82353-4 (trade bdg.) Call Number Barcode Price F Van T 31152 \$13.72

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**Messy Bessey's school desk (Removed: 1)** Author: McKissack, Pat, 1944- ISBN: 0-516-20827-6 Call Number Barcode Price E McK T 27873 \$17.42

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**The mighty sky (Removed: 1)** Author: Chapman, Beth Nielsen. Call Number Barcode Price 782.42083 CHA T

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**Ms. Coco is loco! #16 (Removed: 1)** Author: Gutman, Dan. ISBN: 0-06-114153-4 Published: 2007

**Ms. Sue has no clue! (Removed: 1)** Author: Gutman, Dan. ISBN: 978-0-06-219839-6 (lib. Published: 2013  
bdg.) Call Number Barcode Price Acquired F Gut T 36715 \$10.95 5/27/2014

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**See what a seal can do (Removed: 1)**

**Sleep little angel (Removed: 1)** Author: Brown, Margaret Wise, 1910-1952. ISBN: 978-1-44549329-9 Call Number

Barcode Price E BRO T 962

**The snow party (Removed: 1)** Author: De Regniers, Beatrice Schenk. ISBN: 0-688-08570-9 Call Number

Barcode Price E DeR T 14795 \$12.04

**Snowmen at Christmas (Removed: 1)** Author: Buehner, Caralyn. ISBN: 978-0-8037-2995-7 (pbk.) Call Number

Barcode Price E Bue T1554

**Soap! Soap! don't forget the soap! : an Appalachian folktale (Removed: 1)** Author: Birdseye, Tom. ISBN: 0-8234-1005-6 Call Number Barcode Price E BIR T 23285 \$13.69

T16627

**Two old potatoes and me (Removed: 1)** Author: Coy, John, 1958- ISBN: 0-375-82180-5 (trade) Call Number

Barcode Price E Coy T 30006 \$15.72

24597 \$14.95

**Wilfrid Gordon McDonald Partridge (Removed: 1)** Author: Fox, Mem, 1946- ISBN: 0-916291-04-9 Call Number

**Wolf! (Removed: 1)** Author: Bloom, Becky. ISBN: 978-0-531-30155-5 (trade : alk. paper) Call Number Barcode

Price E Blo T 29336 \$15.33

**A Whale Is Not A Fish (Removed: 1)** Author: Berger, Melvin ISBN: 0-590-47477-4

**ABC fire dogs (Removed: 1)** Author: DeLage, Ida. LCCN: 77-591

**Abe Lincoln's hat (Removed: 1)** Author: Brenner, Martha. ISBN: 0-679-94977-1 (lib. bdg.)

**Albert goes Hollywood (Removed: 1)** Author: Schwartz, Henry. LCCN: 91-18495

**Amazing bears (Removed: 1)** Author: Greenaway, Theresa, 1947- LCCN: 92-910

**Amphibians (Removed: 1)** Author: Stewart, Melissa. ISBN: 0-516-22037-3

**Bear's busy year a book about seasons (Removed: 1)** Author: Leonard, Marcia. ISBN: 0-8167-1721-4 (pbk.)

**Beef stew (Removed: 1)** Author: Brenner, Barbara. LCCN: 2002-153029  
(GLB)  
18612  
87336-X (pbk.)

**Boombox - CD player, radio, tape player (Serial # 129F3557) (Removed: 1)**

**The Borrowers; (Removed: 1)** Author: Norton, Mary. LCCN: 53-7870

**Braving volcanoes : volcanologists (Removed: 1)** Author: Peterson, Judy Monroe. ISBN: 978-1-40424525-9  
(lib. bdg.) Published: 2009

**Brown bears (Removed: 1)** Author: Stone, Lynn M. LCCN: 97-38175 Published: 1998

**Candy corn (Removed: 1)** Author: Stevenson, James. LCCN: 98-2965 Published: 1999

**Carry Me Emergency (Removed: 1)** Author: Sarah Creese ISBN: 978-1-84610-985-0

**Cassette Recorder - Serial # 120209 (Removed: 1)**

**The cat in the hat comes back! (Removed: 1)** Author: Seuss, Dr. ISBN: 0-394-80002-8 Published: 1986  
2004

**Clifford keeps cool (Removed: 1)** Author: Bridwell, Norman. ISBN: 0-439-04394-8 (pbk.) Published: 1999  
1

**Cloudy With A Chance of Meatballs (Removed: 1)** Author: Barrett, Judi. ISBN: 0-689-70749-5

**Cowboy up! (Removed: 1)** Author: Brimmer, Larry Dane. ISBN: 0-516-21199-4

**Crossing Bok Chitto. (Removed: 1)** Author: Tim Tingle. ISBN: 978-1-933693-20-0

**Curious George visits the zoo (Removed: 1)** Author: [edited by Margret Rey and Alan J. Shalleck]. Call Number  
Barcode Price E REY T 19243

**December 24th (Removed: 1)** Author: Cazet, Denys. ISBN: 0-02-717950-8

**Dell AC/DC Laptop Computer Adapter: Service Tag #8wqw Check out with Lapto (Removed: 1)**

**Digging up history : archaeologists (Removed: 1)** Author: Peterson, Judy Monroe. ISBN: 978-1-40424523-5  
(lib. bdg.) Published: 2009

**Digital Camera - Olympus SP-510UZ non-rechargeable batteries (Removed: 1)**

**Dinosaurs (Removed: 1)** Author: Gibbons, Gail. ISBN: 0-8234-0657-1 Published: 1987

**Dinosnores (Removed: 1)** Author: DiPucchio, Kelly S. LCCN: 2004-4441 Published: 2005

**Dr. Seuss's ABC. (Removed: 1)** Author: Seuss, Dr. ISBN: 0-394-80030-3 (trade) Published: 1991

**Dragon's Egg/ (Pbk.) (Removed: 1)** Author: Sarah L. Thomson ISBN: 0-545-14249-0

**Dream wolf (Removed: 1)** Author: Goble, Paul. ISBN: 0-02-736585-9 Published: 1990

**D.W., the picky eater (Removed: 1)** Author: Brown, Marc Tolon. LCCN: 94-25674 Published: 1995

**The ersatz elevator (Removed: 1)** Author: Snicket, Lemony. ISBN: 0-06-440864-7 Published: 2001

**Exploring space : astronauts & astronomers (Removed: 1)** Author: Peterson, Judy Monroe. ISBN: 978-1-40424528-0 (lib. bdg.) Published: 2009

**Fair weather : a novel (Removed: 1)** Author: Peck, Richard, 1934- ISBN: 0-8037-2516-7 Published: 2001

**Fathers, fathers, fathers, (Removed: 1)** Author: Young, Eleanor R. LCCN: 72-128135 Published: 1971

**Fly Guy meets Fly Girl! (Removed: 1)** Author: Arnold, Tedd. ISBN: 978-0-545-11029-7 (trade) Published: 2010

**Forest Animals - See How They Grow (Removed: 1)**

**Fossil finders : paleontologists (Removed: 1)** Author: Peterson, Judy Monroe. ISBN: 978-1-40424524-2 (lib. bdg.) Published: 2009

**Four Square - The Personal Writing Coach Grades 4-6 (Removed: 1)**

**Frankie Pickle and the Pine Run 3000 (Removed: 1)**

**Frog and Toad are friends (Removed: 1)**

**GINGERBREAD BOY (Removed: 1)**

**Goose on the Loose (Removed: 1)**

**Green eggs and ham (Removed: 1)**

**The Hardy Boys/The Missing Chums (Removed: 1)**

**Harry Potter and the Sorcerer's Stone (Book 1) (Removed: 1)** Author: Rowling, J.K. ISBN: 0-590-35342-X

**The Ironwood tree (Removed: 1)** Author: DiTerlizzi, Tony. ISBN: 0-689-85939-2

**Island baby (Removed: 1)** Author: Keller, Holly. ISBN: 0-688-10579-3 (trade)

**It could still be a fish (Removed: 1)** Author: Fowler, Allan. ISBN: 0-516-04902-X  
(trade)

**Junie B. Jones has a peep in her pocket (Removed: 1)** Author: Park, Barbara. ISBN: 0-375-80040-9

**Just a day at the pond (Removed: 1)** Author: Mayer, Mercer, 1943- ISBN: 978-0-06-053961-0 (pbk.)

**Kids Discover Oil (Removed: 1)** ISSN: 1054-2868

**North Elementary Media Center**

**Let's go to the farm (Removed: 1)** Author: Whitehead, Patricia. LCCN: 84-8834 Published: 1985

**The Magic School Bus Butterfly and the Bog Beast (Butterflies) (Removed: 1)**

**The magic school bus inside a hurricane (Removed: 1)** Author: Cole, Joanna. ISBN: 0-590-44686-X (lib. bdg.) Published: 1995

Published: 1992

**Mailbox-Kindergarten-Grade1 (April/May 2005) (Removed: 1)** ISSN: 0199-6045

**My red umbrella. (Removed: 1)** Author: Bright, Robert, 1902- ISBN: 0-688-05249-5 Published: 1959

**My robot buddy (Removed: 1)** Author: Slote, Alfred. LCCN: 85-45393 Published: 1986

**Mysteries of the sea : how divers explore the ocean depths (Removed: 1)** Author: Morrison, Marianne. ISBN: 978-0-7922-5954-1 (library binding) Call Number Barcode Price 551.46 MOR T 35511 \$19.38

**Nate the Great and the big sniff (Removed: 1)** Author: Sharmat, Marjorie Weinman. ISBN: 0-385-32604-1 (trade) Call Number Barcode Price E Sha T 4551 \$4.50

**Nate the Great goes down in the dumps (Removed: 1)** Author: Sharmat, Marjorie Weinman. ISBN: 978-0-440-40438-5 (pbk.) Call Number Barcode Price E Sha T 4530 \$4.50

**Over in the jungle : a rainforest rhyme (Removed: 1)** Author: Berkes, Marianne Collins. LCCN: 2006-30962 Call Number Barcode Price E Ber T 10904 \$16.95

**Over in the ocean : in a coral reef (Removed: 1)** Author: Berkes, Marianne Collins. LCCN: 2004-3650 call Number Barcode Price E Ber T 10927 \$16.95

**Patrick's Dinosaurs (Removed: 1)** Author: Carrick, Carol Call Number Barcode Price MM CAR T 16333

**Penguins (Removed: 1)** Author: Savran, Stacy ISBN: 0-439-27058-8 Call Number Barcode Price PRO T 18849

**The penultimate peril (Removed: 1)** Author: Snicket, Lemony. ISBN: 978-0-06-441015-1 (trade bdg.) Call Number Barcode Price

**Prince Bertram the Bad. (Removed: 1)** Author: Lobel, Arnold. LCCN: 63-8471

**Red Pizza for a Blue Count pbk (Removed: 1)** Author: Geronimo Stilton ISBN: 0-439-70819-2

**Resolving Conflicts-You Can Choose! 28 Min. (Removed: 1)**

**Robert Louis Stevenson's Treasure Island (Removed: 1)** Author: Coleman, Wim. ISBN: 978-1-59889-050-1

**Schooldays-Primary(Sep/Oct 1998) (Removed: 1)**

**Sea horses (Removed: 1)** Author: Schaefer, Lola M., 1950- ISBN: 0-7368-0249-5

**Smoke Detectives (25 min.). (Removed: 1)** Author: State Farm Fire & Casualty Co.

**Spanish Bilingual Dictionary (Removed: 1)** Author: Lipton, Gladys LCCN: 98-70224

**Spooky and the ghost cat (Removed: 1)** Author: Carlson, Natalie Savage. LCCN: 84-17146

**Spooky tricks (Removed: 1)** Author: Wyler, Rose. LCCN: 92-47501

**Stop drop and roll (Removed: 1)** Author: Cuyler, Margery. ISBN: 0-689-84355-0 (trade)

**Stories of Kindness (Removed: 1)** ISBN: 1-885658-29-X

**Strider (Removed: 1)** Author: Cleary, Beverly. LCCN: 90-6608

**Teacher's Helper-Grade 1 (Feb./Mar. 2005) (Removed: 1)** ISSN: 1078-6570

**Teacher's Helper - Grades 2-3 (April/May 2006) (Removed: 1)**

**Teacher's Helper- Kindergarten (Dec./Jan. 2004-5) (Removed: 1)**

**The Mailbox Grades Kidergarten-Grade 1 (April/May 2006) (Removed: 1)**

The Very Messy Monkey (Removed: 1)  
There's no place like space (Removed: 1)  
Top 10 dogs for kids (Removed: 1)  
Tulsa History A-Z (Removed: 1)  
Underwater explorers : marine biologists (Removed: 1)  
North Elementary Media Center  
Vacation under the volcano (Removed: 2)  
oved: 1) ISBN: 978-1-40424527-3 (lib. bdg.) Published: 2009  
Venus (Removed: 1)  
Weather watchers : climate scientists (Removed: 1)  
What is an amphibian? (Removed: 1)  
When a storm comes up (Removed: 1)  
The young basketball player (Removed: 1)  
The young ice skater (Removed: 1)  
Zoo ology (Removed: 1)  
Finger rhymes (Removed: 1)  
Hand rhymes (Removed: 1)  
It looked like spilt milk (Removed: 1)  
Jump on over! : the adventures of Brer Rabbit and his family (Removed: 1)  
Make way for ducklings (Removed: 1)  
My first book of sign (Removed: 1)  
North Elementary Media Center  
(Removed: 2)  
101 Dalmatians Christmas 44 Min. (Removed: 1)  
Sure as sunrise : stories of Bruh Rabbit & his walkin' talkin' friends  
Annabelle's Wish (Removed: 1)  
The Bear Who Slept Through Christmas (Removed: 1)  
The Bears' Christmas/Inside Outside Upside Down/The Bike Lesson (Removed: 1)  
The Berenstain bears' Christmas tree (Removed: 1)  
Christmas Presents - Jane Hissey's Old Bear Stories (Removed: 1)  
North Elementary Media Center  
The country mouse & the city mouse a Christmas tale (Removed: 1)  
Desert Animals - See How They Grow (Removed: 1)  
Father Christmas (Removed: 1)  
The forgotten toys the night after Christmas (Removed: 1)  
Frosty the snowman (Removed: 1)  
I Wanna Be A Police Officer 30 Min. (Removed: 1)  
North Elementary Media Center  
The Little Drummer Boy (Removed: 1)  
Rudolph the red-nosed reindeer (Removed: 1)  
Rudolph's Shiny New Year (Removed: 1)  
The Small One (Removed: 1)  
Spot's Magical Christmas (Removed: 1)  
The Teddy Bears' Christmas (26 mins.) (Removed: 1)  
A Very merry cricket (Removed: 1)  
A Walt Disney Christmas 46 Min. (Removed: 1)  
North Elementary Media Center

Wild Animals - See How They Grow 30 Min. (Removed: 1)  
Winne the Pooh and Christmas too! 38 Min. (Removed: 1)  
A Picture Book of Martin Luther King, Jr. (Removed: 1)  
Abel's Island (Removed: 1)  
Abraham Lincoln (Removed: 2)  
American citizenship (Removed: 1)  
North Elementary Media Center  
Apples. (Removed: 1)  
Benjamin Franklin (Removed: 1)  
The best Christmas pageant ever (Removed: 1)  
The Big Zoo (Removed: 1)  
The Birth of The Constitution/This is America Charlie Brown (Removed: 1)  
Bugs Bunny's Easter Funnies 50 Min. (Removed: 1)  
Bugs Bunny's Howl-oween Special. (Removed: 1)  
North Elementary Media Center  
The Cat in the hat (Removed: 1)  
The Cat in the Hat Comes Back - Dr. Seuss 30 Min. (Removed: 1)  
Charlotte's Web - 1 VCR Tape (Removed: 1)  
Christopher Columbus (Removed: 1)  
Cinderella. (Removed: 1)  
Come A Tide. (Removed: 1)  
Comets, asteroids, and meteors (Removed: 1)  
Comets, meteors, and asteroids (Removed: 1)  
The Country Mouse and the Town Mouse. (Removed: 1)  
Destination : Jupiter (Removed: 1)  
Destination : Mars (Removed: 1)  
Division (Removed: 1)  
Earth (Removed: 1)  
Earth : our planet in space (Removed: 1)  
North Elementary Media Center  
Election Day - Holidays for Children Video Series. (Removed: 1)  
Federal, state and local government (Removed: 1)  
Frog and Toad Are Friends. (Removed: 1)  
Frog and Toad Together - Video (Removed:  
Galaxies (Removed: 2) Author: Simon, Seymour.  
Geography of North America-Transparencies (Removed: 1)  
George Washington (Removed: 2)  
North Elementary Media Center  
Grammar Rock. (Removed: 1)  
Green Eggs and Ham - Dr. Seuss 30 Min. (Removed: 2)  
Halley's comet (Removed: 1)  
Halloween -Holidays for Children Video Series 25 Min. (Removed: 1)  
Harry Comes Home. (Removed: 1)  
Harry, the Dirty Dog (18 mins.). (Removed: 1)  
Henry and Mudge in Puddle Trouble (Removed: 1)  
North Elementary Media Center  
Henry and Mudge in the Sparkle Days (Removed: 1)

Here comes Peter Cottontail (Removed: 1)  
The history of American government (Removed: 1)  
A history of the presidency (Removed: 1)  
History Rock - 32 Mins. (Removed: 1)  
Horton Hears A Who! (Removed: 1)  
How the Grinch stole Christmas! (Removed: 2)  
North Elementary Media Center  
Introduction to Weather - NGS Picture Pack (Removed: 1)  
It's Grinch Night! - Dr. Seuss. (Removed: 1)  
It's the Easter Beagle, Charlie Brown (Removed: 1)  
It's the Great Pumpkin, Charlie Brown (Removed: 1)  
Johnny Appleseed (Removed: 1)  
Jupiter (Removed: 1)  
Jupiter (Removed: 4) Author: Simon, Seymour. Call Number Barcode 523.4 SIM T 22356 Was Available -- Deleted 523.4 SIM T 22815 Was Available -- Deleted 523.4 Sim T 27324 Was Available -- Deleted 523.4  
The Legend of the Bluebonnet. (Removed: 1)  
The Legend of the Indian Paintbrush / The Life Cycle of the Honeybee. (Removed: 1)  
Madeline's Christmas. (Removed: 1)  
The magic school bus blows its top (Removed: 1)  
The magic school bus goes to seed (Removed: 1)  
North Elementary Media Center  
Scholastic ; Kid Vision ; written by: Ronnie Krauss, Brian Meehl and George Arthur Bloom ; head writer, Jocelyn Stevenson  
The magic school bus in a beehive (Removed: 1)  
Mars (Removed: 1) Author: Fradin, Dennis B.  
Mars (Removed: 2) Author: Simon, Seymour.  
Martin Luther King, Jr. (Removed: 1)  
The Mayflower Voyagers-This is America Charlie Brown (Removed: 1) ISBN: 0-7921-3137-1  
North Elementary Media Center  
Memorial Day / Veterans Day (Removed: 1)  
Mercury (Removed: 1)  
Miss Nelson has a Field Day (Removed: 1)  
The moon (Removed: 1)  
The mouse and the motorcycle. (Removed: 1)  
Mrs. Piggle-Wiggle : The Answer-Backer Cure/The Chores Cure. (Removed: 1)  
Mrs. Piggle-Wiggle The Pet Forgetters Cure The Never-Want-To-Go-To\_Bedders (Removed: 1)  
Multiplication (Removed: 1)  
National Observances - American History for Children. (Removed: 1)  
Neptune (Removed: 1)  
Neptune (Removed: 1)  
Oklahoma Our State - VCR Tape. (Removed: 1)  
Olive, The other Reindeer (Removed: 1)  
Once There Was a Tree. (Removed: 1)  
North Elementary Media Center  
One fish, two fish, red fish, blue fish Oh, the thinks you can think! ; Th (Removed: 1)  
Our Friend, Martin -Inspired by the Life of Martin Luther King, Jr. (Removed: 1)  
Paul Bunyan (Removed: 1)

Physical Geography of the World-Transparencies (Removed: 1)  
Professor Parrot Speaks Spanish. (Removed: 1)  
Pumpkin circle (Removed: 1)  
Ralph S. Mouse - 40 min. (Removed: 1)  
North Elementary Media Center  
Rapunzel (Removed: 1)  
Runaway Ralph. (Removed: 1)  
Saturn (Removed: 1) Author: Fradin, Dennis B.  
Saturn (Removed: 2) Author: Simon, Seymour.  
St. Patrick's Day - Holidays for Children. (Removed: 1)  
Stanley and the Dinosaurs. (Removed: 1)  
Stars (Removed: 2)  
North Elementary Media Center  
Stone Fox (Removed: 1)  
The sun (Removed: 1)  
The Magic School Bus Holiday Special. (Removed: 2)  
The Tale of the Mandarin Ducks. (Removed: 1)  
The three branches of government (Removed: 1)  
Uranus (Removed: 1)  
Uranus (Removed: 1) Author: Simon, Seymour. Call Number Barcode 523.4 SIMI 1 22375 Was Available -- Deleted  
Venus (Removed: 1)  
What is a Community? (Removed: 1)  
What is a shooting star? (Removed: 1)  
What is government? (Removed: 1)  
Where the red fern grows (Removed: 1)  
Where The Wild Things Are. (Removed: 1)  
North Elementary Media Center  
Career Awareness Packet: Business Marketing Computer. Grade 2. (Removed: 2)  
Career Awareness Packet-Business/Marketing/Computer/ Grade 1 (Removed: 1)  
Career Awareness Packet-Fine Arts and Communications/Kindergarten (Removed: 1)  
Career Awareness Packet: Fine Arts & Communication/ Grade 1. (Removed: 1)  
Career Awareness Packet: Fine Arts & Communications/ Grade 2. (Removed: 1)  
Career Awareness Packet-Health A:/Grade 1 (Removed: 1)  
Career Awareness Packet: Health- Grade 1. (Removed: 1)  
North Elementary Media Center  
Career Awareness Packet: Health Grade 2. (Removed: 1)  
Career Awareness Packet-Health/Grade 3. (Removed: 1)  
Career Awareness Packet: Industrial-Engineering Technical/Grade 1. (Removed: 1)  
Career Awareness Packet-Industrial-Engineering- Technical/Grade 3. (Removed: 1)  
Career Awareness Packet-Industrial-Engineering- Technical/Kindergarten (Removed: 1)  
Career Awareness Packet: Industrial-Engineering/Technical/Grade 2. (Removed: 1)  
Career Awareness Packet: Natural Science/ Grade. 1 (Removed: 1)  
Career Awareness Packet - Natural Science/Grade 1 (Removed: 1)  
North Elementary Media Center  
Career Awareness Packet: Social Science-Grade 1. (Removed: 1)  
Career Awareness Packet: Social Science/ Grade 2. (Removed: 1)  
Career Awareness Packet-Social Science-Kindergarten/ 1. Miss Bindergarten (Removed: 1)

Career Awareness Packet-Social Science/Grade 2 (Removed: 1)  
Career Awareness Packet-Social Science/Grade 3 1. Aunt Chip and the Great (Removed: 1)  
Career Awareness Packett-Health/Grade 2 1. Dem Bones 2. My Buddy 2. (Removed: 1)  
April foolishness (Removed: 1)  
The World Book student discovery encyclopedia. (Removed: 3)  
Aaron Slater, illustrator (Removed: 1)  
Gyo Fujikawa's A to Z picture book (Removed: 1)  
The World Book Dictionary A-K (Removed: 1)  
The World Book Dictionary L-Z (Removed: 1)  
The World Book encyclopedia. (Removed: 4)  
The World Book encyclopedia. (Removed: 1)  
The world book encyclopedia. (Removed: 1)  
The World Book student discovery encyclopedia. (Removed: 1)  
The World Book student discovery encyclopedia. (Removed: 1)



Sherry McIntyre <smcintyre@bixbyps.org>

**Surpluss**

1 message

**Kate Creekmore** <kcreekmore@bixbyps.org>  
To: Sherry McIntyre <smcintyre@bixbyps.org>

Fri, Aug 4, 2023 at 1:00 PM

Can we surplus the paint sprayer and the old extra paint from soccer?  
Also a warmer that doesn't work.  
Thanks



**Kate Creekmore**  
Executive Director of Athletics  
Bixby Public Schools  
**UNDER ARMOUR**  
918.366.2226 - p  
918.366.2267 - f





Sherry McIntyre <smcintyre@bixbyps.org>

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## Athletics and maintenance surplus

1 message

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Sherry McIntyre <mcintyre.momma@gmail.com>  
To: Sherry McIntyre <smcintyre@bixbyps.org>

Thu, Jul 27, 2023 at 11:12 AM

Sent from my iPhone

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### 2 attachments

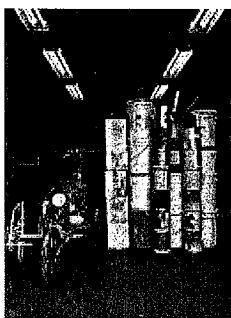


image0.jpeg  
2724K

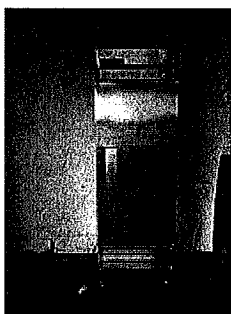


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1595K



OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION  
 NOTICE OF ALLOCATION  
 OF STATE PROGRAM ASSISTANCE & SALARY SUPPLEMENTS FOR FY 24

SUPERINTENDENT  
 BIXBY SCHOOL SYSTEM  
 601 S RIVERVIEW  
 BINGER, OK, 740084449

TYPE OF AID	Project Code	Revenue Code	Amount
Program Assistance	412	3812	
2.00 AG EDUCATION			\$26,000.00
3.00 BUS & INFO TECH ED			\$39,000.00
3.00 FAM AND CONSUMER SCIENCES			\$24,000.00
1.00 MARKETING EDUCATION			\$8,000.00
Summer Salary	411	3811	
2.00 AG EDUCATION			\$15,840.00
State Teacher Supplement	411	3811	
2.00 AG EDUCATION			\$5,200.00
3.00 BUS & INFO TECH ED			\$6,600.00
3.00 FAM AND CONSUMER SCIENCES			\$6,600.00
1.00 MARKETING EDUCATION			\$2,200.00
<b>Total:</b>			<b>\$133,440.00</b>

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

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

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

Lisa Batchelder  
 Chief Financial Officer  
 Oklahoma Department of Career and Technology Education

7/18/2023 10:54 AM  
 Date

**OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION  
CONTRACT FOR SECONDARY CAREER AND TECHNOLOGY EDUCATION PROGRAM(S) FOR SCHOOL YEAR 2023-2024**

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

It is also understood and agreed that necessary records shall be kept, and all reports required by the State Board shall be submitted to the appropriate area of ODCTE by the established due date. The Salary and Teaching Schedule, **due by September 30, 2023** is one of these reports and is considered a part of this contract in addition to CESI Enrollment and Follow-Up reports. Those programs delinquent in submitting accurate reports are subject to having reimbursement withheld or withdrawn by ODCTE.

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

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

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

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

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

This contract, once signed and completed, should be returned to [emilia.contardi@careertech.ok.gov](mailto:emilia.contardi@careertech.ok.gov) **no later than September 30, 2023**.

**Approved:**

<hr/>	<hr/>
President, Board of Education	Date
<hr/>	<hr/>
Superintendent of Schools	Date
<hr/>	<hr/>
Bixby School System	District Name (please print)
<hr/>	<hr/>
Brent Haken, State Director	Date

***By submitting this document, it is understood and agreed that signatures are digitally signed by individuals listed and validation is available within the CTIMS system. The signing person is a trusted signer and the content has not been changed or tampered with since it was digitally signed.***



August 1, 2022

To Whom It May Concern:

The family and consumer sciences course intended for high school freshmen, FACS Basics (FACS I), may be offered to eighth grade students for high school credit if the following conditions are met:

- 1) The course is approved by the local school board for high school credit in the eighth grade.
- 2) The instructor is certified to teach high school family and consumer sciences (area 4550, 7575) or home economics (area 4501, 7517).
- 3) The course is taught with the same rigor used in the course when taught in high school.
- 4) The course is taught for 120 hours.

Further questions can be directed to your Family and Consumer Sciences state office at 405-743-5470.

Sincerely,

*Holly Hanan*

State Program Manager | Family and Consumer Sciences



1500 West Seventh Avenue  
Stillwater, OK 74074-4398  
405-743-5465 office  
405-380-4567 cell  
Holly.Hanan@careertech.ok.gov  
www.okcareertech.org





**To:** Mr. Rob Miller  
Bixby Public Schools  
109 N Armstrong Ave  
Bixby, OK 74008

**From:** Jordan Knutson  
Project Manager, Nabholz Construction Corporation

**Ref:** Guaranteed Maximum Price Amendment #11 for BPS Capital Improvements Recommendation Letter

August 10, 2023

Dear Mr. Miller,

It is our recommendation that a GMP Amendment to our construction management Agreement be approved in the amount of **Negative Ninety-five thousand, seven hundred and sixty-six dollars and nineteen cents** (-\$95,766.19). This amount includes deducting the unused funds for the Track Building and HS Football Stadium Improvement projects.

Track Building: -\$52,374.24

HS Football Stadium Improvements: -\$43,391.95

Thank You,

Jordan Knutson  
Project Manager

Attachments

Cc: GMP Amendment #11 Documents

# AIA<sup>®</sup> Document A133<sup>®</sup> – 2019 Exhibit A

## **Guaranteed Maximum Price Amendment**

This Amendment dated the 10 day of August in the year 2023 , is incorporated into the accompanying AIA Document A133<sup>™</sup>–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 05 day of May in the year 2021 (the "Agreement")  
*(In words, indicate day, month, and year.)*

for the following **PROJECT:**  
*(Name and address or location)*

Bixby Public Schools  
Track Building and HS Football Stadium Improvements  
601 S Riverview Drive, Bixby, OK 74008

**THE OWNER:**  
*(Name, legal status, and address)*

Bixby Public Schools  
109 N Armstrong Street  
Bixby, OK 7008

**THE CONSTRUCTION MANAGER:**  
*(Name, legal status, and address)*

Nabholz Construction Corporation  
10319 E 54<sup>th</sup> Street  
Tulsa, OK 74146

### TABLE OF ARTICLES

- A.1 GUARANTEED MAXIMUM PRICE
- A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- A.3 INFORMATION UPON WHICH AMENDMENT IS BASED
- A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

### ARTICLE A.1 GUARANTEED MAXIMUM PRICE

#### § A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed Negative ninety-five thousand, seven hundred and sixty-six and nineteen cents (\$

### ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201<sup>™</sup>–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

-95,766.19 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

§ A.1.1.2 **Itemized Statement of the Guaranteed Maximum Price.** Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.

*(Provide itemized statement below or reference an attachment.)*

Refer to Exhibit B Financial Breakdown

GMP Amendment #1 - \$2,054,422.00  
GMP Amendment #2 - \$2,973,150.00  
GMP Amendment #3 - \$4,216,614.00  
GMP Amendment #4 - \$657,845.00  
GMP Amendment #5 - \$349,359.00  
GMP Amendment #6 - \$12,773,493.00  
GMP Amendment #7 - \$39,673,724.00  
GMP Amendment #8 - \$7,227,458.00  
GMP Amendment #9 - \$505,454.00  
GMP Amendment #10 - \$1,204,879.00  
GMP Amendment #11 - (\$-95,766.19)

Total GMP Amount - \$71,540,631.81

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 **Alternates**

§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

Item	Price
------	-------

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.

*(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)*

Item	Price	Conditions for Acceptance
------	-------	---------------------------

§ A.1.1.6 Unit prices, if any:

*(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)*

Item	Units and Limitations	Price per Unit (\$0.00)
------	-----------------------	-------------------------

## ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ A.2.1 The date of commencement of the Work shall be:

*(Check one of the following boxes.)*

The date of execution of this Amendment.

Established as follows:

*(Insert a date or a means to determine the date of commencement of the Work.)*

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

§ A.2.3 Substantial Completion

§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:

*(Check one of the following boxes and complete the necessary information.)*

Not later than ( ) calendar days from the date of commencement of the Work.

By the following date: January 31, 2025

§ A.2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
-----------------	-----------------------------

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
AIA Document A133-2019		05/05/2021	25
AIA Document A133-2019 Exhibit A	GMP Amendment #1	04/20/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #2	06/16/2022	9
AIA Document A133-2019 Exhibit A	GMP Amendment #3	06/22/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #4	06/22/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #5	09/08/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #6	09/21/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #7	09/21/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #8	01/01/2023	7
AIA Document A133-2019 Exhibit A	GMP Amendment #9	06/08/2023	7
AIA Document A133-2019 Exhibit A	GMP Amendment #10	08/10/2023	7

§ A.3.1.2 The following Specifications:

*(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)*

See Exhibit C

Section	Title	Date	Pages
---------	-------	------	-------

§ A.3.1.3 The following Drawings:

*(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)*

See Exhibit C

Number	Title	Date
--------	-------	------

§ A.3.1.4 The Sustainability Plan, if any:

*(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)*

Title	Date	Pages
-------	------	-------

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:

*(Identify each allowance.)*

Item	Price
------	-------

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:

*(Identify each assumption and clarification.)*

See Exhibit D

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:

*(List any other documents or information here, or refer to an exhibit attached to this Amendment.)*

See Exhibit C for CM Manual, CM Clarifications, and Addenda

**ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS**

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:

*(List name, discipline, address, and other information.)*

Refer to GMP Amendments 2 and 4

This Amendment to the Agreement entered into as of the day and year first written above.

\_\_\_\_\_  
OWNER (Signature)

Rob Miller, Superintendent of Schools  
Justin Cheatam, Board of Education President  
*(Printed name and title)*

  
\_\_\_\_\_  
CONSTRUCTION MANAGER (Signature)

Michael Feamster President – Southwest Region  
*(Printed name and title)*

Init.

# Additions and Deletions Report for AIA® Document A133® – 2019 Exhibit A

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 17:36:02 ET on 08/08/2023.

## PAGE 1

This Amendment dated the 10 day of August in the year 2023, is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 05 day of May in the year 2021 (the "Agreement")

...

Bixby Public Schools  
Track Building and HS Football Stadium Improvements  
601 S Riverview Drive, Bixby, OK 74008

...

Bixby Public Schools  
109 N Armstrong Street  
Bixby, OK 7008

...

Nabholz Construction Corporation  
10319 E 54<sup>th</sup> Street  
Tulsa, OK 74146

...

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed Negative ninety-five thousand, seven hundred and sixty-six and nineteen cents (\$ -95,766.19 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

## PAGE 2

Refer to Exhibit B Financial Breakdown

GMP Amendment #1 - \$2,054,422.00  
GMP Amendment #2 - \$2,973,150.00  
GMP Amendment #3 - \$4,216,614.00  
GMP Amendment #4 - \$657,845.00  
GMP Amendment #5 - \$349,359.00  
GMP Amendment #6 - \$12,773,493.00  
GMP Amendment #7 - \$39,673,724.00  
GMP Amendment #8 - \$7,227,458.00  
GMP Amendment #9 - \$505,454.00  
GMP Amendment #10 - \$1,204,879.00

GMP Amendment #11 – (\$-95,766.19)

Total GMP Amount - \$71,540,631.81

...

The date of execution of this Amendment.

PAGE 3

By the following date: January 31, 2025

...

<u>AIA Document A133-2019</u>		<u>05/05/2021</u>	<u>25</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #1</u>	<u>04/20/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #2</u>	<u>06/16/2022</u>	<u>9</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #3</u>	<u>06/22/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #4</u>	<u>06/22/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #5</u>	<u>09/08/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #6</u>	<u>09/21/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #7</u>	<u>09/21/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #8</u>	<u>01/01/2023</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #9</u>	<u>06/08/2023</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #10</u>	<u>08/10/2023</u>	<u>7</u>

...

See Exhibit C

PAGE 4

See Exhibit C

...

See Exhibit D

...

See Exhibit C for CM Manual, CM Clarifications, and Addenda

...

Refer to GMP Amendments 2 and 4

...

Rob Miller, Superintendent of Schools  
Justin Cheatam, Board of Education President

Michael Feamster President – Southwest Region

# Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Jordan Knutson, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 17:36:02 ET on 08/08/2023 under Order No. 2114446684 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ – 2019 Exhibit A, Guaranteed Maximum Price Amendment, other than those additions and deletions shown in the associated Additions and Deletions Report.



(Signed)

Project Manager

(Title)

8/9/2023

(Dated)



**BPS Capital Improvements GMP Breakdown (Amendments 1 - 11)**  
Exhibit B

#	ITEM	Project	Subtotals	NOTES
<b>1</b>	<b>GMP Amendments</b>			
1.1	GMP Amendment #1 - Utility Relocation & Demolition	Academic Building	\$2,054,422.00	Approved 4/21/22
1.2	GMP Amendment #2 - High School Track Building	Track Building	\$2,973,150.00	Includes Alternates 1, 3, 4, & 5
1.3	GMP Amendment #3 - Earthwork & Storm Sewer	Academic Building	\$4,216,614.00	Approved 6/23/2022
1.4	GMP Amendment #4 - HS Football Stadium Improvements	HS Football Stadium Improvements	\$657,845.00	Approved 6/23/2022
1.5	GMP Amendment #5 - Track Building Alternate #2	Track Building	\$349,359.00	Approved 9/8/2022
1.6	GMP Amendment #6 - Structural / Under-Slab Utility Package	Academic Building	\$12,773,493.00	Approved 9/21/2022
1.7	GMP Amendment #7 - HS Academic Building	Academic Building	\$39,673,724.00	Approved 1/12/23
1.8	GMP Amendment #8 - Phase 5	Academic Building	\$7,227,458.00	Approved 6/18/23
1.9	GMP Amendment #9 - Maintenance Building	Maintenance Building	\$505,454.00	Approved 6/27/23
1.10	GMP Amendment #10 - Railings and Technology	Academic Building	\$1,204,879.00	Presented 8/10/23
1.11.1	GMP Amendment #11 - Track Building Finalization	Track Building	-\$52,374.24	Presented 8/10/23
1.11.2	GMP Amendment #11 - HS Football Stadium Improvements Finalization	HS Football Stadium Improvements	-\$43,391.95	Presented 8/10/23
<b>2</b>	<b>Total Construction Costs for Academic Building To Date</b>		<b>\$67,150,590.00</b>	
<b>3</b>	<b>Total Construction Costs for Track Building To Date</b>		<b>\$3,270,134.76</b>	
<b>4</b>	<b>Total Construction Costs for HS Football Stadium Improvements To Date</b>		<b>\$614,453.05</b>	
<b>5</b>	<b>Total Construction Costs for Maintenance Building To Date</b>		<b>\$505,454.00</b>	
<b>6</b>	<b>TOTAL GMP TO DATE (Amendments #1 - 11)</b>		<b>\$71,540,631.81</b>	

## **EXHIBIT C**

### **Plans, Specifications, and Addenda**

#### **KKT Architects**

##### *Bixby Public Schools – High School Track Building*

Plans and Specifications dated April 21, 2022 – including General, Civil, Structural, Architectural, Mechanical, Plumbing, and Electrical.

Construction Manager’s Manual dated April 29, 2022

Addendum #1 dated April 26, 2022

Addendum #2 dated April 29, 2022

Addendum #3 dated May 5, 2022

Addendum #4 dated May 10, 2022

CM Clarification #1 dated April 29, 2022

CM Clarification #2 dated May 4, 2022

CM Clarification #3 dated May 11, 2022

CM Clarification #4 dated May 13, 2022

##### *Bixby Public Schools – HS Football Stadium Improvements*

Plans and Specifications dated May 10, 2022 – including General, Civil, and Architectural.

Construction Manager’s Manual dated May 16, 2022

Addendum #1 dated June 2, 2022

CM Clarification #1 dated May 16, 2022

CM Clarification #2 dated June 1, 2022

CM Clarification #3 dated June 7, 2022

CM Clarification #4 dated June 10, 2022

## **EXHIBIT D**

### **Contract & Scope Clarifications**

1. This GMP Amendment includes deducting the remaining allowances and contingency funds for the Track Building and HS Football Improvement from the overall GMP.
2. An additional GMP Amendment will be required if any future work is requested associated with these projects.
3. The substantial completion date listed is associated with the Academic Building project as all Amendments are tied to the same Prime Contract.
4. Substantial Completion for the Track Building is 3/20/23.
5. Substantial Completion for the HS Stadium Project is 4/6/2023.



**To:** Mr. Rob Miller  
Bixby Public Schools  
109 N Armstrong Ave  
Bixby, OK 74008

**From:** Jordan Knutson  
Project Manager, Nabholz Construction Corporation

**Ref:** Guaranteed Maximum Price Amendment #10 for BPS Capital Improvements Recommendation Letter

August 10, 2023

Dear Mr. Miller,

Bids for the Bixby Public Schools – HS Academic Building were received, and public read aloud in the Administration Building on Thursday June 29, 2023. The bidding process was conducted in accordance with the Oklahoma Public Competitive Bidding Act, 61. O.S. 1974, §101. Four (4) bids were received for two (2) packages from Sub-Contractors. All recommended bidder submissions followed Bidding Requirements as defined in the Nabholz Construction Manager's Manual.

Nabholz Construction Corporation recommends that all bid packages, noted as recommended, be accepted.

We have reviewed all bids and it is our recommendation that the identified bidders for each bid package be assigned to Nabholz Construction Corporation. It is our recommendation that a GMP Amendment to our construction management Agreement be approved in the amount of **One million, two hundred and four thousand, eight hundred and seventy-nine dollars** (\$ 1,204,879.00). This amount includes monies for all recommended work covered in the bidding documents, project requirements, allowances, permits, and fees. A cost breakdown sheet (Exhibit B) is included.

Thank You,

Jordan Knutson  
Project Manager

Attachments

Cc: GMP Amendment #10 Documents

# AIA<sup>®</sup> Document A133<sup>®</sup> – 2019 Exhibit A

## **Guaranteed Maximum Price Amendment**

This Amendment dated the 10 day of August in the year 2023 , is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 05 day of May in the year 2021 (the "Agreement")  
(In words, indicate day, month, and year.)

for the following **PROJECT**:  
(Name and address or location)

Bixby Public Schools  
High School Academic Building  
601 S Riverview Drive, Bixby, OK 74008

**THE OWNER:**  
(Name, legal status, and address)

Bixby Public Schools  
109 N Armstrong Street  
Bixby, OK 74008

**THE CONSTRUCTION MANAGER:**  
(Name, legal status, and address)

Nabholz Construction Corporation  
10319 E 54<sup>th</sup> Street  
Tulsa, OK 74146

### TABLE OF ARTICLES

- A.1 GUARANTEED MAXIMUM PRICE
- A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
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- A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

### ARTICLE A.1 GUARANTEED MAXIMUM PRICE

#### § A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed One million, two hundred and four thousand, eight hundred and seventy-nine dollars (\$

#### ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

1,204,879.00 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

§ A.1.1.2 **Itemized Statement of the Guaranteed Maximum Price.** Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.

*(Provide itemized statement below or reference an attachment.)*

Refer to Exhibit B Financial Breakdown

GMP Amendment #1 - \$2,054,422.00  
GMP Amendment #2 - \$2,973,150.00  
GMP Amendment #3 - \$4,216,614.00  
GMP Amendment #4 - \$657,845.00  
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GMP Amendment #6 - \$12,773,493.00  
GMP Amendment #7 - \$39,673,724.00  
GMP Amendment #8 - \$7,227,458.00  
GMP Amendment #9 - \$505,454.00  
GMP Amendment #10 - \$1,204,879.00

Total GMP Amount - \$71,636,398.00

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 **Alternates**

§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

Item	Price
------	-------

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.

*(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)*

Item	Price	Conditions for Acceptance
------	-------	---------------------------

§ A.1.1.6 Unit prices, if any:

*(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)*

Item	Units and Limitations	Price per Unit (\$0.00)
------	-----------------------	-------------------------

## ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ A.2.1 The date of commencement of the Work shall be:

*(Check one of the following boxes.)*

The date of execution of this Amendment.

Established as follows:

*(Insert a date or a means to determine the date of commencement of the Work.)*

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

§ A.2.3 Substantial Completion

§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:

*(Check one of the following boxes and complete the necessary information.)*

Not later than ( ) calendar days from the date of commencement of the Work.

By the following date: January 31, 2025

§ A.2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
-----------------	-----------------------------

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
AIA Document A133-2019		05/05/2021	25
AIA Document A133-2019 Exhibit A	GMP Amendment #1	04/20/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #2	06/16/2022	9
AIA Document A133-2019 Exhibit A	GMP Amendment #3	06/22/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #4	06/22/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #5	09/08/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #6	09/21/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #7	09/21/2022	7
AIA Document A133-2019 Exhibit A	GMP Amendment #8	01/01/2023	7
AIA Document A133-2019 Exhibit A	GMP Amendment #9	06/08/2023	7

§ A.3.1.2 The following Specifications:

*(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)*

See Exhibit C

Section	Title	Date	Pages
---------	-------	------	-------

§ A.3.1.3 The following Drawings:

*(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)*

See Exhibit C

Init.

Number	Title	Date
--------	-------	------

§ A.3.1.4 The Sustainability Plan, if any:

*(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)*

Title	Date	Pages
-------	------	-------

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:

*(Identify each allowance.)*

Item	Price
------	-------

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:

*(Identify each assumption and clarification.)*

See Exhibit D

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:

*(List any other documents or information here, or refer to an exhibit attached to this Amendment.)*

See Exhibit C for CM Manual, CM Clarifications, and Addenda

**ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS**

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:

*(List name, discipline, address, and other information.)*

See Exhibit B for List of Subcontractors

This Amendment to the Agreement entered into as of the day and year first written above.

\_\_\_\_\_  
OWNER (Signature)

Rob Miller, Superintendent of Schools  
Justin Cheatam, Board of Education President  
*(Printed name and title)*

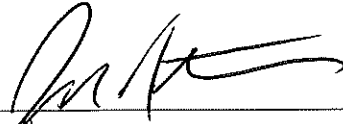
  
\_\_\_\_\_  
CONSTRUCTION MANAGER (Signature)

Michael Feamster President – Southwest Region  
*(Printed name and title)*

# Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Jordan Knutson, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 17:07:46 ET on 08/08/2023 under Order No. 2114446684 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ – 2019 Exhibit A, Guaranteed Maximum Price Amendment, other than those additions and deletions shown in the associated Additions and Deletions Report.

  
\_\_\_\_\_  
(Signed)

Project Manager  
\_\_\_\_\_  
(Title)

8/9/2023  
\_\_\_\_\_  
(Dated)

# Additions and Deletions Report for AIA® Document A133® – 2019 Exhibit A

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 17:07:46 ET on 08/08/2023.

## PAGE 1

This Amendment dated the 10 day of August in the year 2023, is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 05 day of May in the year 2021 (the "Agreement")

...

Bixby Public Schools  
High School Academic Building  
601 S Riverview Drive, Bixby, OK 74008

...

Bixby Public Schools  
109 N Armstrong Street  
Bixby, OK 74008

...

Nabholz Construction Corporation  
10319 E 54<sup>th</sup> Street  
Tulsa, OK 74146

...

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed One million, two hundred and four thousand, eight hundred and seventy-nine dollars (\$ 1,204,879.00 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

## PAGE 2

Refer to Exhibit B Financial Breakdown

GMP Amendment #1 - \$2,054,422.00  
GMP Amendment #2 - \$2,973,150.00  
GMP Amendment #3 - \$4,216,614.00  
GMP Amendment #4 - \$657,845.00  
GMP Amendment #5 - \$349,359.00  
GMP Amendment #6 - \$12,773,493.00  
GMP Amendment #7 - \$39,673,724.00  
GMP Amendment #8 - \$7,227,458.00  
GMP Amendment #9 - \$505,454.00  
GMP Amendment #10 - \$1,204,879.00

Total GMP Amount - \$71,636,398.00

...

The date of execution of this Amendment.

PAGE 3

By the following date: January 31, 2025

...

<u>AIA Document A133-2019</u>		<u>05/05/2021</u>	<u>25</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #1</u>	<u>04/20/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #2</u>	<u>06/16/2022</u>	<u>9</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #3</u>	<u>06/22/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #4</u>	<u>06/22/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #5</u>	<u>09/08/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #6</u>	<u>09/21/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #7</u>	<u>09/21/2022</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #8</u>	<u>01/01/2023</u>	<u>7</u>
<u>AIA Document A133-2019 Exhibit A</u>	<u>GMP Amendment #9</u>	<u>06/08/2023</u>	<u>7</u>

...

See Exhibit C

...

See Exhibit C

PAGE 4

See Exhibit D

...

See Exhibit C for CM Manual, CM Clarifications, and Addenda

...

See Exhibit B for List of Subcontractors

...

Rob Miller, Superintendent of Schools  
Justin Cheatam, Board of Education President

Michael Feamster President – Southwest Region



**BPS Capital Improvements GMP Breakdown (Amendments 1 - 10)**  
Exhibit B

#	ITEM	Project	Subtotals	NOTES
<b>1</b>	<b>GMP Amendments</b>			
1.1	GMP Amendment #1 - Utility Relocation & Demolition	Academic Building	\$2,054,422.00	Approved 4/21/22
1.2	GMP Amendment #2 - High School Track Building	Track Building	\$2,975,150.00	Includes Alternates 1, 3, 4, & 5
1.3	GMP Amendment #3 - Earthwork & Storm Sewer	Academic Building	\$4,216,614.00	Approved 6/23/2022
1.4	GMP Amendment #4 - HS Football Stadium Improvements	HS Football Stadium Improvements	\$657,845.00	Approved 6/23/2022
1.5	GMP Amendment #5 - Track Building Alternate #2	Track Building	\$349,359.00	Approved 9/8/2022
1.6	GMP Amendment #6 - Structural / Under-Slab Utility Package	Academic Building	\$12,773,493.00	Approved 9/21/2022
1.7	GMP Amendment #7 - HS Academic Building	Academic Building	\$39,673,724.00	Approved 1/12/23
1.8	GMP Amendment #8 - Phase 5	Academic Building	\$7,227,458.00	Approved 6/8/23
1.9	GMP Amendment #9 - Maintenance Building	Academic Building	\$505,454.00	Approved 6/27/23
1.10	GMP Amendment #10 - Railings and Technology	Maintenance Building	\$1,204,879.00	Presented 8/10/23
<b>2</b>	<b>Total Construction Costs for Academic Building To Date</b>		<b>\$67,150,590.00</b>	
<b>3</b>	<b>Total Construction Costs for Track Building To Date</b>		<b>\$3,327,509.00</b>	
<b>4</b>	<b>Total Construction Costs for HS Football Stadium Improvements To Date</b>		<b>\$657,845.00</b>	
<b>5</b>	<b>Total Construction Costs for Maintenance Building To Date</b>		<b>\$505,454.00</b>	
<b>6</b>	<b>TOTAL GMP TO DATE (Amendments #1 - 10)</b>		<b>\$71,636,398.00</b>	



**PROJECT NAME** Bixby Academic Building- GMP Amendment #10  
**PROJECT LOCATION** Bixby, OK  
**REVIEW DATE** 7/10/2022  
**ARCHITECT** KKT Architects

8/3/2023

Job Phase	Trade Pkg	Description	Grand Total Amount
01.01		<b>Bixby Academic Building- GMP Amendment #10</b>	
	05.30	Railings (Nabholz Construction)	765,300
	27.10	Communications (Lighthouse Electric)	687,300
	50.10	Phase 5 - Alternate #2	(62,882)
	50.20	PR 016 - Phenolic Panel VE	(651,627)
	50.30	PR 023	60,367
	50.40	PR 027	249,022
	50.50	PR 034	59,252
	55.10	Allowances (Safety - Temporary Stair Railings)	50,000
		<b>01.01 Bixby Academic Building- GMP Amendment #10</b>	<b>1,156,732</b>

### Estimate Totals

Description	Amount	Totals
<b>Subcontractor Total</b>		<b>1,156,732</b>
General Liability	9,832	
Builder's Risk	2,169	
Performance Payment Bond	6,024	
<b>Permits, Bonds &amp; Insurance</b>	<b>18,025</b>	<b>1,174,757</b>
General Conditions		
Project Fee	30,122	2.500 %
Contingency	30,122	1,204,879
<b>Total</b>		<b>1,204,879</b>

### PROJECT CONFIDENTIAL

#### Property of Nabholz Construction Corporation Not for Duplication or Distribution

This document includes data that is deemed trade secret or proprietary to Nabholz and prepared in conjunction with the Project. This document is shared with the Project team solely for use on this Project consistent with the responsibilities of the Project team. The Recipients shall not duplicate, use, or disclose, in whole or in part, to any person, entity, or party outside the Project team without Nabholz' prior written authorization.

## **EXHIBIT C**

### **Plans, Specifications, and Addenda**

#### **KKT Architects**

*Bixby Public Schools – High School Academic Building – Phase 5*

Plans and Specifications dated April 10, 2023 and all Addenda issued prior to June 7, 2023.

Geotechnical Engineering Report dated January 2, 2022

Construction Manager's Manual dated June 7, 2023

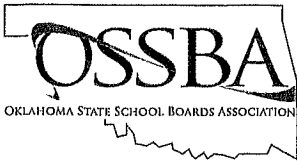
CM Clarification #1 dated June 7, 2023

CM Clarification #2 dated June 23, 2023

## **EXHIBIT D**

### **Contract & Scope Clarifications**

1. Sales tax is excluded.
2. Third party testing costs have been excluded. We will coordinate service per specification section 014000 1.6B.
3. Costs for water, sewer, and electric power service for construction usage are not included. Per 015000 1.3, these services can be used for construction from the existing systems “without metering and without payment of use charges”.
4. This GMP includes the costs for Alternate #2, PR 016, PR 023, PR 027, and PR 034. Some of these costs have been sent to KKT to review. Any adjustments required will be addressed accordingly.
5. The cost included for PR 027 does not include any work associated with speed tables on Riverview Drive.
6. The cost included for PR 034 does not include any additional fencing beyond the original scope of work.
7. The Substantial Completion date has been updated to reflect all currently known delays due to design deliverables and dates thereof that have further impacted procurement. In addition to the Construction Documents at various phases, this also includes various PR’s, ASI’s, and RFI’s.
8. Products requiring conditioning will be installed prior to start-up of the mechanical units to achieve the substantial completion date. Temporary conditioning will be necessary and will be funded by Allowances and/or Construction Contingency.
9. Some components of the Technology drawings are called to be by owner and have been excluded. Additional funds may be required if additional work associated with this scope by Nabholz (and subcontractors) is needed.
10. There will likely be work remaining after the substantial completion date that will be coordinated with owner move-in.
11. The opportunity of a phased move-in prior to the substantial completion date is unknown at this time but will be accommodated as possible and desired.
12. The majority of the handrails are decorative and will be installed towards the end of the project. Temporary handrails will be required and funded by the allowances and/or contingency.
13. Substantial completion is subject to change if caused by factors outside of Nabholz’ control.
14. City, State, Special Testing, and Inspections, as well as all Design or Soft costs are excluded. These may include, but not be limited to the following: Architectural, Engineering, Civil, and other design consultant’s fees and design, Geotechnical Investigation, Special Testing and Inspections, Asbestos Remediation, Furniture, Fixtures, Equipment, Technology, Owner’s Insurance, Errors and Omissions Insurance, or Offsite Utility costs.
15. Nabholz shall locate all existing utilities but shall not be responsible for any unforeseen conditions. Any utility relocations required due to existing conditions that are not shown on the Construction Documents shall be considered unforeseen conditions.
16. All remediation associated to any potential underground appurtenances and associated soil removal, as well as asbestos, lead or any other material requiring remediation is excluded.
17. Nabholz has included all elements of the Construction Documents unless clarified or agreed elsewhere within this GMP Amendment 10, or the Prime Contract. Should there be any missing elements not detailed or drawn, but intended, there may be cost and time impact.



# Membership Renewal

To renew your membership online, please visit: [www.ossba.org/membership](http://www.ossba.org/membership)

To renew your membership via email, please complete the information below and email this form to: [jenniferp@ossba.org](mailto:jenniferp@ossba.org).

Please continue Bixby Public School's  
(School Name)

membership with OSSBA for 2023-2024.

The school board voted to join OSSBA on August 10, 2023.

PO Number: \_\_\_\_\_

Is the Superintendent new this year?  YES  NO

First Year Superintendent?  YES  NO

Superintendent Name: Rob Miller

Superintendent Email: rmiller@bixby.org

Superintendent Start Date: June 1, 2018

Minutes Clerk Name: \_\_\_\_\_

Minutes Clerk Email: \_\_\_\_\_

Board Clerk Signature

Date: \_\_\_\_\_

Pages (with cover): \_\_\_\_\_

If your board membership has changed since the election, please provide an updated list with this form. Please include name, election status, email, seat number and date seated.

Oklahoma State School Boards Association

2801 N. Lincoln Blvd., Suite 125 • Oklahoma City, OK 73105

405.528.3571 • 888.528.3571 • [www.ossba.org](http://www.ossba.org)



**Oklahoma State School Boards Assn.**  
 2801 N. Lincoln Blvd. Suite 125  
 Oklahoma City, OK 73105  
 405.528.3571 or 888.528.3571  
 Fax: 405.609.3091  
 EIN: 73-6636480

11/72

Invoice	19178
Date	7/15/2023
Page	1
Amount Due	\$4,927.00
Customer #	7020

To pay online via credit card please visit: [www.ossba.org/payonline](http://www.ossba.org/payonline)

**Customer:**

Bixby Public Schools  
 109 N Armstrong  
 Bixby OK 74008

For proper credit please return top portion

Customer ID	Customer Name	Purchase Order No.		Due Date	
7020	Bixby Public Schools			7/15/2023	
Item Number	Description	Ordered	Discount	Unit Price	Ext. Price
1000	School Membership Dues 2023-2024	1	\$0.00	\$4,927.00	\$4,927.00

*R. Z. Fair*

The membership fee covers the provision of various services by the Oklahoma State School Boards Association to boards of education. Such services include legal information, publications, in-office consultations, answers to telephone and letter inquiries from school officials and school patrons, monitoring of state and federal education legislation, and other services designed to improve the quality of management of public education in Oklahoma. Member boards of education also receive reduced rates for workshop registrations, subscriptions and fee service programs

<b>Subtotal</b>	\$4,927.00
<b>Tax</b>	\$0.00
<b>Total</b>	\$4,927.00

Questions? Contact [accounting@ossba.org](mailto:accounting@ossba.org)



**Oklahoma State School Boards Assn.**  
 2801 N. Lincoln Blvd. Suite 125  
 Oklahoma City, OK 73105  
 405.528.3571 or 888.528.3571  
 Fax: 405.609.3091  
 EIN: 73-6636480

11/72

Invoice	20747
Date	7/15/2023
Page	1
Amount Due	\$2,000.00
Customer #	7020

To pay online via credit card please visit: [www.ossba.org/payonline](http://www.ossba.org/payonline)

**Customer:**

Bixby Public Schools  
 109 N Armstrong  
 Bixby OK 74008

For proper credit please return top portion

Customer ID	Customer Name	Purchase Order No.		Due Date	
7020	Bixby Public Schools			7/15/2023	
Item Number	Description	Ordered	Discount	Unit Price	Ext. Price
3502	Assemble Annual Subscription through June 30, 2024	1	\$0.00	\$2,000.00	\$2,000.00

*Re 7 free*

Subtotal	\$2,000.00
Tax	\$0.00
Total	\$2,000.00



**Oklahoma State School Boards Assn.**  
 2801 N. Lincoln Blvd. Suite 125  
 Oklahoma City, OK 73105  
 405.528.3571 or 888.528.3571  
 Fax: 405.609.3091  
 EIN: 73-6636480

*11/72*

Invoice	20128
Date	7/15/2023
Page	1
Amount Due	\$1,000.00
Customer #	7020

To pay online via credit card please visit: [www.ossba.org/payonline](http://www.ossba.org/payonline)

**Customer:**

Bixby Public Schools  
 109 N Armstrong  
 Bixby OK 74008

For proper credit please return top portion

Customer ID	Customer Name	Purchase Order No.		Due Date	
7020	Bixby Public Schools			7/15/2023	
Item Number	Description	Ordered	Discount	Unit Price	Ext. Price
3105	Policy Services Subscription through June 30, 2024	1	\$0.00	\$1,000.00	\$1,000.00

*Richard*

Subtotal	\$1,000.00
Tax	\$0.00
<b>Total</b>	<b>\$1,000.00</b>



**Oklahoma State School Boards Assn.**  
 2801 N. Lincoln Blvd. Suite 125  
 Oklahoma City, OK 73105  
 405.528.3571 or 888.528.3571  
 Fax: 405.609.3091  
 EIN: 73-6636480

Invoice	20577
Date	7/15/2023
Page	1
Amount Due	\$200.00
Customer #	7020

11/72

79

To pay online via credit card please visit: [www.ossba.org/payonline](http://www.ossba.org/payonline)

**Customer:**

Bixby Public Schools  
 109 N Armstrong  
 Bixby OK 74008

For proper credit please return top portion

Customer ID	Customer Name	Purchase Order No.		Due Date	
7020	Bixby Public Schools			7/15/2023	
Item Number	Description	Ordered	Discount	Unit Price	Ext. Price
3205	Superintendent Evaluation Tool through June 30, 2024	1	\$0.00	\$200.00	\$200.00

*Rozzini*

Subtotal	\$200.00
Tax	\$0.00
Total	\$200.00



LEARN WELL.

109 N Armstrong  
918-366-2200

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[www.bixbyps.org](http://www.bixbyps.org)  
Facebook: @bixbyps

## Bixby Public Schools and Empower Academy

School Year 2023-2024

Bixby Public Schools (BPS) and Empower Academy (EA), a group home for female students in Middle School and High School, in Bixby, Oklahoma, endeavor to collaborate in order to provide support for the students living at the home.

### Enrollment/Transfer

- BPS will assist the guardian in enrolling the student(s), request educational records for the student(s), and develop a schedule for the student
- BPS will maintain and update student records and IEPs for the student, including taking a photo of the student and issuance of student id, as appropriate
- EA will notify the Director of **Special Education** (Kim Schein) of impending student enrollments in order to schedule a meeting to implement a transition plan into the school setting for the student. The student's enrollment may be completed after the planning meeting has taken place.
- EA will assist with the transition of the student to the school district by enrolling the student, providing educational records, IEPs, medication information, and any other information to support the safety and well-being of the student
- EA will make an appointment with the school nurse to review the student's medical needs
- EA will make an appointment with the school counselor to finalize the student's schedule
- EA will, upon the student's first day of in-person school, accompany the student to the school office
- EA will notify BPS and the Coordinator/Liaison of a student who is withdrawing or transferring
- EA will complete the withdrawal procedures for the student at the school site: returning textbooks, electronic devices (Chromebooks, power cord, case), etc. to the school site within five days of the student's exit from the facility

### Supplemental Educational Services

- BPS will provide, through Title I Neglected funds, out-of-school tutoring

- BPS will provide, through Title I Neglected funds, supplemental materials as needed for tutoring
- BPS will provide, as Title I Neglected funds are available, a Neglected Liaison
  - Neglected Liaison will complete grade checks, maintain communication with Empower Academy, counselors, and the students' teachers, provide supplemental support for the students
- On-site Tutoring
  - Empower Academy will provide a room for the tutoring program. The room should have an adequate number of tables/chairs for the students and tutors. The area should have school supplies as needed for the tutoring sessions. The room/area should be disinfected prior to each tutoring session.
  - Empower Academy staff will remain with the students at all times and provide guidance and discipline as needed during the tutorial sessions.
  - BPS will provide, as Title I Neglected funds are available, out of school tutoring
    - BPS will provide certified teachers as tutors for tutoring sessions
  - BPS will provide, through Title I Neglected funds, supplemental materials as needed for the tutoring sessions
- EA will ensure that all devices and materials (chrome books, textbooks, etc.) provided to the student(s) are maintained in a secure location.
- Bixby Public Schools and Empower Academy will coordinate and cooperate on behavior plans for students, as needed

**Communication**

- BPS will communicate with Empower Academy any changes in contact information
- EA will communicate with Bixby Public Schools any changes in contact information
- EA will communicate student absences to the appropriate school
- EA and the BPS Liaison will collaborate and meet together on a regular basis, as needed
- BPS will provide, through Title I neglected funds, a Liaison, as available, to facilitate communication and coordination between the District and Empower Academy
- Empower Academy will submit a monthly child count indicating students present, withdrawing, or entering EA

By signing this agreement, Bixby Public Schools and Empower Academy agree to the above provisions.

Rob Miller  
 Superintendent  
 Bixby Public Schools

Program Director  
 Empower Academy

\_\_\_\_\_  
 Signature/date

\_\_\_\_\_  
 Signature/date

**BIXBY SCHOOL DISTRICT**  
**Paulla Slawson(School Psychologist) Contract 2023-2024**

This contract is made by and between Independent School District No. 4 of Tulsa County, Oklahoma, Bixby (School District) and **Paulla Slawson** (School Psychologist)

**RECITALS:**

- A. School District desires to employ **Paulla Slawson** (School Psychologist) to provide School Psychologist services in School District's schools for the current fiscal year only, in the position of School Psychologist.
- B. **Paulla Slawson** (School Psychologist) desires to accept employment by School District as a School Psychologist under the terms of this contract.
- C. **Paulla Slawson** (School Psychologist) is subject to passing a criminal record background search and drug test and that the results of such tests must be in compliance with District policy on employee employment for any and all employment positions within the School District.

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements herein contained and intending to be legally bound, the School District and Paulla Slawson (School Psychologist) agree as follows:

- 1. **Employment of Paulla Slawson**(School Psychologist). School District employs **Paulla Slawson** (School Psychologist) to perform School Psychologist services in School District's school system.
- 2. **Duties. Paulla Slawson**(School Psychologist) agrees that she is familiar with the duties she is to assume as a School Psychologist in School District's school system and agrees to perform those duties as assigned from time to time to **Paulla Slawson** (School Psychologist).
- 3. **Compensation.** For all School Psychologist services performed under this contract, the salary for the term of this contract September 5, 23 to June 31, 2024, is \$400 per evaluation for SLD and \$100 for each additional assessment as requested on parent consent, less all lawful withholdings. For this specific assignment the total evaluation that **Paulla Slawson** (School Psychologist) may complete cannot exceed 70 evaluations per contract year. Compensation will be paid monthly upon submission of an invoice signed by Special Education Director. Invoices must be submitted to the Special Education Director by the 3<sup>rd</sup> day of the month.
- 4. **Term. If not terminated earlier, the term of this contract will automatically expire at the end of School District's fiscal year (July 1/June 30) in which this contract is made. The parties specifically agree that this contract is NOT subject to the Oklahoma Continuing Contract Law and that no action needs to be taken by the board of education of the School District to non-renew Paulla Slawson (School Psychologist) or terminate this contract. Paulla Slawson (School Psychologist) acknowledges and understands that he/she would not have been hired by the School District without Paulla Slawson (School Psychologist) 's agreement as to automatic expiration of this contract. Paulla Slawson (School Psychologist) further acknowledges that the limitation on the term of this contract to this fiscal year was a material inducement to the School District's entering into this agreement. BY SIGNING THIS READING SUFFICIENCY ACT SCHOOL PSYCHOLOGISTING CONTRACT, THE PARTIES ACKNOWLEDGE AND AGREE TO THE FOLLOWING: A) THIS CONTRACT DOES NOT CREATE ANY PROPERTY INTEREST OF ANY KIND OR AT ANYTIME; B) THIS CONTRACT DOES NOT CREATE ANY RIGHT TO A DUE PROCESS HEARING OF ANY KIND OR AT ANYTIME; C) THIS CONTRACT AND THE CORRESPONDING COMPENSATION UNDER THIS CONTRACT MAY BE TERMINATED BY THE SCHOOL DISTRICT AT ANY TIME WITH OR WITHOUT CAUSE, IT BEING SPECIFICALLY AGREED AND UNDERSTOOD THAT THIS CONTRACT IS A CONTRACT AT WILL; AND D) IN THE EVENT THIS CONTRACT IS TERMINATED, READING SUFFICIENCY ACT SCHOOL PSYCHOLOGIST'S COMPENSATION FOR THE CONTRACT SHALL ALSO IMMEDIATELY TERMINATE.**
- 5. **Rules and Regulations.** All rules and regulations of School District pertaining to its School Psychologist are incorporated herein by reference, except that if the provisions of this contract are contrary to any of the rules and regulations, the provisions of this contract shall control and be prevailing.
- 6. **Miscellaneous.** This contract represents the entire understanding between the parties concerning the subject matter hereof and may be modified only by the mutual written agreement of the parties. This being a contract for personal services, Paulla Slawson (School Psychologist) may not assign this contract or the compensation to be received by Paulla Slawson (School Psychologist) under this contract. School District has not made any promises or representations to Paulla Slawson (School Psychologist) beyond the items specifically stated in this contract. Without limiting the foregoing School District has not made any promise or commitment to Paulla Slawson (School Psychologist) for a permanent School Psychologist position or any preferred status for a permanent School Psychologist position.

In witness whereof, we have subscribed our name this \_\_\_\_ day of \_\_\_\_\_, 2023 for Independent School District I004, TULSA County, BIXBY, OK.

"I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States, and of the State of Oklahoma."

Independent School District No. 4 of Tulsa County, Oklahoma

Paulla Slawson  
\_\_\_\_\_  
Paulla Slawson (School Psychologist)      readysign

\_\_\_\_\_  
Superintendent or Designee

Kim Schein  
\_\_\_\_\_  
Director of Special Education      readysign

## Request for Taxpayer Identification Number and Certification

Give Form to the  
 requester. Do not  
 send to the IRS.

▶ Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>Paula C Slawson</b>	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <small>Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</small> <input type="checkbox"/> Other (see instructions) ▶ _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
	5 Address (number, street, and apt. or suite no.) See instructions. <b>700 Kinkead Road</b>	Requester's name and address (optional)
	6 City, state, and ZIP code <b>McAlester, OK 74501</b>	
	7 List account number(s) here (optional)	

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>												
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<b>Employer identification number</b>												
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9	2	-	2									
6	6	9	6									
6	6	5										

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification Instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person ▶ <i>Paula C. Slawson</i>	Date ▶ <b>7-13-2023</b>
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**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*



# BIXBY PUBLIC SCHOOLS MASTER CONTRACT 2023-2024

BIXBY EDUCATION ASSOCIATION & BIXBY BOARD OF EDUCATION DISTRICT NO. I-4

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**LEARN WELL. LIVE WITH HONOR.**

*The Bixby Public School District does not discriminate on the basis of race, color, national origin, religion, sex, gender (including pregnancy), disability, military status, and/or age in its programs and activities or employment decisions. BPS does not tolerate discrimination or racism of any kind and provides equal access to designated youth groups, including the Boy Scouts. Inquiries concerning the application of this policy may be referred to Bixby Public Schools, Compliance Coordinator, 109 North Armstrong, Bixby, OK 74008, or 918-366-2200.*

**BIXBY**  
*Home of the Spartans*

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# AGREEMENT BETWEEN BIXBY BOARD OF EDUCATION AND THE BIXBY EDUCATION ASSOCIATION

## PREAMBLE

This agreement entered into this 6<sup>th</sup> day of February 1978, by the Board of Education for Independent School District #4, City of Bixby, Oklahoma, hereinafter called the “Board”, and the Bixby Education Association, hereinafter called the “Association.”

### WITNESSETH:

**WHEREAS**, the Board and Association recognize and declare that providing a quality education for the students of Independent School District #4 is their mutual aim and that the character of such education depends predominantly upon the quality and morals of the teaching service and,

**WHEREAS**, the members of the teaching profession are particularly qualified to advise in the formulation of policies and programs designed to improve educational standards and,

**WHEREAS**, the Association is the professional organization organized to represent a majority of the professional educators employed by and serving in the district within the meaning of the law of the State of Oklahoma and, particularly, Title 70, Okla. Stat., Sec. 509.1 et seq, and,

**WHEREAS**, it is the duty and obligation of the Board and the Association, pursuant to the law of the State of Oklahoma hereinabove referred to, to negotiate in good faith on items affecting the performance of professional services and,

**WHEREAS**, the parties have reached certain understandings and agreements one with the other and wish to confirm the same by reducing them to writing as part of this agreement,

**Now, THEREFORE**, in consideration of the covenants herein contained, it is agreed by and between the parties as follows:

## PROVISIONS

This agreement shall become part of the contract entered into between the Board and the individual members of the Association. Any individual contract between the Board and an individual teacher, heretofore or hereafter executed, shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with the Agreement, this Agreement, during its duration, shall be controlling. If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held to be contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions of applications shall continue in full force and effect. All matters not agreed upon in this document remain the responsibility of the Board subject to negotiation between the Board of Education and the Bixby Education Association. Copies of the Agreement shall be shared on the school website within 30 days of ratification. (2019-20)

## NEGOTIATION PROCEDURE

This Agreement shall not be modified in whole or in part except by an instrument in writing duly executed by both parties.

# SECTION I: NEGOTIATIONS PROCEDURAL AGREEMENT

## A. STATEMENT OF PRINCIPLE

The Board of Education of Bixby Public School District I-4 hereinafter called the Board, and the Bixby Education Association, hereinafter called the Association, appreciates the separate and distinct responsibilities allocated to them by Oklahoma state laws and by moral and ethical obligations to each other, to the youth, and to the community. They are also aware that these same responsibilities require communication channels through which these separate responsibilities merge into a united professional relationship. Both parties recognize the desirability of establishing procedures for resolution of differences and that there should be a free and open exchange of ideas and views between all parties in deliberations leading to amicable settlement of differences. However, the Bixby Board of Education is legally responsible under Oklahoma state laws to provide educational opportunity for every child, and this agreement shall in no way infringe upon the duties and responsibilities, both legal and implied, of the Board of Education and Superintendent of Bixby School. The Board and the Association recognize their responsibilities toward each other in seeking agreement upon matters of mutual concern and pledge to conduct professional negotiations in good faith. Be it therefore resolved that the Board and the Association agree on the following procedure.

## B. RECOGNITION

1. The Board recognizes the Association, a professional organization affiliated with the Oklahoma Education Association and with the National Education Association, as the agency through which the teachers of the Bixby School District develop and represent their considered opinion on matters of educational concern to them.
2. The Board recognizes the Association as the exclusive bargaining representative for the bargaining unit consisting of all employees who are required by the position for which they are employed to be licensed or certified teachers, and who do not hold supervisory authority with respect to other teachers of Bixby Public Schools. (2002-03)
3. The Board agrees to give due consideration to proposals and representations made on behalf of the Association through the Association's negotiations team.

## C. PURPOSE

The purpose of this procedural agreement is to establish an orderly process by which both parties can present items for negotiation. The Board and the Association recognize the importance of establishing lines of communication between employers and employees and realize that in order for the teaching personnel to communicate with the employer in a more effective way, a procedural agreement for negotiations should be established. The Board and the Association further recognize the process of negotiation as the process for resolving differences between their respective groups. This agreement will enable both the Board and the Association to establish procedures for negotiation on items that will improve the educational system and enhance public relations.

## D. PROCEDURE

1. The Association shall designate a five (5) member negotiation team, hereinafter called the Association Team, from the membership of the Association.

2. The Board and Superintendent of Schools shall be represented by a committee, appointed by the Superintendent and hereinafter called the Administration Team, consisting of not less than three (3) and not more than five (5) members.
3. Neither the Association nor the Board and administration shall endeavor to establish any control over the other's selection of a team to represent them.
4. Meetings shall be conducted between the Administration Team and the Association Team with each team designating its own spokesperson and/or chairperson. Neither team shall endeavor to establish any control over the other team's selection of a spokesperson, its organization, or its use of consultants.
5. The negotiations process for the following school year will begin no later than June 15<sup>th</sup>. The specific dates, times, places, and agenda of meetings will be established by mutual agreement of the spokespersons/chairpersons of the parties.  
*(1988-89)(2011-12)*
6. Emergency meetings of the teams may be requested by either team. The submission of a written request along with a proposed agenda of items to be negotiated will be sent to the chairperson or the other team. The time and place of such meetings will be worked out by the two chairpersons. The meeting shall take place within two (2) days of the request unless otherwise agreed upon.
7. As a tentative agreement is reached, the teams shall prepare a statement of the tentative agreement in duplicate and both chairpersons shall sign and date it. When tentative agreements are reached on all items, the Association Team shall then take the tentative agreements back to the Association for ratification and the Administration Team shall present the tentative agreements to the Board of Education at the next meeting if Board action is required.

## E. IMPASSE

**Between Board and Association:** If the parties reach an impasse or if they reach an agreement but such agreement is not ratified by both parties within thirty (30) days, a special committee will be formed to recommend a resolution of differences to the Board and the Association. The special committee shall be made up of three (3) individuals. The Board shall name one person and the Association shall name one person. The first named people shall select the third member, who will serve as chairperson, from a list provided by the State Superintendent of Public Instruction. This committee shall meet with the Administration Team and the Association Team for the purpose of fact finding. Subsequently, the committee shall make recommendations to the Board and the Association within twenty (20) days of the conclusion of the meeting (hearing) with the parties. If either party or both parties object to any of the recommendations of the committee, the objecting party (ies) shall so state its (their) objection(s) in writing within seven (7) days of receipt of the committee's written recommendations. Unless mutually agreed otherwise, the parties shall resume negotiations on the unresolved issue(s). Fourteen (14) days after resuming negotiations, either party may discontinue negotiations on the unresolved items. If the effort to resolve differences is unsuccessful, the local board of education shall forward to the State Department of Public Instruction, in writing, its final disposition of the negotiations impasse within thirty (30) days of the effective date of the implementation. Each party will pay the expenses of its own representative on the committee. However, the expense of the chairperson will be borne equally by the parties.

## F. REVISION IN PROCEDURE OR IN PREVIOUS AGREEMENTS

Except for annual compensation agreements, and other agreements when adopted and signed by both parties, shall remain in effect for successive fiscal year periods and either party desiring changes in an agreement shall notify the other party in writing

as specified in section D-5 of this document. Such changes as are desired will then be negotiated with changes agreed upon by the Teams to be approved by both the Board and the Association.

## **SECTION II: RIGHTS**

### **ARTICLE I: BOARD RIGHTS**

Both parties recognize that the Board has the responsibility and the authority to manage and direct all of the operations of the school district to the full extent vested in it by the laws of the state of Oklahoma.

The Board and the Association shall abide by all applicable state and federal statutes, rules, and regulations. This agreement shall not abrogate the legal rights, obligations, and powers of the Board including its power to make policy. The exercise of these legal rights, obligations, and powers by the Board and the adoption of such rules, regulations, and policies as it may deem necessary shall be limited by the specific and expressed terms of the Board's and Association's ratified agreement.

### **ARTICLE II: ASSOCIATION RIGHTS**

- A. In accordance with the School Laws of Oklahoma, the Board shall deduct from the salary of each teacher an amount of money equal to the total dollars in their professional membership dues in ten (10) equal payments, said deductions shall begin with the October paycheck. The deductions shall be remitted not less frequently than monthly to the Association. Any teacher not desiring the use of payroll deduction shall so state in writing to the Board by October 1.
- B. In accordance with the School Laws of Oklahoma, the Board shall deduct from the salary of each teacher, who so requests in writing, political contributions in ten (10) equal payments. Said deductions shall begin with the October paycheck. The deductions shall be remitted not less frequently than monthly to the teachers designated organization.
- C. The Association and its representatives shall have the right to use school buildings at all reasonable hours for meetings and must schedule all meetings through the Superintendents' office.
- D. The Association and its representatives shall have the right to use school facilities and equipment, including computers, copy machines, and other duplicating equipment at reasonable times, when such equipment is not otherwise in use. The Association shall pay for the costs of all materials and supplies incident to such use.
- E. The Association shall have the use of internal school mail and email services to announce meetings and committee work.
- F. The Association shall be provided with one (1) bulletin board per building for the purpose of posting notices of activities and matters of Association concern.
- G. The Board agrees to furnish to the Association, upon request, information concerning the financial resources of the school district, including, but not limited to, annual financial reports, register of certificated personnel, tentative budgetary requirements and allocations, and agenda and minutes of all Board meetings.
- H. During non-instructional hours, the President of the Association or his/her designee shall be allowed to visit schools to investigate working conditions, teacher complaints, or for other purposes relating to Association affairs.
- I. The Association shall be on the agenda of the orientation program for new teachers.

## ARTICLE III: TEACHER RIGHTS

- A. Nothing contained herein shall be construed to deny or to restrict any teacher such rights he/she has under the laws of Oklahoma and the United States or other applicable laws, decisions, and regulations.
- B. The teacher shall be entitled to full rights of citizenship and no religious, political, or personal activities of any teacher or the lack thereof shall be grounds for any discipline or discrimination unless these activities violate school policy or any contractual obligation of the employee.
- C. The provisions of this contract shall be applied without regard to race, creed, religion, color, national origin, age, sex, gender (including pregnancy), military status, marital status, and/or age (2020-21).
- D. Teachers will not be required to perform any duty or act which threatens anyone's physical safety or well-being.
- E. A teacher shall be entitled to have present a representative of the Association during any appearance before the Board or its agents concerning any matter which could adversely affect the teacher's position, office, employment, salary, or any increments thereto pertaining. Advance written notice of the right to representation will be provided to certified employees when a meeting is scheduled for the exclusive purpose of informing the employee of disciplinary action. When so notified, the employee shall be required to attend the meeting at a time and date within twenty-four (24) hours of the notice of right to representation. The meeting will be conducted in a private setting. (2011-12)
- F. A teacher shall not be disciplined, reprimanded, suspended with or without pay in status or compensation, demoted, discharged, or deprived of any professional advantage without just cause.
- G. Teacher Evaluation
  - 1. Evaluation is defined as a mutual endeavor among all staff members and the Board of Education to improve the quality of the education program. It is a system for documenting the evaluation criteria and the evidence of achievement by staff members. The performance of all staff members will be evaluated using the criteria established through the negotiations process and in compliance with state mandated evaluation requirements. (2011-12) The Board has adopted the Tulsa Teacher and Leader (TLE) model. (2012-13) If a conflict exists between the teacher evaluation procedures contained in the negotiated agreement and the teacher evaluation procedures of the Tulsa (TLE) System, the evaluation procedures set forth in the Tulsa (TLE) System shall prevail. (2013-14)
  - 2. All formal classroom evaluations shall be conducted using the negotiated evaluation instrument(s) provided herein.
  - 3. All formal classroom evaluations shall be conducted by designated building level principals or assistant principals using the Tulsa Model Evaluation System. (2016-17)
  - 4. Career teachers receiving a district evaluation rating of "superior" or "highly effective" under the TLE may be evaluated once every three (3) years. (2017-18)

### TEACHER EVALUATION PROCEDURE

- 1. By September 15<sup>th</sup> of each school year, the building principal or appropriate supervisor will, in a group meeting, review with each employee under his/her supervision the evaluation procedure, including the criteria for evaluation and the instruments to be used for required observations(s), and advise each employee as to the designated supervisor who will observe and evaluate his/her performance. An employee hired or reassigned after the beginning of the school year shall be notified by the appropriate supervisor of the evaluation procedures including the criteria for evaluation and instruments used for required observations in effect. No required observation shall take place until such orientation has been completed. A traveling teacher will be evaluated by the principal at his/her designated home site. However, traveling teachers may be evaluated by any supervising principal if the need arises.

2. Every probationary teacher shall receive formative feedback from the evaluation process at least two times per year, once during the fall semester, before November 10, and once during the spring semester, before March 15. All teachers shall be evaluated once every year prior to April 30. (2013-14)
3. If requested, a pre-evaluation conference shall be held between the appropriate supervisor and the employee at least ten (10) school days prior to the first evaluation.
4. All monitoring or observation of the work of a teacher shall be conducted openly and with the knowledge of the teacher. The use of eavesdropping, closed circuit television, public address or audio systems, and similar surveillance devices shall be strictly prohibited.
5. The evaluation must be made in good faith as a means to bring about improved instruction and not to collect information to support preconceived judgments.
6. No observation shall unduly interfere with the normal teaching/learning process.
7. Instructions on the evaluation form must be strictly adhered to by the evaluator.
8. Consideration will be given to teachers who are given unusual responsibilities or difficult situations in which to teach, such as large numbers of students with learning or behavior problems, large classes and/or poorly equipped teaching environment.
9. Standardized test results of academic progress of students shall not be used in any way as evaluative of the quality of individual teacher's service or fitness for retention unless specifically prescribed by state mandated evaluation requirements. (2011-12)
10. Following appropriate observations, the administrator and teacher shall hold a post-evaluation conference at a mutually agreed upon time for the purpose of discussing, executing, and clarifying the written evaluation report and recommendations. At this time, a duplicate copy will be given to the teacher that is dated and signed by both teacher and evaluator. Within two (2) weeks after the evaluation, the teacher evaluated may submit a written response which shall be attached to the evaluation and will become part of the record.
11. If an administrator believes a teacher is doing ineffective and/or unsatisfactory (2012-13) work, the reasons will be set forth in specific written terms and specific ways in which the teacher is to improve will be identified. The administrator will make positive efforts to assist the teacher in successfully completing a Personal Development Plan (PDP) and will establish a reasonable time for improvement not to exceed 60 (sixty) contract days. (2011-12) (2021-22).
12. The evaluation report, response, and Personal Development Plan (PDP) if one is developed, will be filed in the teacher's personnel file at the building site and shall be accessible to the teacher. Not more than one file shall be kept at the building site. A file will be maintained at the central administrative office. Evaluation forms shall be removed from the personnel file after three (3) years if requested by the teacher.
13. If discharge of a teacher (including denial of career placement or demotion) is to be considered because of inadequacies observed in the teacher's job performance, such actions must minimally be preceded by:
  - a. Observations of the teacher's ineffective and/or unsatisfactory (2012-13) performance by the building principal through the evaluation process described elsewhere in this agreement.
  - b. Clear written direction that the teacher must improve and consequences of failure to do so.
  - c. Adequate opportunity for the teacher to make improvements.
  - d. Intensive assistance from administrators and school district resources to help the teacher improve.
14. Requisites for dismissal, or non-reemployment for a probationary teacher:
  - a. A recommendation in writing from the Superintendent to the Board of Education that a probationary teacher be non-reemployed or dismissed.
  - b. Notification to the teacher of the teacher's right to a hearing before the Board of Education pursuant to state statutes.

- c. Approval of the Superintendent's written recommendation by a majority of the members of the Board of Education.
15. Requisites for dismissal, or non-reemployment for a career teacher:
- a. A recommendation in writing from the Superintendent to the Board of Education that a career teacher be non-reemployed or dismissed.
  - b. The written recommendation of the Superintendent for non-reemployment or dismissal must include one or more of the following reasons:
    - 1. Willful neglect of duty;
    - 2. Repeated negligence in the performance of duty;
    - 3. Mental or physical abuse to a child;
    - 4. Incompetency;
    - 5. Instructional ineffectiveness;
    - 6. Unsatisfactory teaching performance;
    - 7. Commission of an act of moral turpitude;
    - 8. Abandonment of contract;
    - 9. Conviction of a felony;
    - 10. Conviction of any sex offense subject to Oklahoma's Sex Offenders Registration Act or another state's or the Federal Sex Offender Registration Provision.
    - 11. Criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties;
    - 12. Failure to earn required staff development points; or
    - 13. Any other grounds allowed by law. (2007-08)
  - c. Notification to the teacher of the teacher's right to a hearing pursuant to state statutes.
  - d. Approval of the Superintendent's written recommendation by a majority vote of the members of the Board of Education.
16. The sections of this agreement addressing requisites for dismissal, non-reemployment, termination, discharge, or career placement are presented as generalized information. The district will follow the procedures outlined in current Oklahoma Statutes and State Department of Education Regulations regarding dismissal, non-renewal, termination, discharge, and career placement. Notification and appeal procedures shall be the same as provided for by Oklahoma State law and State Department of Education Regulations. The procedures, criteria, instruments, and process of evaluation will be subject to continuous review and appraisal.
17. Upon a written statement from a teacher that his/her home telephone number is unlisted in the public telephone directory and the teacher does not want their home telephone number listed in the Bixby personnel directory or given to any other party, the school district will abide by that written request. If a parent requests a telephone number of their child's teacher and that number is unlisted, the school office will make an attempt to contact that teacher and relate the message that a parent needs to contact them at home. (1992-93)

# SECTION III: PERSONNEL POLICIES

## ARTICLE I: TEACHER PREPARATION

### INSTRUCTIONAL AND PROFESSIONAL DEVELOPMENT MEETINGS

School personnel responsible for scheduling meetings shall clear the time, place, and date with a central clearing agency appointed by the Superintendent of schools. As far as possible, building meetings, departmental meetings, and general faculty meetings should be scheduled far enough in advance to give teachers several days' notice.

All certified personnel of the Bixby School System are encouraged to join the local, state, and national professional association. As members of a professional organization, teachers are expected to attend and participate actively in local and state activities and in national activities when previous plans are made and approval is given by the Superintendent of schools. There will be loss of pay for non-attendance when school is dismissed for a professional meeting.

The Board shall provide a minimum of 30 hours for the purposes of professional in-service training. (2011-12) (2021-22).

The Staff Development Committee (with Board approval) shall designate the time, place, and agenda for in-service outside of the Professional Learning Community (PLC). (2008-09) (2011-12)

## ARTICLE II: LONG TERM LEAVES OF ABSENCE

An employee who has worked for the school system for three consecutive years may be granted a leave of absence. Leaves of absence may be granted for one year for the following reasons: (A) Parental, (B) Personal Illness, (C) Caring for a sick member of immediate family, (D) Military Service (including reserve duty training), and (E) Further Study. Request for leave of absence for personal illness or caring for a sick member of the immediate family must be accompanied by a physician's statement.

Except in emergency situations, requests for leaves of absence must be submitted to the administration no later than April 25. (1997-98)

Teachers are returned from leave of absence in accordance with the Board of Education's regulations. Request for a return from a leave of absence for personal illness must be accompanied by a physician's statement. The Board of Education may extend a leave of absence for an additional one year if circumstances warrant such an extension; however, the total duration of a long term leave will not exceed two school years. (2011-12)

The Board shall provide temporary leave of absence with pay for the time necessary for appearance in legal proceedings affecting the employee's employer, the school, the system, or other legal proceedings as required by law except those in which the employee is the defendant or plaintiff.

## **ARTICLE III: SHORT TERM ABSENCES**

### **A. PERSONAL ILLNESS**

At the beginning of each school year, each teacher shall be credited with ten (10) days of leave at full salary for personal, accidental injury, illness or pregnancy, or accidental injury or illness (2005-06) in the immediate family. Unused sick leave shall be accumulated from year to year as long as the employee remains continuously in the system provided the maximum sick leave credit shall be reduced by one (1) day for every day that the employee is absent for reasons covered by the sick leave policy.

Maximum sick leave credit at all times shall not exceed one hundred forty (140) days. (2020-21) Annually, up to ten (10) sick leave days may be used for illness of a parent.

Accumulated sick leave in excess of 140 days will be deposited in a retirement reserve account to be used for retirement purposes subject to approval of OTRS. These days will be used to meet the 120 days needed for an additional year of teacher retirement but the teacher will not be compensated by the district for these retirement reserve days. (2007-08) (2020-21)

### **B. EXTENDED SICK LEAVE**

If, after exhausting all sick leave, a teacher is absent from his or her duties due to extended illness, the teacher shall receive the full contract salary less the amount actually paid a certified substitute for his or her position for an additional thirty (30) days.

### **C. SICK LEAVE INCENTIVE**

Upon termination of employment by retirement, certified teachers with 1-10 (2014-15) years of employment with Bixby Public Schools shall receive a lump sum benefit equal to his/her accumulated and unused sick leave at the rate of twenty-five dollars (\$25.00) per day. (2014-15)

Upon resignation from the district or qualifying for Oklahoma Teachers' Retirement, certified teachers shall receive a lump sum benefit equal to his/her accumulated and unused sick leave up to 140 days (2020-21) at the following rates:

For teachers with 11 to 19 complete years of employment with Bixby Public Schools a rate of \$40.00 per day (2014-15);

For teachers with 20 to 24 complete years of employment with Bixby Public Schools a rate of \$45.00 per day(2014-15);

For teachers with 25 or more complete years of employment with Bixby Public Schools a rate of \$50.00 per day; (2014-15)

Only sick leave days earned while in the employment of Bixby Public Schools will be eligible for the sick leave incentive. Sick leave days transferred from another school district shall be utilized prior to sick leave days earned in the employment of Bixby Public Schools. (2008-09)

### **D. DEATH IN FAMILY**

A teacher may be absent without loss of pay for three (3) days for reason of death in the family of first or second degree relationship. The three (3) day family death limitation may be extended to five (5) days when distance for travel becomes a factor. (Husband, wife, son, daughter, guardian, mother, father, brother, sister, grandparents and corresponding relatives by affinity).

A one day absence without loss of pay, but chargeable to sick leave, may be granted upon the death of members of the family other than first or second degree relation (aunt, uncle, niece, or nephew). In the event additional time is needed, up to a maximum of ten (10) days may be charged to accumulated sick leave. (1982-83)

## **E. PROFESSIONAL DUTIES**

Absence without loss of pay to the teacher may be granted by the principal, upon the approval of the superintendent, for professional duties. If Request for Professional Day is denied by the building principal, the request may upon the initiative of the teacher be forwarded to the Associate Superintendent (2013-14) for review and consideration. (1986-87)

## **F. CIVIC AND COMMUNITY ACTIVITIES**

Leave without loss of pay to the teacher to participate in civic and community activities may be granted by the principal upon the approval of the superintendent when such leave has a direct relationship to the school and/or educational welfare (or is designed to contribute to better school-community relations).

## **G. JURY DUTY**

School employees, like other good citizens, are expected to serve on juries when summoned. When absence for such duty has been made and a substitute is required, this substitute will be paid by the Board of Education.

## **H. PARENTAL LEAVE \*and MATERNITY LEAVE**

When requested, teachers shall receive Family and Medical Leave as required by federal law and Board policy. With the arrival of a new child into a family, teachers may use two (2) days of parental leave per year associated with the child's arrival. (2022-23)

*\*In accordance with state law and all applicable criteria found therein, certified personnel will receive paid maternity leave for six (6) weeks from the date of the birth of a child. (2023-24)*

## **I. PERSONAL LEAVE**

A teacher may be absent for reasons of personal leave without loss of pay. Personal leave as the name implies, shall pertain to conducting pressing personal business of a personal nature relating to personal, legal, business, household, or family needs which cannot be met other than during school hours. Leave for such personal matters will not exceed three (3) days per school year, and shall be without deduction. (1982-83)(2013-14) Requests for personal leave shall be made in writing, on the appropriate form, at the earliest possible time with the goal of providing at least three (3) days advanced notice when possible. If not possible, then within the day after returning to work. (2004-05) Personal leave may not be used, unless unavoidable, the first ten (10) days or the last ten (10) days of the school year, the day preceding or following a scheduled school holiday/break, or on the days scheduled for parent-teacher conferences (2005-06)(2016-17). Personal day leave forms will be routed through the principal to a designated administrator who will approve/disapprove the personal leave request and return to the building principal (1989-90). Such notice will include a signed statement that the personal leave was not for:

1. Seeking other employment
2. Participating in political activities
3. Performing service for compensation
4. Inclement weather

The Board of Education, will, however, reimburse each certified employee for the unused portion of the three days of personal leave on an annual basis at the rate of \$40.00 per day (1983-1984) or the teacher may choose to add the unused portion of the three days of personal leave to the teacher's sick leave accumulated days (2008-09), not to exceed 12 combined accumulated days per year as aligned to state statute 70 O.S. § 6-104. (2020-21) Unused personal days may be rolled over to the next fiscal and school year to accumulate up to five (5) personal days in a year. (2022-23)

## **J. ASSOCIATION LEAVE**

Subject to Administrative approval, the Board shall provide the Association with twenty-five (25) days per year for leave to attend conventions and conferences of the Association or its affiliates, or to conduct Association business. (2017-18)

## **K. ABSENCE DUE TO INJURY**

Absence due to injury incurred in the course of the teacher's employment shall not be charged against the teacher's sick leave days. The Board shall pay to such teachers the difference between their salaries and benefits received from Workman's Compensation for the duration of such absence.

## **L. MILITARY LEAVE**

Employees who are members either officers or enlisted in the Reserve Corps of the Army, Navy, the Marine Corps, the Coast Guard, the Women's Auxiliary Corps, or any other component of the Armed Forces of the United States including members of the National Guard, shall, when ordered by the proper authority to active duty or service, be entitled to a leave of absence from the employment with the Bixby Board of Education for the period of such active service without loss of status or efficiency rating and without loss of pay during the first thirty (30) days of such leave of absence.

## **M. MISCELLANEOUS PROVISION**

1. All absences in excess of the ones provided for in these policies shall be at full loss of pay.
2. In order that maximum benefits may be provided to all employees in time of valid need, it is imperative that proper controls be used to eliminate the misuse of the various types of leaves in this policy. An employee who abuses the leave policy is subject to disciplinary action.
3. Teachers shall have access to their accumulated sick leave days on or before the first pay day of each school year.
4. Any employee may be required to submit appropriate evidence concerning the cause of absence in order to qualify for sick leave benefits. Appropriate evidence may include any of the following at the direction of the office of the Superintendent:
  - a. A Physician's statement endorsed by the employee.
  - b. The employee's statement endorsed by the Principal or immediate supervisor.
  - c. Sick leave claimed on days immediately preceding or immediately following holidays or non-work days other than weekends unless a pattern has emerged (more than 3 instances) with sick leave adjacent to the weekend. (2022-23)
  - d. Sick leave claimed during the last four weeks of employment.

## **N. EMERGENCY LEAVE**

Up to two (2) days of non-cumulative emergency leave per year with pay may be granted for reasons indicated: Emergency leave is granted with full pay for unforeseen and uncontrollable circumstances which would reasonably keep an employee from performing his duties. Except as stated below, emergency leave shall not be utilized as personal illness or personal business leave unless all other personnel illness or personal business leave benefits are exhausted. (2002-03) (2011-12)

The term "emergency" may apply to leave within the following categories:

1. Funerals of persons other than immediate family
2. A mandatory court appearance
3. Unusual and unforeseen circumstances within the immediate family
4. All full-time certified employees shall have the right to use emergency leave for less than a full day.
5. Written notice of the emergency leave day should be made in advance, when possible; if not possible, then within one day after returning to work. Such notice will include a signed statement that the emergency leave day was not for:

- a. Seeking other employment
- b. Participating in political or social activities
- c. Performing service for compensation
- d. Entertainment, recreation, or vacation
- e. Inclement weather

**O. LEGAL PROCESS LEAVE**

The Board shall provide temporary leave of absence with pay for the time necessary for appearance in legal proceedings affecting the employee’s employer, the school, the system, or other legal proceedings as required by law, except those in which the employee is the defendant or plaintiff. *(moved and titled 2002-03)*

**P. POLICIES CREATING A SICK LEAVE BANK**

There is hereby created at Bixby Public Schools a Sick Leave Bank for the purpose of permitting certified employees of the school district to voluntarily transfer some of their sick leave to the Sick Leave Bank for the purpose of benefiting other certified employees who may be stricken with a catastrophic illness or accident and who may need additional sick leave because of such illness or accident. The following policies shall apply to the Sick Leave Bank:

**Creation and Administration of Sick Leave Bank:**

1. Participation by certified employees in the Sick Leave Bank will be voluntary. Each certified employee will be assessed one day of his/her sick leave immediately upon the creation of the Sick Leave Bank. Any certified employee who desires to be exempt from participation in the Sick Leave Bank must inform the Superintendent of schools or his/her designee in writing of his or her request to be exempt before October 1 of their initial year of employment and in the absence of such written notification to the Superintendent of Schools, all certified employees shall be conclusively presumed to be participating in the Sick Leave Bank. During initial employment processing, incoming employees will be asked to choose participation or exemption from the Sick Leave Bank program. (2020-21) Any certified employees requesting exemption from participation in the Sick Leave Bank will not be entitled to receive benefits from the Sick Leave Bank Program.
2. Subsequent to the formation of the Sick Leave Bank, all new employees will be assessed one day of his or her sick leave and the assessment will occur at the time of his or her employment, unless the new employee requests in writing to be exempt from the Sick Leave Bank Program, as described above.
3. The minimum number of sick leave days in the Sick Leave Bank at any time shall be 180. When the number of days in the Bank falls below 180, each certified employee participating in the Sick Leave Bank will be assessed one additional day from his/her sick leave. Provided, however, that the certified employees shall not be assessed more than one day of his/her sick leave during any given school year.
4. The maximum number of sick leave days in the Bank at any given time shall be 480.
5. Each certified employee may donate up to 5 additional days to the Sick Leave Bank in May of each year, provided, however, that if the number of sick leave days already assigned to the Sick Leave Bank will not permit each certified employee to donate the maximum number desired by the certified employees, then such donations shall occur in alphabetical order with the even numbered years starting with the letter “A” and odd numbered years starting with the letter “M”. (2001-02)
6. Persons experiencing a catastrophic illness or injury and qualifying to receive a transfer of sick leave days from the Sick Leave Bank will not be required to replace these sick leave days except as a regular participating number in the Sick Leave Bank.

**Qualifications and Procedures to Receive Sick Leave Days from the Sick Leave Bank Program**

1. A certified employee may qualify to receive additional sick leave days from the Sick Leave Bank only if such employee experiences a catastrophic illness or accident which results in the employee’s disability to engage in his or her occupation at Bixby Public Schools by reason of any medically determinable physical or mental impairment which, in the opinion of the primary attending physician, is expected to result in death or which

is expected to result in the disability to the employee, and qualifies under the additional criteria found herein. (2018-19)

2. If a certified employee experiences a catastrophic illness or accident, a written request for sick leave time from the Sick Leave Bank shall be presented to the Sick Leave Bank Screening Committee. The written request may be presented by the employee or by any other person who is acting with the permission of the employee.
3. A Sick Leave Bank Screening Committee (hereinafter referred to as the "Committee") is hereby established as follows: seven members composed of three administrators and four teachers. When the Committee receives a written request for a transfer of sick leave days from the Sick Leave Bank, the following procedures will be followed:
  - a. The Committee shall conduct as many meetings as it determines to be necessary to review the written request and determine whether the request should be accepted or denied. The date and time of the first meeting will be determined by the Superintendent or his/her designee and the date and times of any subsequent meetings will be determined by the Committee. (2011-12)
  - b. After reviewing the request for a transfer of sick leave days from the Sick Leave Bank, the Committee shall determine by a vote of its members whether the request is to be accepted or denied. If a majority of the members of the Committee vote in favor of accepting the request for the transfer of sick leave days from the Sick Leave Bank, then the recommendation of the Committee shall be communicated to the Superintendent who will, in turn, present the recommendation of the Committee to the Board of Education. The Board of Education will then accept or reject the request for the transfer of additional sick leave days from the Sick Leave Bank. Any additional request for additional days from the Sick Leave Bank by the same individual must follow the same process as stated above. (1996-97)
  - c. In the event that a majority of the members of the Committee do not vote to accept the written request, then the request shall be deemed to be denied and the employee will be so notified in writing.
  - d. In order to qualify to receive benefits under the Sick Leave Bank Program, the employee must experience a catastrophic illness or injury and such an illness or injury to other members of the interview employee's family does not qualify the employee to benefits hereunder. (1995-96)
  - e. Additional sick leave days from the Sick Leave Bank shall not be transferred until the employee has exhausted his or her sick leave benefits with the Bixby Public School system.
  - f. The maximum number of sick leave days which may be transferred to an employee as a result of a catastrophic illness or accident from the Sick Leave Bank is 60 days for each such separate catastrophic illness or accident. (1996-97) The employee may submit a request to the Committee for additional days, to total no more than 120 days. (1996-97) If regular sick leave benefits have been exhausted and a member of the teacher's immediate family (spouse, child, parent) experiences a catastrophic illness or injury the teacher will be entitled to use up to fifteen (15) days from the Sick Leave Bank, subject to the approval of the Sick Leave Bank Committee. (1995-96)
  - g. The School Board may, at its option, require the requesting employee to undergo a medical examination and evaluation by a physician chosen by the School Board and such examination and evaluation will be at the expense of the School District. (August 5, 1987)

## **ARTICLE IV: TEACHER EMPLOYMENT**

### **A. REEMPLOYMENT**

The Board of Education shall consider reemployment of certified teachers on or before the first Monday in June. (2011-12)

### **B. ASSIGNMENT**

The Superintendent of Schools shall place any certified teacher where he or she is the most qualified and will render the most valuable service. All career teachers teaching assignments shall be based on certification, years of service to the district, and the

needs of the district. Career teachers shall be secure in their teaching assignment and newly hired employees shall not usurp a career teacher's assignment unless the career teacher involved is consulted regarding the rationale behind the change. (1987-88)

### **C. REASSIGNMENTS AND TRANSFERS**

A teacher on a non-temporary contract (2021-22) is free to ask for a change of assignment or transfer, and such a request, accompanied by a statement of the reasons for the request, should always be submitted in writing to the Superintendent or designee along with a request to be interviewed for any vacant position matching the desired assignment or transfer. Assignment must be acceptable to the receiving principal. A transfer or reassignment initiated by the administration will be made only after a meeting between the affected teacher and the appropriate member of the Superintendent's staff. When a staff transfer is being made, the following non-prioritized factors will be taken into consideration as a whole or singularly: voluntary acceptance of transfer by teacher, certification requirements, balance of experience among staff, professional and academic preparation, recommendation of supervisor or administrator/director, and district or school needs. (2022-23)

When a reduction in the number of teachers in a building is necessary, qualified volunteers from said building shall be the first considered for reassignment; then, reassignment shall be made on the basis of school district needs. Teachers with most district tenure shall receive greater consideration in choice of assignment. (2019-20)

The Board of Education and the Association recognize the value of professional growth and experience within the system. Therefore, when a vacancy in a professional area occurs, certified applicants within the system will be given primary consideration. (Teachers who desire a transfer or promotion for the ensuing school year are to file a request with the Office of Human Resources). Career teachers who apply will receive an interview for available teaching positions (2019-20).

### **D. VACANCIES**

Any vacancy shall be posted on the district website for at least five (5) calendar days, exclusive of vacation, in advance of filling such vacancy (2020-21). Within five days (5) following the initial posting of the vacancy, any teacher who desires to fill any such vacancy shall file his application with the Office of Human Resources in writing.

The administration will post all certified vacancies on the website (2021-22) as they become vacant. All elementary teaching positions will be posted as elementary positions and not grade level. (1990-91)

Information regarding vacancies and impending vacancies should be available upon request to teachers desiring reassignment, so that they may express their preference as to a new assignment.

### **E. RESIGNATIONS**

Staff members intending to terminate their services are expected to notify the Superintendent or Superintendent designee by fifteen (15) days after the first Monday in June. A written resignation must be presented to the Superintendent or Superintendent designee with a copy to the Principal. (2020-21)

### **F. CURRICULUM COMMITTEES**

The District will consider placement of certified personnel on open district wide committees. The Association may recommend personnel to serve on curriculum committees when appropriate.

## G. NON-TEACHING DUTIES

The Board and the Association acknowledge that a teacher's primary responsibility is to provide learning experiences and that his energies should be channeled into this responsibility to the fullest extent. Therefore, they agree:

1. That every effort will be made to assure that all full-time elementary teachers shall be provided with the required minimum average of 200 minutes per week (2020-21) for planning and preparation, with at least 20 minutes uninterrupted daily. (2019-20) That every effort will be made to provide all full time secondary teachers with the required minimum average 225 minutes per week for planning and preparation, with the equivalent of a class period uninterrupted daily. (2020-21)
2. That every effort will be made to assure that a teacher's planning period is used for its intended purpose. **\*Administrators will endeavor to avoid scheduling meetings, unless legally required, during the week of Parent-Teacher Conferences. (2023-24)**
3. Elementary teachers will have an uninterrupted 30 minute duty free lunch period. Every effort will be made to provide all other teachers with a 30 minute, but not less than 25 minute duty free lunch period. (2009-10)
4. Every effort will be made to relieve and/or make equitable extra assignments to be performed before or after school.
5. Every effort will be made by administrators to assign aides and clerical help to relieve teachers of non-teaching duties as:
  - a. non-professional assignments, including but not limited to milk distribution, supervision of cafeterias, sidewalks, bus loading, or unloading or playgrounds.
  - b. collecting money from students, and
  - c. inventorying and storing books, delivering books to classrooms, duplicating instructional and other materials, keeping registers and cumulative record cards, and other clerical and/or custodial functions.

## H. REDUCTION IN FORCE

It is the policy of the Bixby Board of Education that, in the event it becomes necessary to reduce the professional staff of this school district, reduction-in-force at any level may be based on the following conditions:

- Decrease in revenue,
- Decrease in student enrollment,
- Changes in educational programs or curriculum,
- Cancellation of programs, or
- Any other circumstances determined by the board.

In the event of such a situation, effort will be made to accomplish the necessary reduction by attrition, voluntary resignation, or voluntary retirement. Otherwise, reduction-in-force will be made according to the following procedures:

1. The position will be the determining factor in a reduction, not the teacher occupying the position.
2. Once a determination has been made as to which positions should be eliminated then the primary basis that will be used in determining which teachers to retain in the affected position(s) will be the composite rating of the teachers certified for such positions as measured [to the nearest hundredth of a decimal point] by the District's Teacher and Leader Effectiveness Evaluation System [TLE] for an average of the last two (2) years of TLE scores. (2020-21)
3. The order of termination will be as follows:
  - a. A teacher on a temporary contract in an eliminated position will be terminated first.
  - b. A probationary teacher in an eliminated position will be terminated second. However, if a probationary teacher is certified for a position held by a temporary teacher, the probationary teacher will be reassigned to that position, and the temporary teacher will be terminated.
  - c. A career teacher in an eliminated position will be placed in a retained position in which the teacher is, at the time of the presentation of the recommendation to reduce force, certified by standard certification, provided the position is occupied by a probationary or temporary teacher.

- d. If a career teacher is qualified for standard certification in a position held by a probationary or temporary teacher but does not have such a certificate, then such career teacher must have evidence of eligibility for such certification on file in a personnel file in the office of the superintendent at the time of the presentation of the recommendation to reduce force.
- e. If there is more than one career teacher assigned to a position that is subject to being eliminated, the following criteria, in this order, will be used to determine which of the career teachers will be retained:
  1. Certification in a retained teaching position which is open. A career teacher with standard certification for the retained position will be retained over a career teacher with provisional or emergency certification, and a teacher with provisional certification will be retained over a teacher with temporary certification.
  2. Seniority in continuous, full time, contracted, certified employment in the district.
  3. If certification, TLE scores, and seniority are the same according to the above criteria, the determining factors in order of importance are:
    - a. Years of teaching experience in the retained position in the local school district.
    - b. Academic degree status: A teacher with a doctor's degree will be retained over a teacher with a master's or a bachelor's degree; a teacher with a master's will be retained over a teacher with a bachelor's degree.
    - c. Recommendations of principal and/or superintendent.
- f. If there is more than one probationary teacher or more than one licensed teacher in the position being reduced, the criteria listed in E, 1 through 3 will be used in determining which probationary teacher or temporary teacher will be retained. (2020-21)

Recognizing the importance of having qualified personnel to conduct extracurricular activities, the Board reserves the right, notwithstanding any other provision of this policy, to retain up to twenty percent (20%) of all teachers on any type of extra-duty contract.

The board reserves the right to select and employ all administrators regardless of factors listed above in determining which employees are to be reduced.

Personnel whose employment is terminated under the provisions of this policy shall be given priority for reemployment to fill subsequent vacancies in positions for which they have standard certification. Teachers whose employment is terminated from the district under the provisions of this policy shall be placed on a recall list for a period of 18 months in positions for which they have standard certification. Such employment shall be in reverse order of their termination.

1. Teachers shall be notified of recall by certified letter, restricted delivery, return receipt requested. From the date of the receipt of the recall notice, the teacher shall have ten (10) calendar days to respond by certified mail of his/her intention to return to employment. Failure to respond within the specified time shall constitute a rejection of the notice of recall.
2. The terminated teacher shall have the responsibility to continuously inform the district of any new areas of standard certification.
3. The teacher shall have the responsibility to keep the district informed of a current mailing address.
4. A teacher shall remain on the recall list for the time period specified above unless the teacher:
  - a. Does not accept recall within ten (10) calendar days from the date of receipt of a recall notice;
  - b. Waives recall in writing;
  - c. Fails to comply with paragraphs 2 and 3 above ; or
  - d. Fails to pick up or claim the certified letter referenced in paragraph 1.

When returning to work after recall, the teacher shall be placed on the appropriate step on the teacher salary schedule earned, and retain seniority status as of the date of the reduction. (2002-03) (2013-14)

## ARTICLE V: STUDENT TEACHERS

1. The quality of teaching done in any classroom is determined in large measure by the kind of preparation the candidate for a certificate receives. Since his practice teaching experience in an actual classroom situation under the guidance of a competent, experienced teacher is basic in his success, the Bixby Schools will cooperate in providing such opportunities to practice teachers of colleges whose teacher-training programs are approved.
2. Only those teachers in the Bixby Schools who desire to serve as supervising teachers in such a program will have student teachers assigned to them.
3. Supervising teachers shall have priority in receiving tuition credits from institutions which offer such credit. Funds available for tuition and continuing education will be disbursed on an equal basis for all certified personnel. Information regarding these funds will be posted on the bulletin board in each building. Tuition hours received from universities for intern teachers will be distributed as follows:
  - a. The cooperating teacher
  - b. The department or grade level
  - c. The building site
  - d. On a first request basis (Teachers will receive three hour blocks if available).
  - e. Teachers receiving free tuition must provide proof of attendance upon completion of college course. (1990-91)

## ARTICLE VI: PROCEDURES FOR HANDLING STUDENTS

### A. DISCIPLINE

The Oklahoma School Code empowers Boards of Education with the responsibility to set policy for the control and discipline of all children attending public school. Such policy shall provide options for the methods of control and discipline of students and shall define standards of conduct to which students are expected to conform. ~~\*If corporal punishment is permitted, it shall be conducted in accordance with Board policy.~~

### B. SUSPENSION OF STUDENTS

When a student becomes a disruptive element that violates the regulations of the school, threatens the morale, or affects the welfare of other students, he<sup>\*</sup>/she may be suspended under the Board of Education Policy; “the teacher ~~recommends suspension~~ ~~may request removal~~ from class to the ~~administrator~~ ~~Principal~~ who is the authorized authority to ~~impose appropriate consequences~~ ~~suspend from school or reassign to another class.~~ The affected pupil shall be readmitted to the classroom only after consultation with the teacher and the Principal or his designee. ~~If a pupil is removed from class, every effort will be made to hold a restorative conference with the appropriate or affected teacher(s) and administrator(s).~~ (2023-24)

## ARTICLE VII: PROTECTION OF TEACHERS

### A. ASSISTANCE IN ASSAULT CASES

All cases of assault suffered by teachers in connection with their employment shall be reported in writing by the teacher to the Principal who shall transmit the report to the Superintendent. The Superintendent shall acknowledge such reports to the Principal and teacher. The teacher shall send a copy of the report to the President of the Association.

In any case of assault upon a teacher or a complaint or suit by a third party, as a result of action taken by the teacher while performing his duties, the Board shall render assistance to the teacher in connection with handling of the incident by the law enforcement and judicial authorities.

## **B. LEGAL COUNSEL**

If criminal or civil proceedings are brought against a teacher alleging that he committed an assault in connection with his employment, such teacher may request the Board to furnish legal counsel to defend him.

## **C. COMPENSATION FOR LOST TIME**

If an assault on a teacher results in loss of time, the teacher shall be paid in full for such time and such absence shall in no event be deducted from any sick leave to which such teacher is entitled.

## **ARTICLE VIII: COMPENSATION**

- A. **TAX-SHELTERED ANNUITIES:** The Board of Education shall deduct tax-sheltered annuities as provided by state law and regulations.
- B. **FEDERAL WITHHOLDING:** This tax varies with the amount of income and number of dependents claimed.
- C. **TEACHER RETIREMENT:** Oklahoma Teacher Retirement System payroll deductions are made according to state law.
- D. **PROFESSIONAL ASSOCIATION DUES**
- E. **POLITICAL CONTRIBUTIONS**
- F. **DIRECT DEPOSIT:** Direct deposit of payroll will be made to the Tulsa Teachers Credit Union and other approved institutions.
- G. **SALARY SCHEDULE (Appendix)**
- H. **EXTRA DUTY:** Teachers who are assigned extra-duty assignments which are designed for compensation shall be paid in accordance with the current year Extra Duty Schedule which shall be attached in the negotiated agreement following the salary schedules. (2017-18)
- I. **EXTRA DUTY PAYMENTS:** If total extra duty compensation is one thousand (\$1000) dollars or less, the amount will be paid in a separate check in June, each year. (2004-05) (2005-06)
- J. **REQUIRED PROFESSIONAL DEVELOPMENT OUTSIDE OF CONTRACT TIME:** If it becomes necessary for teachers on continuing contract to attend training in the summer outside of contracted days, the district will provide a stipend for each day required at a rate of fifty dollars (\$50) per day. The stipend is to be paid with the regular September paycheck. (2021-22)

## **ARTICLE IX: PROFESSIONAL COOPERATION**

The Bixby Education Association will meet with the Superintendent or his/her designee prior to December 15 and make recommendations concerning the school calendar\* and payroll periods for the ensuing school year. \*Each year prior to board approval of an upcoming school calendar, the Superintendent or his/her designee will solicit input from staff regarding school calendars. (2023-24)

## ARTICLE X: TEACHING CONDITIONS

### The following teaching conditions shall be in effect:

- A. The teachers work day shall be seven hours and forty minutes (7 hours 40 minutes) including authorized lunch time referred to in Section G “Non Teaching Duties” of this agreement. (2006-07) (2012-13)
- B. Telephone facilities shall be made available to teachers with privacy of conversation when desired. Building principals will strive to increase phone privacy for teachers, where needed. (1998-99)
- C. A conference room shall be made available for parent-teacher conferences.
- D. Every precaution shall be taken to see that the activities of the custodial and maintenance departments shall in no way interfere with the activities of the classroom.
- E. All visitors to teachers’ classrooms must have prior approval of the Principal and teacher.
- F. A pupil will be removed from a classroom to a designated authority when, in the judgment of the teacher, the student is interfering with the teacher-learning situation for the majority of the class. At the time of removal, the teacher may request that the pupil not be returned to that classroom until a conference is held between the teacher and the designated authority.
- G. Building staff meetings should generally be utilized to inform employees of significant matters which require considerable explanation or discussion. Great care should be taken to conserve time by avoiding discussion of matters relating to only a few staff members, especially with large and diverse staff. It is good practice to inform employees well in advance of general staff meetings so that plans can be made accordingly.i
- H. Bixby Public Schools will have two days during the regular school year, with no students, on which to have required Parent/Teacher Conferences. (1990-91) Parent-teacher conference time is scheduled as instructional time aligned to the academic calendar and allowed/required by the State Department of education. All teachers are required to be at work during these times unless assigned to other school related duties. (1995-96)(2020-21)
- I. If a classroom is not being cleaned properly, this should be reported to the building principal and he/she should take the proper steps to correct the problem. (1993-94)
- J. The standard teacher contract work year for 10 month employees shall correspond with the official Bixby Public School Academic Calendar, but shall not exceed 178 paid days and one teacher check out day. (2016-17)  
*\*When the calendar designates a paid teacher workday, typical workday expectations apply with the exception that no meetings will be held or approved by the administration. (2023-24)*

## SECTION IV: GRIEVANCE PROCEDURE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems arising from the administration of the negotiated agreement which may occur in the work environment.

### A. DEFINITIONS

- 1. **GRIEVANCE:** The term “Grievance” as used in this agreement shall mean a complaint by a teacher or teachers that there has been an alleged violation, misinterpretation, or inequitable application of any of the provisions of this (negotiated) agreement, which has directly affected that teacher or teachers. The term “Grievance” shall also mean a

complaint by the Association that there has been an alleged violation, misinterpretation or inequitable application of any provision of this agreement. However, no Association grievance will be filled without the name of an affected person.

2. **GRIEVANT:** Refers to the employee, a group of employees or Association, when applicable, making the claim. When two or more grievances address similar or the same issues, the grievants may choose to file jointly.
3. **ASSOCIATION:** The Bixby Education Association
4. **BOARD:** The Bixby Public Schools Board of Education
5. **DAYS:** The term “days” shall mean school days, except when a grievance is submitted less than ten (10) days before the close of school or during the summer. The time limits then shall consist of working weekdays, excluding holidays, and shall be at the mutual consent of the parties.
6. **TIME LIMITS:** The number of days indicated at each level shall constitute the maximum. However, the time limits may be extended by mutual agreement. If any of the time limits outlined herein are not met by the grievant, the grievance shall lapse. If any of the time limits outlined herein are not met by the affected administrator, at any level, the grievant may proceed to the next higher step.
7. **REPRESENTATION:** The grievant shall be afforded the right to representation of their choice at any conference or hearing relating to the grievance.

## B. PROCEDURE

### Level One: Informal Procedure

- The parties acknowledge that it is most desirable for an employee and his/her immediate administrator to resolve problems informally. The grievant shall present the complaint to the immediate administrator within thirty (30) days following the act, condition, or first knowledge of the basis for the complaint. The administrator will verbally render a decision to the employee within ten (10) days.
- If the grievance is not resolved through discussion, the grievant may submit a written grievance to the immediate administrator within ten (10) days after the verbal decision of the administrator.
- The immediate administrator shall convene a hearing with the grievant within ten (10) days of the receipt of the written grievance.
- The immediate administrator shall transmit a written decision to the grievant within ten (10) days of the hearing.

### Level Two

- If the grievant is not satisfied with the level one decision, the grievant may submit the grievance form to the Superintendent/Designee within ten (10) days of receipt of the level one decision.
- The Superintendent/Designee shall convene a hearing with the grievant within ten (10) days of receipt of the written grievance.
- The Superintendent/Designee shall transmit a written decision to the grievant within ten (10) days of the hearing.

## C. GENERAL PROVISIONS

- All documents, communication, or records dealing with the grievance shall be filed separately from the personnel file of the grievant. A Grievance File shall be maintained by the administration to contain all records regarding the processing of grievances filed by the teachers of the district.
- Both parties agree that the written records pertaining to the grievance shall be kept confidential.
- No reprisals shall be taken against the employee, any witness, or other participant in the grievance procedure by reason of such participation.
- Access to all pertinent information, not privileged under law, which is relevant to the issues raised by the grievance, shall be granted to the grievant.
- Grievances arising from acts of an authority higher than the immediate administrator shall be initiated as an informal procedure at the Superintendent's level.
- All meetings and hearings conducted under the provisions of this Grievance Procedure through Level Two shall be in private and are limited to the grievant and administrator of interest and their designated representative. A grievant may be represented at any level of the grievance procedure by a representative of his or her choosing. (2001-02)

# APPENDIX

## GRIEVANCE FORM

AGGRIEVED:

SUBMITTAL DATE:

LEVEL:

BELIEVED VIOLATION:

DATE CAUSE OF GRIEVANCE OCCURED:

SCHOOL:

IMMEDIATE ADMINISTRATOR:

STATEMENT OF GRIEVANCE:

RELIEF SOUGHT:

\_\_\_\_\_  
Signature of Grievant

\_\_\_\_\_  
Date

Distribution: Superintendent  
Immediate Administrator  
Grievant  
Association President

**REPLY TO GRIEVANT FORM**

AGGRIEVED:

DATE:

LEVEL:

Date Received by the Administrator:

Date of Hearing:

Disposition of Grievance:

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

Distribution: Superintendent  
Immediate Administrator  
Grievant  
Association President

## REQUEST FOR PERSONAL LEAVE FORM

This request is for employee \_\_\_\_\_ requesting personal leave beginning on \_\_\_\_\_ and ending on \_\_\_\_\_ for a total of \_\_\_\_\_ day(s) of personal leave.

The Bixby Board of Education shall provide three (3) days of personal business leave for certified personnel.

1. Such leave shall be limited to personal business matters that cannot be conducted before or after school hours or on weekends.
2. Personal business leave is noncumulative
3. Personal leave as the name implies, shall pertain to conducting pressing personal business of a personal nature relating to legal, business, household, or family needs which cannot be met other than during school hours.
4. Leave for such personal matters will not exceed three (3) days per school year.
5. Personal leave taken per policy shall not result in payroll deduction.
6. Requests for personal leave will be made in writing, on the appropriate form, at the earliest possible time with the goal of providing at least three (3) days advance notice when possible. If not possible, then the form should be completed and submitted within the day after returning to work.
7. Personal leave may not be used, unless unavoidable, the first ten (10) days or the last ten (10) days of the school year, the day preceding or following a scheduled school holiday, or on the days scheduled for parent-teacher conferences.
8. Personal day leave forms will be routed through the principal to a designated administrator who will approve/disapprove the personal leave request and return to the building principal. Such notice shall include a signed statement that the personal leave was not for:
  - a. Seeking other employment
  - b. Participating in political activities
  - c. Performing service for compensation
  - d. Inclement weather

For unused personal days each school year, certified staff may choose one of the following options:

1. The staff member shall be compensated for the unused portion of the three (3) days of personal leave on an annual basis at the rate approved by the Board; or
2. The staff member shall roll the unused portion of the three (3) days of personal leave to his/her accumulated sick leave.

My signature below represents that I fully understand the Personal Leave Policy and have complied with the provisions.

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This request is to be given to your immediate supervisor who will route it to the Personnel Department.

This request is: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Comments:

**Building Principal/Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This request is: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Comments:

**Personnel Office:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## \*2023-24 BACHELOR SALARY SCHEDULE

Years	2023-24 Base Salary	2023-24 OTRS	Total Compensation	State Teacher Credit
0	\$42,550.00	\$3,202.70	\$45,752.70	\$60.15
1	\$42,950.00	\$3,232.80	\$46,182.80	\$103.41
2	\$43,350.00	\$3,262.91	\$46,612.91	\$145.65
3	\$43,750.00	\$3,293.02	\$47,043.02	\$188.96
4	\$44,150.00	\$3,323.13	\$47,473.13	\$233.33
5	\$45,550.00	\$3,428.50	\$48,978.50	\$278.76
6	\$46,050.00	\$3,466.14	\$49,516.14	\$325.26
7	\$46,550.00	\$3,503.77	\$50,053.77	\$372.82
8	\$47,050.00	\$3,541.41	\$50,591.41	\$421.44
9	\$47,550.00	\$3,579.04	\$51,129.04	\$471.12
10	\$49,550.00	\$3,729.58	\$53,279.58	\$521.87
11	\$50,050.00	\$3,767.21	\$53,817.21	\$573.67
12	\$50,550.00	\$3,804.85	\$54,354.85	\$626.54
13	\$51,050.00	\$3,842.48	\$54,892.48	\$680.48
14	\$51,550.00	\$3,880.12	\$55,430.12	\$735.47
15	\$53,050.00	\$3,993.02	\$57,043.02	\$791.53
16	\$53,550.00	\$4,030.65	\$57,580.65	\$848.65
17	\$54,050.00	\$4,068.29	\$58,118.29	\$906.83
18	\$54,550.00	\$4,105.92	\$58,655.92	\$966.07
19	\$55,050.00	\$4,143.56	\$59,193.56	\$1,026.38
20	\$55,550.00	\$4,181.19	\$59,731.19	\$1,087.75
21	\$56,050.00	\$4,218.83	\$60,268.83	\$1,150.18
22	\$56,550.00	\$4,256.46	\$60,806.46	\$1,213.68
23	\$57,050.00	\$4,294.10	\$61,344.10	\$1,278.23
24	\$57,550.00	\$4,331.73	\$61,881.73	\$1,343.85
25	\$59,050.00	\$4,444.63	\$63,494.63	\$1,410.53
26	\$59,550.00	\$4,482.27	\$64,032.27	\$1,410.53
27	\$60,050.00	\$4,519.90	\$64,569.90	\$1,410.53
28	\$60,550.00	\$4,557.54	\$65,107.54	\$1,410.53
29	\$61,050.00	\$4,595.17	\$65,645.17	\$1,410.53
30	\$62,550.00	\$4,708.08	\$67,258.08	\$1,410.53
31	\$63,050.00	\$4,745.71	\$67,795.71	\$1,410.53
32	\$63,550.00	\$4,783.34	\$68,333.34	\$1,410.53
33	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
34	\$64,550.00	\$4,858.61	\$69,408.61	\$1,410.53
35	\$66,550.00	\$5,009.15	\$71,559.15	\$1,410.53
36	\$67,050.00	\$5,046.79	\$72,096.79	\$1,410.53
37	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
38	\$68,050.00	\$5,122.06	\$73,172.06	\$1,410.53
39	\$68,550.00	\$5,159.69	\$73,709.69	\$1,410.53
40	\$69,050.00	\$5,197.32	\$74,247.32	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* As an additional benefit, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.

**\*2022-23 MASTERS SALARY SCHEDULE**

<b>Years</b>	<b>2023-24 Base Salary</b>	<b>2023-24 OTRS</b>	<b>2023-24 Total Compensation</b>	<b>State Teacher Credit</b>
0	\$44,550.00	\$3,353.23	\$47,903.23	\$60.15
1	\$44,950.00	\$3,383.34	\$48,333.34	\$103.41
2	\$45,350.00	\$3,413.45	\$48,763.45	\$145.65
3	\$45,750.00	\$3,443.56	\$49,193.56	\$188.96
4	\$46,150.00	\$3,473.66	\$49,623.66	\$233.33
5	\$47,550.00	\$3,579.04	\$51,129.04	\$278.76
6	\$48,050.00	\$3,616.68	\$51,666.68	\$325.26
7	\$48,550.00	\$3,654.31	\$52,204.31	\$372.82
8	\$49,050.00	\$3,691.94	\$52,741.94	\$421.44
9	\$49,550.00	\$3,729.58	\$53,279.58	\$471.12
10	\$52,050.00	\$3,917.75	\$55,967.75	\$521.87
11	\$52,550.00	\$3,955.39	\$56,505.39	\$573.67
12	\$53,050.00	\$3,993.02	\$57,043.02	\$626.54
13	\$53,550.00	\$4,030.65	\$57,580.65	\$680.48
14	\$54,050.00	\$4,068.29	\$58,118.29	\$735.47
15	\$55,550.00	\$4,181.19	\$59,731.19	\$791.53
16	\$56,050.00	\$4,218.83	\$60,268.83	\$848.65
17	\$56,550.00	\$4,256.46	\$60,806.46	\$906.83
18	\$57,050.00	\$4,294.10	\$61,344.10	\$966.07
19	\$57,550.00	\$4,331.73	\$61,881.73	\$1,026.38
20	\$58,550.00	\$4,407.00	\$62,957.00	\$1,087.75
21	\$59,050.00	\$4,444.63	\$63,494.63	\$1,150.18
22	\$59,550.00	\$4,482.27	\$64,032.27	\$1,213.68
23	\$60,050.00	\$4,519.90	\$64,569.90	\$1,278.23
24	\$60,550.00	\$4,557.54	\$65,107.54	\$1,343.85
25	\$61,050.00	\$4,595.17	\$65,645.17	\$1,410.53
26	\$62,550.00	\$4,708.08	\$67,258.08	\$1,410.53
27	\$63,050.00	\$4,745.71	\$67,795.71	\$1,410.53
28	\$63,550.00	\$4,783.34	\$68,333.34	\$1,410.53
29	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
30	\$65,550.00	\$4,933.88	\$70,483.88	\$1,410.53
31	\$66,050.00	\$4,971.52	\$71,021.52	\$1,410.53
32	\$66,550.00	\$5,009.15	\$71,559.15	\$1,410.53
33	\$67,050.00	\$5,046.79	\$72,096.79	\$1,410.53
34	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
35	\$69,550.00	\$5,234.96	\$74,784.96	\$1,410.53
36	\$70,050.00	\$5,272.59	\$75,322.59	\$1,410.53
37	\$70,550.00	\$5,310.23	\$75,860.23	\$1,410.53
38	\$71,050.00	\$5,347.86	\$76,397.86	\$1,410.53
39	\$71,550.00	\$5,385.50	\$76,935.50	\$1,410.53
40	\$72,550.00	\$5,460.77	\$78,010.77	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* As an additional benefit, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.

**\*2022-23 DOCTORATE SALARY SCHEDULE**

Years	2023-24 Base Salary	2023-24 OTRS	2023-24 Total Compensation	State Teacher Credit
0	\$45,550.00	\$3,428.50	\$48,978.50	\$60.15
1	\$45,950.00	\$3,458.61	\$49,408.61	\$103.41
2	\$46,350.00	\$3,488.72	\$49,838.72	\$145.65
3	\$46,750.00	\$3,518.83	\$50,268.83	\$188.96
4	\$47,150.00	\$3,548.93	\$50,698.93	\$233.33
5	\$48,550.00	\$3,654.31	\$52,204.31	\$278.76
6	\$49,050.00	\$3,691.94	\$52,741.94	\$325.26
7	\$49,550.00	\$3,729.58	\$53,279.58	\$372.82
8	\$50,050.00	\$3,767.21	\$53,817.21	\$421.44
9	\$50,550.00	\$3,804.85	\$54,354.85	\$471.12
10	\$53,050.00	\$3,993.02	\$57,043.02	\$521.87
11	\$53,550.00	\$4,030.65	\$57,580.65	\$573.67
12	\$54,050.00	\$4,068.29	\$58,118.29	\$626.54
13	\$54,550.00	\$4,105.92	\$58,655.92	\$680.48
14	\$55,050.00	\$4,143.56	\$59,193.56	\$735.47
15	\$57,050.00	\$4,294.10	\$61,344.10	\$791.53
16	\$57,550.00	\$4,331.73	\$61,881.73	\$848.65
17	\$58,050.00	\$4,369.37	\$62,419.37	\$906.83
18	\$58,550.00	\$4,407.00	\$62,957.00	\$966.07
19	\$59,050.00	\$4,444.63	\$63,494.63	\$1,026.38
20	\$60,550.00	\$4,557.54	\$65,107.54	\$1,087.75
21	\$61,050.00	\$4,595.17	\$65,645.17	\$1,150.18
22	\$61,550.00	\$4,632.81	\$66,182.81	\$1,213.68
23	\$62,050.00	\$4,670.44	\$66,720.44	\$1,278.23
24	\$62,550.00	\$4,708.08	\$67,258.08	\$1,343.85
25	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
26	\$64,550.00	\$4,858.61	\$69,408.61	\$1,410.53
27	\$65,050.00	\$4,896.25	\$69,946.25	\$1,410.53
28	\$65,550.00	\$4,933.88	\$70,483.88	\$1,410.53
29	\$66,050.00	\$4,971.52	\$71,021.52	\$1,410.53
30	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
31	\$68,050.00	\$5,122.06	\$73,172.06	\$1,410.53
32	\$68,550.00	\$5,159.69	\$73,709.69	\$1,410.53
33	\$69,050.00	\$5,197.32	\$74,247.32	\$1,410.53
34	\$69,550.00	\$5,234.96	\$74,784.96	\$1,410.53
35	\$71,550.00	\$5,385.50	\$76,935.50	\$1,410.53
36	\$72,050.00	\$5,423.13	\$77,473.13	\$1,410.53
37	\$72,550.00	\$5,460.77	\$78,010.77	\$1,410.53
38	\$73,050.00	\$5,498.40	\$78,548.40	\$1,410.53
39	\$73,550.00	\$5,536.03	\$79,086.03	\$1,410.53
40	\$74,050.00	\$5,573.67	\$79,623.67	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* Additionally, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.

**\*EXTRA DUTY POSITIONS**

**23-24 District and Site Extra Duty Stipends**

<b>Program Name</b>	<b>FTE</b>	<b>Funding Source</b>	<b>Stipend Amount</b>
<b><u>DISTRICT</u></b>			
Accelerated Math Program Coordinator	1	District	\$2,000.00
Activities Coordinator (+ Graduation)	1	District	\$7,000.00
Aquatics Coordinator	1	District	\$5,000.00
Auditorium Supervisor	1	District	\$4,000.00
Auditorium Supervisor	1	District	\$4,000.00
Board of Education Deputy Clerk	1	District	\$2,500.00
Board of Education Secretary	1	District	\$5,000.00
Communications Cadre at each of the 12 sites	1	District	\$500.00
Counselor Service Coordinator	1	District	\$5,000.00
Crisis Team Coordinator (shared)	0.5	District	\$1,500.00
Crisis Team Coordinator (shared)	0.5	District	\$1,500.00
District Safety Officer	1	District	\$5,000.00
EL Coordinator	1	District	TBD
Indian Education Youth Development	1	Dist-Indian Ed	\$3,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
New Teacher Mentors (\$500 each)	30	District	\$15,000.00
Nursing support for TDap records (summer work)	1	District	\$1,000.00
OAAP Testing Coordinator	1	District	\$1,250.00
OTISS District Coach	1	District	\$5,000.00
Second Semester Bus Duty for NE	1	District	\$750.00
Second Semester Bus Duty for NE	1	District	\$750.00
Second Semester Bus Duty for NI	1	District	\$750.00
Second Semester Bus Duty for NI	1	District	\$750.00
Second Semester Bus Duty for WE	1	District	\$750.00
Second Semester Bus Duty for WE	1	District	\$750.00
Second Semester Bus Duty for WI	1	District	\$750.00
Site Sub Coordinators at 12 sites	1	District	\$500.00
Virtual Instructor HS & MS-Spanish	1	District	\$7,000.00
Virtual Teacher for Spec Ed	1	District	\$1,500.00
<b><u>SPECIAL EDUCATION</u></b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
CE Lead Teacher	1	District	\$500.00
CI Lead Teacher	1	District	\$500.00

EE Lead Teacher	1	District	\$500.00
NE Lead Teacher	1	District	\$500.00
NI Lead Teacher	1	District	\$500.00
WE Lead Teacher	1	District	\$500.00
WI Lead Teacher	1	District	\$500.00
MS Lead Teacher	1	District	\$500.00
9th Grade/Brassfield	1	District	\$750.00
HS Resource Lead Teacher	1	District	\$500.00
<b>BAND PROGRAMS (Grades 6-12)</b>	1	District	\$1,250.00
Director of Bands & Coord of Instrumental Music	FTE	Funding Source	Amount
Fine Arts Coordinator	1	District	
	1	District	\$5,700.00
Associate Director of Bands	1	District	\$4,500.00
Assistant Band Director	1	District	\$4,000.00
Assistant Band Director	1	District	\$4,000.00
Middle School Band Coordinator	1	District	\$4,000.00
Percussion Coordinator	1	District	\$6,000.00
Marching Band Percussion Arranger	1	District	\$4,500.00
Marching Band Arranger	1	Band Budget	\$2,500.00
Marching Band Arranger	1	Band Budget	\$2,500.00
Basketball Pep Band	1	District	\$1,250.00
Marching Band Stipends (\$4.5K each)	6	District	\$21,000.00
HS Jazz Stipends (\$1500 each)	2	District	\$3,000.00
Travel Stipends (\$1500 each)	7	District	\$10,500.00
<b>BIXBY HIGH SCHOOL</b>	FTE	Funding Source	Amount
9GC Academic Team Head Sponsor - Freshman	1	District	\$700.00
9GC Administrative Intern (shared)	0.5	Site	
9GC Administrative Intern (shared)	1	Site	\$1,000.00
9GC Bus Duty	2	District	\$20/hr timesheets
9GC Class Sponsor - Freshman	1	District	\$300.00
9GC Detention	1	Site	\$20/hr timesheet
9GC Ldship/StuCo/Activities Sponsor (\$1K)	1	District	\$1,000.00
9GC Ldship/StuCo/ Activities Sponsor (\$1K); GE Coach (\$2K)	1	District	\$3,000.00
9GC Lunch Duty	5	District	\$20/hr-timesheet
9GC Media Specialist Inventory Review	1	District	\$1,000.00
9GC NJHS	1	District	\$500.00
9GC Site Comms Cadre	1	District	\$500.00
9GC Site Sub Coordinator	1	District	\$500.00
9GC Team Lead English	1	Site	\$500.00
9GC Team Lead History	1	Site	\$500.00
9GC Team Lead Math	1	Site	\$500.00

9GC Team Lead Science	1	Site	\$500.00
9GC Team Lead Sped	1	Site	\$500.00
9GC Tech Cadre	1	District	\$1,000.00
Academic Team Assistant Sponsor	1	District	\$750.00
Academic Team Head Sponsor	1	District	\$1,300.00
Activities Coordinator	1	Site	\$9,300.00
Advanced Placement Coordinator	1	District	\$1,000.00
Bus Duty Assignments	3	District	\$20/hr-timesheet
Class Co-Sponsor - Senior	1	District	\$1,100.00
Class Co-Sponsor - Senior	1	District	\$1,100.00
Class Sponsor - Junior	1	District	\$1,100.00
Class Sponsor - Sophomore	1	District	\$1,000.00
Clay Target Club	1	District	\$1,000.00
Debate	1	District	\$2,000.00
Drama	1	District	\$1,500.00
Drama Assistant	1	District	\$1,200.00
HS Administrative Intern	1	Site	\$500.00
HS Lead Counselor	1	Site	\$500.00
HS Media Center Inventory Review	1	District	\$500.00
HS PLC Team Lead Electives	1	Site	\$500.00
HS PLC Team Lead English	1	Site	\$500.00
HS PLC Team Lead History	1	Site	\$500.00
HS PLC Team Lead Languages	1	Site	\$500.00
HS PLC Team Lead Math	1	Site	\$500.00
HS PLC Team Lead Science	1	Site	\$500.00
HS PLC Team Lead Sped Collab	1	Site	\$250.00
HS PLC Team Lead Sped Concepts	1	Site	\$250.00
HS Test Coordinator	1	District	\$2,500.00
Live Streaming Coordinator	1	Athletics	\$3,000.00
Lunch Duty Assignments - HS	5	District	\$20/hr-timesheet
Media Specialist Inventory Review	1	District	\$1,000.00
NHS	1	District	\$1,000.00
ROTC	1	District	\$3,000.00
ROTC	1	District	\$3,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Special Education Enrollment Coordinator	1	District	\$2,500.00
Speech	1	District	\$2,000.00
Student Council	1	District	\$2,000.00
Tech - BTI	1	Tech - 411	\$2,200.00
Tech - BTI	1	Tech - 411	\$2,200.00
Tech - DECA	1	Tech - 411	\$2,200.00
Tech - FCCLA	1	Tech - 411	\$2,200.00

Tech - FCCLA	1	Tech - 411	\$2,200.00
Tech - FFA	1	Tech - 411	\$2,600.00
Tech Cadre	1	District	\$1,000.00
Tech Cadre	1	District	\$1,000.00
Vocal Music/Choir	1	District	\$3,700.00
Yearbook	1	District	\$1,700.00
<b><u>BIXBY MIDDLE SCHOOL</u></b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Academic Team	0.5	District	\$500.00
Academic Team	0.5	District	\$500.00
Administrative Intern	1	Site	\$500.00
Core Tutoring	4	Site	
Crossing Guard	1	Site	\$1,000.00
Crossing Guard	1	Site	\$1,000.00
Dept Lead Electives	1	Site	\$750.00
Dept Lead English	1	Site	\$750.00
Dept Lead Fine Arts	1	Site	\$750.00
Dept Lead History	1	Site	\$750.00
Dept Lead Math	1	Site	\$750.00
Lunch Duty Assignments	4	District	\$20/hr-timesheet
Lunch Duty Assignments	4	District	\$20/hr-timesheet
Lunch Duty Assignments	4	District	\$20/hr-timesheet
Media Specialist Inventory Review	1	District	\$1,000.00
National Junior Honor Society	1	District	\$1,500.00
Saturday School Attendant	2	Site	\$20/hr-timesheet
Dept Lead Science	1	Site	\$750.00
Seventh Hour	1	Site Mon-Thurs	\$20/hr-timesheet
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$750.00
Student Council (shared)	0.5	District	\$750.00
Tech Cadre	1	District	\$1,000.00
Tech Cadre	1	District	\$1,000.00
Middle School Test Coordinator	1	District	\$2,500.00
Vocal Music/Choir	1	District	\$1,700.00
Yearbook	1	District	\$1,000.00
E-Sports Sponsor	1	Site	\$750.00
E-Sport Sponsor	1	Site	\$950.00
Zero Hour	1	Site Tues-Thurs	\$20/hr-timesheet
<b><u>CENTRAL INTERMEDIATE</u></b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Administrative Intern (shared)	0.5	Site	\$500.00

Administrative Intern (shared)	0.5	Site	\$500.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$250.00
Student Council (shared)	0.5	District	\$250.00
Technology Cadre (shared)	0.5	District	\$500.00
Technology Cadre (shared)	0.5	District	\$500.00
Yearbook	1	District	\$1,000.00
<b>EAST INTERMEDIATE</b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Administrative Intern	1	Site	\$1,000.00
Fifth Hour	1	Site	\$600.00
Fifth Hour	1	Site	\$600.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Restorative Practices Reflection Supervisor	1	Site	\$1,000.00
Safety Patrol	1	Site	\$500.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$250.00
Student Council (shared)	0.5	District	\$250.00
Technology Cadre	1	District	\$1,000.00
Yearbook	0.5	District	\$500.00
Yearbook	0.5	District	\$500.00
<b>NORTH INTERMEDIATE</b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Administrative Intern	1	Site	\$1,000.00
Bixby Buddies (Peer Mediation)	1	Site	\$250.00
Bixby Buddies (Peer Mediation)	1	Site	\$250.00
Bus/Car Traffic Duty	1	Site	\$1,000.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$250.00
Student Council (shared)	0.5	District	\$250.00
Study Academy	1	Site	\$500.00
Study Academy	1	Site	\$500.00
Technology Cadre	1	District	\$1,000.00
Yearbook (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00

<b>WEST INTERMEDIATE</b>	FTE	Funding Source	Amount
Admin Intern Intermediate	1	Site	\$1,000.00
Crossing Guard	1	Site	\$1,000.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Peer Mentor	1	Site	\$500.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council	1	District	\$500.00
Technology Cadre	1	District	\$1,000.00
Yearbook	1	District	\$1,000.00
<b>CENTRAL ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern	1	Site	\$750.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Technology Cadre (shared)	0.5	District	\$500.00
Technology Cadre (shared)	0.5	District	\$500.00
Yearbook	1	District	\$1,000.00
<b>EAST ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern Specials	1	Site	\$1,000.00
Benchmark /interventions/curriculum	1	Site	\$500.00
Maker's Space Facilitator	1	Site	\$500.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Tech Cadre	1	District	\$1,000.00
Traffic Duty	1	Site	\$1,000.00
Yearbook (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00
<b>NORTH ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern	1	Site	\$1,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Tech Cadre (shared)	0.5	District	\$500.00
Tech Cadre (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00
<b>WEST ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern	1	Site	\$1,000.00
Path Monitor	1	Site	\$1,000.00

Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Technology Cadre	1	District	\$1,000.00
Yearbook	1	District	\$1,000.00
<b>SHORT TERM RETENTION BONUSES (SPEC ED)</b>			
School Psych Full Time	1	Spec Ed ESSR	\$2,000.00
School Psych Full Time	1	Spec Ed ESSR	\$2,000.00
School Psych Full Time	1	Spec Ed ESSR	\$2,000.00
School Psych Part Time	1	Spec Ed ESSR	\$1,200.00

**2023-24 EXTRA DUTY STIPENDS - Athletic Department**

<b>Program Name</b>	<b>FTE</b>	<b>Funding Source</b>	<b>Stipend Amount</b>
<b><u>CHEER, POM/DANCE, &amp; SPIRIT</u></b>			
HEAD CHEER COACH (FB/BB)	1	District	\$7,500.00
HEAD STUNT COACH	1	District	\$4,500.00
ASSISTANT CHEER COACH (WR)	1	District	\$4,500.00
JV HEAD CHEER/STUNT COACH (FB/BB)	1	District	\$5,000.00
JV ASSISTANT CHEER COACH (WR)	1	District	\$3,000.00
Cheer Program Assistant	1	District	\$1,500.00
8th HEAD CHEER COACH	1	District	\$2,500.00
8th HEAD STUNT COACH	1	District	\$2,500.00
8th ASSISTANT CHEER COACH	1	District	\$1,500.00
MS Cheer Sponsors	1	District	\$1,000.00
MS Cheer Sponsors	1	District	\$1,000.00
<b><u>DANCE/POM</u></b>			
HEAD DANCE COACH	1	District	\$7,500.00
ASSISTANT DANCE COACH	1	District	\$4,500.00
MS Dance Head	1	District	\$2,500.00
Asst MS Dance	1	District	\$1,500.00
<b><u>HIGH SCHOOL FOOTBALL</u></b>			
DIRECTOR OF FOOTBALL OPERATIONS/Head Coach	1	District	\$40,000.00
ATHLETIC TRAINING COORDINATOR	1	District	\$30,000.00
Associate Head Coach	1	District	\$5,500.00
Assistant Head Coach	1	District	\$3,000.00
Offensive Coordinator	1	District	\$7,500.00
Defensive Coordinator	1	District	\$7,500.00
Special Teams Coordinator	1	District	\$5,800.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
Laundry Uniform/Equipment Coordinator	1	District	\$1,000.00
Equipment Coordinator	1	District	\$1,000.00
Character Ed / Media Coordinator	1	District	\$1,200.00
College Coordinator	1	District	\$1,200.00
<b><u>9TH GRADE FOOTBALL</u></b>			

HEAD COACH of Red Team	1	District	\$4,500.00
ASSISTANT of Red Team	1	District	\$3,500.00
HEAD COACH of Blue Team	1	District	\$4,500.00
ASSISTANT of Blue Team	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach request	1	District	\$3,500.00
New Asst Coach request	1	District	\$3,500.00
New Asst Coach request	1	District	\$3,500.00
<b>8TH GRADE FOOTBALL</b>			
HEAD COACH of Red Team	1	District	\$4,500.00
ASSISTANT of Red Team	1	District	\$3,500.00
HEAD COACH of Blue Team	1	District	\$4,500.00
ASSISTANT of Blue Team	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
<b>SOFTBALL: FAST-PITCH</b>			
HEAD COACH	1	District	\$10,000.00
ASSISTANT COACH	1	District	\$3,800.00
ASSISTANT COACH	1	District	\$3,800.00
ASSISTANT COACH	1	District	\$3,800.00
ASSISTANT COACH	1	District	\$3,800.00
8th Grade Head Coach Blue Team	1	District	\$2,750.00
8th Grade Assistant Coach Blue Team	1	District	\$2,250.00
8th Grade Head Coach Red Team	1	District	\$2,750.00
8th Grade Assistant Coach Red Team	1	District	\$2,250.00
<b>VOLLEYBALL</b>			
HEAD COACH	1	District	\$6,000.00
Head JV Coach Request	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
8th Grade	1	District	\$2,250.00
8th Grade	1	District	\$2,250.00
8th Grade	1	District	\$2,250.00
<b>CROSS COUNTRY</b>			
HEAD BOYS & GIRLS - HS	1	District	\$4,500.00
ASSISTANT COACH - HS	1	District	\$2,500.00
ASSISTANT COACH - HS	1	District	\$2,500.00
HEAD BOYS & GIRLS - MS	1	District	\$2,250.00
ASSISTANT BOYS & GIRLS - MS	1	District	\$1,750.00

<b>HIGH SCHOOL BASKETBALL</b>			
<b>Coordinator of Boys' BB Programs/Head Boys' Coach</b>	1	District	\$10,500.00
ASSISTANT BOYS COACH	1	District	\$4,300.00
ASSISTANT BOYS COACH	1	District	\$4,300.00
<b>10 Grade Coach</b>	1	District	\$2,250.00
<b>9TH BOYS HEAD COACH</b>	1	District	\$3,250.00
<b>8TH BOYS Head Coach Red Team</b>	1	District	\$2,750.00
<b>8TH BOYS Head Coach Blue Team</b>	1	District	\$2,750.00
<b>8TH BOYS HEAD Coach White Team</b>	1	Booster Club	\$2,750.00
<b>HEAD GIRLS COACH</b>	1	District	\$10,500.00
ASSISTANT GIRLS COACH	1	District	\$4,300.00
ASSISTANT GIRLS COACH	1	District	\$4,300.00
<b>9TH GIRLS HEAD COACH</b>	1	District	\$3,500.00
<b>8TH GIRLS Head Coach Red Team</b>	1	District	\$2,750.00
<b>8TH GIRLS Head Coach Blue Team</b>	1	District	\$2,750.00
<b>WRESTLING</b>			
HEAD COACH - Boys	1	District	\$11,000.00
ASSISTANT COACH	1	District	\$4,000.00
ASSISTANT COACH	1	District	\$4,000.00
ASSISTANT COACH	1	District	\$4,000.00
ASSISTANT COACH	1	District	\$4,000.00
HEAD COACH - Girls	1	District	\$11,000.00
ASSISTANT COACH	1	District	\$4,000.00
New girls asst	1	District	\$4,000.00
New girls asst	1	District	\$4,000.00
JR. HIGH HEAD COACH - boys	1	District	\$3,600.00
JH head Coach - girls	1	District	\$3,600.00
JH girls asst coach	1	District	\$2,500.00
JR. HIGH ASSISTANT COACH - boys	1	District	\$2,500.00
JR. HIGH ASSISTANT COACH - boys	1	District	\$2,500.00
JR. HIGH ASSISTANT COACH - boys	1	District	\$2,500.00
<b>SWIMMING</b>			
BOYS HEAD COACH	1	District	\$5,500.00
GIRLS HEAD COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$2,500.00
MS HEAD COACH	1	District	\$1,000.00
MS ASST COACH	1	District	\$500.00
<b>BASEBALL</b>			
HEAD COACH	1	District	\$10,500.00
ASSISTANT COACH	1	District	\$3,900.00
ASSISTANT COACH	1	District	\$3,900.00

ASSISTANT COACH	1	District	\$3,900.00
ASSISTANT COACH	1	District	\$3,900.00
JV Blue Head Coach	1	District	\$3,900.00
JV Blue Assistant Coach	1	District	\$3,300.00
JV White Head Coach	1	District	\$3,900.00
JV White Assistant Coach	1	District	\$3,300.00
JV Red Head Coach	1	District	\$3,900.00
JV Red Asst Coach	1	Booster	\$3,300.00
<b>GOLF</b>			
BOYS HEAD COACH	1	District	\$4,000.00
GIRLS HEAD COACH	1	District	\$4,000.00
BOYS ASSISTANT COACH	1	District	\$2,250.00
GIRLS ASSISTANT COACH	1	District	\$2,250.00
8TH GRADE Boys HEAD COACH	1	District	\$1,950.00
8TH GRADE Girls HEAD COACH	1	District	\$1,950.00
8TH GRADE ASSISTANT COACH	1	District	\$1,750.00
ASSISTANT INSTRUCTIONAL COACH-other pay	1	819-813/817	\$1,500.00
<b>SOCCER</b>			
HEAD BOYS	1	District	\$5,500.00
BOYS ASSISTANT COACH	1	District	\$2,750.00
BOYS ASSISTANT COACH	1	District	\$2,750.00
HEAD GIRLS	1	District	\$5,500.00
GIRLS ASSISTANT COACH	1	District	\$2,750.00
GIRLS ASSISTANT COACH	1	District	\$2,750.00
<b>SOFTBALL: SLOW-PITCH</b>			
HEAD COACH	1	District	\$7,000.00
ASSISTANT COACH	1	District	\$2,750.00
ASSISTANT COACH	1	District	\$2,750.00
<b>TENNIS</b>			
GIRLS TENNIS HEAD COACH	1	District	\$4,500.00
BOYS TENNIS HEAD COACH	1	District	\$4,500.00
ASSISTANT BOYS COACH	1	District	\$2,500.00
ASSISTANT GIRLS COACH	1	District	\$2,500.00
8TH GRADE HEAD COACH BOYS	1	District	\$2,200.00
8TH GRADE HEAD COASH GIRLS	1	District	\$2,200.00
8TH GRADE ASSISTANT BOYS	1	District	\$1,750.00
8TH GRADE ASSISTANT GIRLS	1	District	\$1,750.00
<b>TRACK</b>			
HEAD COACH BOYS	1	District	\$6,000.00
ASSISTANT BOYS	1	District	\$3,000.00
ASSISTANT BOYS	1	District	\$3,000.00
ASSISTANT BOYS	1	District	\$3,000.00

HEAD COACH GIRLS	1	District	\$6,000.00
ASSISTANT GIRLS	1	District	\$3,000.00
ASSISTANT GIRLS	1	District	\$3,000.00
ASSISTANT GIRLS	1	District	\$3,000.00
ASSISTANT BOYS & GIRLS	1	District	\$3,000.00
ASSISTANT BOYS & GIRLS	1	District	\$3,000.00
8TH GRADE HEAD BOYS COACH	1	District	\$2,800.00
8TH GRADE HEAD GIRLS COACH	1	District	\$2,800.00
8TH ASSISTANT BOYS AND GIRLS	1	District	\$2,500.00
8TH ASSISTANT BOYS AND GIRLS	1	District	\$2,500.00
<b><u>DEPARTMENT</u></b>			
GAME MANAGER	1	District	\$6,000.00
GAME MANAGER	1	District	\$6,000.00
GAME MANAGER	1	District	\$6,000.00
GAME MANAGER	1	District	\$6,000.00
Head Strength Coach	1	District	\$10,000.00

# TLE RUBRICS



## TLE Observation and Evaluation Rubric Teachers

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Classroom Management</b> 30%	1. Preparation	2
	2. Discipline	3
	3. Building-Wide Climate Responsibility	4
	4. Lesson Plans	5
	5. Assessment Practices	6
	6. Student Relations	7
<b>Instructional Effectiveness</b> 50%	7. Literacy	8
	8. Current State Standards	9
	9. Involves All Learners	10
	10. Explains Content	11
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<b>Leadership</b> 5%	20. Professional Involvement & Leadership	20

1	Domain: <b>Classroom Management</b>		Dimension: <b>Preparation</b>		
<b>Teacher plans for and executes a lesson relating to short-term and long-term objectives.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.	
Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.	Develops instructional plans that are not consistently in alignment with most current state standards.	Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.	Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.	Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.	
Plans rarely address student diversity nor describe how instruction will be differentiated.	Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.	Plans consistently address student diversity and describe how instruction will be differentiated.	Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.	Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.	
Materials and equipment are not ready at the start of the lesson or instructional activity.	Materials and equipment are usually ready at the start of the lesson or instructional activity.	Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Materials and equipment are ready at the start of the lesson or instructional activity.	Materials and equipment are ready at the start of the lesson or instructional activity and enhance learning.	

2

Domain: **Classroom Management**Dimension: **Discipline****Teacher clearly defines and effectively manages student behavior.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established.</p> <p>Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been established with inconsistent implementation.</p> <p>Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct.</p> <p>Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.</p> <p>Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.</p> <p>Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.</p> <p>Students are engaged and are clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive behavior and relationships and encourages students to self-discipline.</p>

3

Domain: **Classroom Management**Dimension: **Building-Wide Climate Responsibilities****Teacher assures a contribution to building-wide positive climate responsibilities.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives, inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>

4		Domain: <b>Classroom Management</b>			Dimension: <b>Lesson Plans</b>	
<b>Teacher develops daily lesson plans designed to achieve the identified objectives.</b>						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
Plans are rarely or never completed.		Plans are not consistently completed.		Plans are developed consistently and on time based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.
Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).		Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).		Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).
Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.		Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.		Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.	Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.
					Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

5

Domain: **Classroom Management**Dimension: **Assessment Practices**

**Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely uses assessments to evaluate student learning and guide instruction.	Inconsistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.	Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.
Grading is arbitrary and not in accordance with district's grading policies.	Grading is not consistently fair or in accordance with district's grading policies.	Grading is fair and in accordance with district's grading policies.	Grading is fair, transparent to students and in accordance with district's grading policies.	Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.
Assessments provide delayed and inadequate feedback for students to assess themselves.	Assessments provide delayed and inadequate feedback for students to assess themselves.	Provides adequate and timely feedback from assessment results for students to reflect and set goals.	Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.	Assessments provide useful and immediate feedback– separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals.  Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.
There is no evidence that the teacher recognizes student progress or achievement.	There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.	Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.

6

Domain: **Classroom Management**Dimension: **Student Relations**

**Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.</p>

7		Domain: <b>Instructional Effectiveness</b>			Dimension: <b>Literacy</b>
<b>Teacher embeds the components of literacy into all instructional content.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is rarely provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is occasionally provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.</p> <p>As appropriate for the content area, instruction is provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support answers.</p>	<p>Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.</p>	

**Note One:** Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

**Note Two:** A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the “bonding agent” or “glue” for the content.

**Note Three:** Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students’ use of literacy strategies is random, isolated or has no connection to the lesson objectives.

8		Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Current State Standards</b>	
<b>Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Neither understands nor participates (at even the “conversation / awareness” level) in discussions about current state standards.	Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards	Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.	Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.	Includes the narrative descriptions in performance category 4, plus serves as a “change agent” and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of current state standards. This participation level could be initiated via volunteering or being asked.	

9 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Involves All Learners</b>		
<b>Teacher uses active learning, questioning techniques and/or guided practices to involve all students.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior
Does not require student participation or the teacher discourages student involvement.	A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.
Students are not mentally engaged in active learning experiences during any significant portion of the class.	Students are engaged in active learning around 50 percent of the class time.	Engages most students in active learning experiences 80 percent of the class time.	Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.	Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	All or most questions used are recall questions.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.
Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Provides adequate wait time for student response and engagement.	Skillfully uses wait time as a tool to engage students in active learning.	Skillfully uses wait time as a tool to engage students in active learning.
		Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.

**Note:** Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

**Teacher teaches the objectives through a variety of methods.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p> <p>Technology is not used as designed and not used as an instructional tool.</p>	<p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>	<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	<p>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p> <p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</p>	<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>

**Teacher provides clear instruction and direction.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.</p>	<p>When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Uses all of the characteristics of Levels 3 and 4.</p> <p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p> <p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>

<b>12</b>	Domain: <b>Instructional Effectiveness</b>			Dimension: <b>Models</b>	
<b>Teacher demonstrates / models the desired skill or process.</b>					
<b>1</b> <b>Ineffective</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Effective</b>	<b>4</b> <b>Highly Effective</b>	<b>5</b> <b>Superior</b>	
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.	

**Teacher checks to determine if students are progressing toward stated objectives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

**Teacher changes instruction based on the results of monitoring.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.</p> <p>Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.</p> <p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.</p> <p>Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.</p> <p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.</p> <p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.</p> <p>Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.</p>

**Teacher summarizes and fits into context what has been taught.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The teacher rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no teacher direction.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The teacher does not consistently summarize the main points of the instruction into the lesson.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students summarize in a variety of ways and reflect on their own learning. Relates instruction to prior and future learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>

**Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning</p> <p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>	<p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to current state standards /district curriculum.</p>	<p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>

17	Domain: Professional Growth and Continuous Improvement		Dimension: Professional Learning	
Uses Professional Growth as a Continuous Improvement Strategy				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

<b>18</b>	<b>Domain: Professional Growth and Continuous Improvement</b>			
	<b>Dimension: Professional Accountability</b>			
	<b>Exhibits behaviors and efficiencies associated with professionalism.</b>			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

<b>19</b>	<b>Domain: Interpersonal Skills</b>			
	<b>Dimension: Effective Interpersonal Skills</b>			
	<b>Effective Interactions and Collaboration with Stakeholders.</b>			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.  Does not consult or collaborate with other staff members.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.  Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Interacts with families and colleagues in a timely, consistent, positive and professional manner.  Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.  Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program.  Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.  Communication is clearly understood by diverse stakeholders.  Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

**Exhibits Positive Leadership through Varied Involvements.**

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Counselors

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Counselor Center Management</b> 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
<b>School Counseling Effectiveness</b> 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7
	9. Exhibits Professional Behaviors and Efficiencies	8
<b>Professional Growth &amp; Continuous Improvement</b> 10%	10. Uses Professional Growth as an Improvement Strategy	9
<b>Interpersonal Skills</b> 20%	11. Effective Interactions/ Communications with Stakeholders	10
	12. Participates in Fair Share Duties	11
<b>Leadership</b> 20%	13. Leadership Involvements	11
	14. Advocates for Educational Equity	12

<b>1</b>	Domain: <b>Counselor Center Management</b>		Dimension: <b>Work Area Environment</b>	
<b>The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>

<b>2</b>	Domain: <b>Counselor Center Management</b>		Dimension: <b>Comprehensive Counseling Plan</b>	
<b>The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no guidance program to support students' academic, career and personal / social development.</p>	<p>Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.</p>	<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>	<p>Provides all students with a guidance curriculum that is comprehensive, proactive and developmental.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis</p> <p>Creates and distributes an event calendar to meet short and long term programmatic school counseling goals.</p> <p>Has developed curriculum to meet students' academic, career and personal / social development.</p>	<p>Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.</p> <p>Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.</p>

3

Domain: **Counselor Center Management**Dimension: **Building Climate**

**The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor makes no contribution to the building's climate.</p>	<p>The school counselor's contributions to the building climate are haphazard and random.</p>	<p>School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>In addition, collaborates with parents, teachers and staff regarding school's needs.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.</p>

4

Domain: **School Counseling Effectiveness**Dimension: **Monitors Student Progress****School Counselor monitors student progress to maximize student achievement.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no system for ensuring that students meet district promotional criteria.</p> <p>Does not inform parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Does not communicate progress to parents / guardians in a consistent and reliable manner.</p>	<p>Utilizes an inconsistent system for ensuring that students meet district promotional criteria.</p> <p>Rarely informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in an inconsistent and unreliable manner.</p>	<p>Has a consistent system for ensuring that students meet district promotional criteria.</p> <p>Informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in a consistent and reliable manner.</p> <p>Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, provides student advisement/CST, and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans/ focused on developing an academic plan into the future related to students' needs and interests.</p> <p>Establishes contact with students at risk of failure and collaborates with teachers and parents to address the needs with helping to develop plans of interventions.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)</p>

5

Domain: **School Counseling Effectiveness**Dimension: **Accountability Reports****School Counselor demonstrates accountability.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor does not use data to measure program effectiveness.</p>	<p>The school counselor uses data in a random, inconsistent manner.</p>	<p>School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.</p> <p>School counselor demonstrates accountability for time spent working with students.</p>	<p>School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline.</p> <p>Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner.</p> <p>Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.</p>

6

Domain: **School Counseling Effectiveness**Dimension: **Consults and Collaborates**

**The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.</p>	<p>The school counselor participates in some school committees, but does not engage fully in collaborative activities.</p>	<p>The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.</p> <p>School counselor establishes contact with outside agencies and school community partners to respond to student crisis.</p>	<p>Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth.</p> <p>School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares advisory team input with building leadership to facilitate any needs as determined.</p> <p>The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career – college readiness, and academic growth. For colleagues, parents, etc.</p> <p>School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.</p>

7 Domain: <b>School Counseling Effectiveness</b> Dimension: <b>Student Assessment (testing, surveys)</b>				
<b>School Counselor participates in the school-wide assessment program.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>School counselor rarely or never attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor rarely or never attends district mandatory meetings required for building level assessments.</p> <p>School counselor shows no evidence of planning and executing an effective building assessment program.</p>	<p>School counselor inconsistently attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor inconsistently attends district mandatory meetings required for building level assessments.</p> <p>School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.</p>	<p>School counselor attends all mandatory meetings required at the building level related to student assessment.</p> <p>School counselor attends district mandatory meetings required for building level assessments.</p> <p>School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.</p> <p>As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions.</p> <p>Assists in the organization and delivery of testing results to students, parents, and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>In addition, as an integral collaborator on the school's data team, the school counselor fully understands the requirements of AYP/API and helps lead the school's efforts toward removing student barriers that result in a more equitable education for all student groups and closing the achievement gap.</p> <p>The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.</p>

8 Domain: <b>School Counseling Effectiveness</b> Dimension: <b>Skills and Temperament</b>				
<b>School Counselor exhibits the skills and temperament to manage students' crises.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.</p>	<p>The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.</p>	<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the counselor's skill set to provide support in crisis management with students, families, staff and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.</p>

**Exhibits behaviors and efficiencies associated with professionalism.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.</p>	<p>Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective.</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.</p>	<p>Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.</p> <p>At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.</p> <p>Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.</p>

**10** Domain: **Professional Growth and Continuous Improvement** Dimension: **Strategy**  
**Uses professional growth as a continuous improvement strategy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as “models” may include classroom newsletters, parent / community communications, etc.</p>

**Effective interactions and communications with stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators.</p> <p>Willingness to share site -designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly and respectfully understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.</p>

<b>12</b>	<b>Domain: Interpersonal Skills</b>			<b>Dimension: Fair Share Duties</b>	
<b>Counselor participates in Fair Share Duties and Responsibilities.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.	

<b>13</b>	<b>Leadership</b>			<b>Dimension: Involvements</b>	
<b>School Counselor leads and participates in school-wide efforts to involve parents.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p>	

**School Counselor advocates effectively for equity issues affecting the educational progress of students.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.</p>	<p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p> <p>Assumes a proactive role in successfully removing barriers thereby maximizing student success.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.</p>



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Speech-Lang. Path./School Psychologists

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Organization and Management</b> 30%	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
<b>Instructional Support</b> 45%	5. Skill Knowledge	4
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	5
	9. Delivery of Services/Consultation	5
<b>Professional Growth &amp; Continuous Improvement</b> 10%	10. Uses Professional Growth as an Improvement Strategy	6
	11. Exhibits Professional Behaviors and Efficiencies	6
<b>Interpersonal Skills</b> 10%	12. Effective Interactions / Communications with Stakeholders	7
<b>Leadership</b> 5%	13. Leadership Involvements	7

Indicator No.

<b>1</b>	Domain: <b>Organization and Management</b>		Dimension: <b>Work Area Environment</b>	
<b>The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations.</p>	<p>The work environment is organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.</p>

<b>2</b>	Domain: <b>Organization and Management</b>		Dimension: <b>Preparation and Delivery of Services</b>	
<b>The Professional plans and prepares for delivery of services.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely ensures materials and equipment are ready at the start of each session.</p> <p>Rarely schedules and prioritizes delivery of services.</p>	<p>Occasionally ensures materials and equipment are ready at the start of each session.</p> <p>Occasionally schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes.</p> <p>Effectively schedules, prioritizes and consistently provides for the delivery of services.</p>	<p>Uses all of the characteristics of levels 3 &amp; 4, and creatively adjusts schedule to meet student needs.</p>

3		Domain: <b>Organization and Management</b>			Dimension: <b>Compliance</b>
The professional will maintain accurate student records.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely maintains records that are clear, organized, and reflect delivery of service.	Occasionally maintains records that are clear, organized, and reflect delivery of service.	Maintains records that are clear, organized, and reflect delivery of service.	Maintains records that are clear, organized, and accurately reflect delivery of service.	Maintains records that are clear, organized, and accurately reflect optimal delivery of service.	
Rarely meets timelines for IDEA documentation requirements as outlined by district, state, and federal guidelines.	Occasionally completes IDEA documents as outlined by district, state, and federal guidelines.	Completion of IDEA documents as outlined by district, state, and federal guidelines.	Completion of IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness.	Uses the performance characteristics of Levels 3 & 4 plus serves as a change agent or presenter/facilitator for other staff members.	
Rarely meets timelines for IDEA documents as outlined by district, state, and federal guidelines	Occasionally meets timelines for IDEA documents as outlined by district, state, and federal guidelines	Meets timelines for IDEA documents as outlined by district, state, and federal guidelines	Meets timelines for IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness		
Rarely participates in CST process.	Occasionally participates in CST process.	Routinely participates in CST process.	Provides a leadership role in the CST process.		

4		Domain: <b>Organization and Management</b>			Dimension: <b>Discipline</b>
The Professional clearly defines expected student behavior.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Standards of conduct have not been established, nor are students aware of behavioral expectations.	Standards of conduct have been inconsistently established and students are only somewhat aware of expectations.	Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.	Standards of conduct have been established with consistency and all students are aware of behavioral expectations.	Standards of conduct have been established with consistency, and all students are aware of behavioral expectations and follow established procedures.	
Does not monitor the behavior of students.	Rarely monitors the behavior of students	Monitors the behavior of students in the work environment.	Monitors the behavior of all students in a variety of settings.	Monitors the behavior of all students at all times.	
Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.	Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.	Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.	Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.	

<b>5</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Skill Knowledge</b>	
	<b>Adherence to Professional Responsibilities and Standards</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Rarely demonstrates knowledge of current district and IDEA policies and procedures. Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Occasionally demonstrates knowledge of current district and IDEA policies and procedures.  Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates knowledge of current district and IDEA policies and procedures.  Demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates and implements knowledge of current district and IDEA policies and procedures. Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Uses all of the characteristics of Levels 3 & 4 plus serves as a training resource.  Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.	

<b>6</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>	
	<b>The professional is able to select and administer individualized assessments</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Rarely selects and administers appropriate tests as determined by professional standards.	Occasionally selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards, in an efficient manner.	Uses the elements of 3 and 4 in addition to serving as a training resource to other professionals.	

<b>7</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>	
	<b>The professional interprets test data and assessment.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.	Interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.	Uses the elements of 3 and 4 plus gives further recommendations and interventions that support student learning.	

<b>8</b>	<b>Domain: Instructional Support</b>			<b>Dimension: Delivery of Services</b>	
	<b>Designs and implements appropriate student plans.</b>				
<b>1</b> <b>Ineffective</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Effective</b>	<b>4</b> <b>Highly Effective</b>	<b>5</b> <b>Superior</b>	
Rarely designs and implements appropriate IEP student goals.  Rarely provides services as stated on the IEP.	Occasionally designs and implements appropriate IEP student goals.  Occasionally provides services as stated on the IEP.	Design and implement appropriate IEP student goals.  Provide services as stated on the IEP.	Design and implement appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting.  Provide services as stated on the IEP and provides makeup sessions.	Uses elements of 3 and 4 plus provides resources plus provides additional opportunities in the home environment.	

<b>9</b>	<b>Domain: Instructional Support</b>			<b>Dimension: Delivery of Services</b>	
	<b>Provides consultation for improvement of student performance.</b>				
<b>1</b> <b>Ineffective</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Effective</b>	<b>4</b> <b>Highly Effective</b>	<b>5</b> <b>Superior</b>	
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 and 4 plus classroom observations to monitor and adjust strategies.	

10 Domain: <b>Professional Growth and Continuous Improvement</b> <b>Uses professional growth as a continuous improvement strategy.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the professional makes substantial contribution to the profession through activities such as, coaching and mentoring new staff members, training staff members in professional practices, making presentations, conducting action research and/or writing articles for publication, department level, internal / school-wide and/or external publication.

11 Domain: <b>Professional Growth and Continuous Improvement</b> <b>Exhibits Behaviors and Efficiencies Associated with Professionalism.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans.

**Effective Interactions and Communications with Stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear and inconsiderate to students and staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students and staff..</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Librarian

<i>Domain/Relative Weight</i>	<i>Indicator</i>	<i>Page</i>
<b>Library Management</b> 35%	1. Managing Student Behavior	2
	2. Creating a Culture for Learning	2
	3. Managing Library Procedures	3
	4. Collaborating with Teachers	3
	5. Administrative Management & Records	4
	6. Developing Collection	4
	7. Administering Library Budget	5
	8. Supervising Personnel	5
<b>Instructional Effectiveness</b> 40%	9. Demonstrating Knowledge of Curriculum	6
	10. Supporting Instructional Goals	6
	11. Demonstrating Knowledge of Traditional / Non-Traditional Literature & Reading Support	7
	12. Communicating Effectively with Students	7
	13. Using Quality Questioning Techniques with Students	8
	14. Assessing Students	8
	15. Developing Lessons	9
<b>Professional Growth &amp; Continuous Improvement</b> 10%	16. Reflecting on Professional Effectiveness	9
	17. Growing and Developing Professionally	10
<b>Interpersonal Skills</b> 10%	18. Communicating with School Staff	10
	19. Communicating with School Stakeholders	11
<b>Leadership</b> 5%	20. Contributing to School and Professional Communities	12
	21. Adhering to Professional Ethics	12

Indicator No.

1 Domain: <b>Library Management</b>				
Indicator: <b>Managing Student Behavior</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Clear procedures have not been established for student behavior.</p> <p>Does not monitor student behavior.</p> <p>Has a primarily punitive approach to managing student behavior.</p>	<p>Some procedures and standards have been established for student behavior.</p> <p>Is inconsistent in monitoring student behavior.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior as problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p> <p>Works with teachers to create consistent, positive procedures.</p>

2 Domain: <b>Library Management</b>				
Indicator: <b>Creating a Culture for Learning</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school library environment is uninviting.</p> <p>Physical resources and space within the librarian's control are poorly organized for various functions.</p>	<p>The school library environment is somewhat organized.</p> <p>Physical resources and space within the librarian's control are arranged more for the convenience of library staff than for students.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources are organized for individual, collaborative and group work.</p> <p>Students are encouraged to engage in learning activities beyond assigned class time.</p>	<p>The school library is a true learning commons where the whole school community feels comfortable to gather, explore and share learning ideas.</p> <p>Physical resources are organized and flexible enough to respond to the needs of the school, groups, and individual students.</p>

3 Domain: <b>Library Management</b>				
Indicator: <b>Managing Library Procedures</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No procedures for circulation and scheduling library facilities and resources have been established resulting in limited access.	Some procedures for circulation and scheduling of library facilities and resources have been established.	Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.	Positive procedures for circulation and scheduling have been established and widely accepted by the school community.  Procedures promote access to the library facilities and resources.	Positive procedures are in place for all routine services resulting in optimal access to the library facilities and resources.  Flexibility in procedures and scheduling maximizes the availability of the school librarian's expertise and library resources.

4 Domain: <b>Library Management</b>				
Indicator: <b>Collaborating with Teachers</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Collaboration does not occur with teachers.  Is not knowledgeable about CCSS.	Limited collaboration exists with teachers.  Has limited knowledge about CCSS.	Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units.  Promotes project-based learning and transition to CCSS.	Collaboration occurs with most teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units.  Promotes project-based learning and transition to CCSS.  Lessons promote research skills and critical thinking.	Initiates collaboration and seeks out teachers for co-planning and co-teaching.  Leads in promoting project-based learning and transition to CCSS.  Lessons promote research skills and critical thinking.

5 Domain: <b>Library Management</b>				
Indicator: <b>Administrative Management and Records</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Records are not maintained systematically or available in a timely fashion.	Keeps some records accurate and up-to-date including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.  Required and requested reports are submitted in full and on time.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.  Required and requested reports are submitted in full and on time.  Data and librarian expertise is sometimes used in decision-making and are always willingly available.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.  Data beyond what is required is gathered, interpreted and communicated to administrators and or stakeholders for planning and improving the library program.

6 Domain: <b>Library Management</b>				
Indicator: <b>Developing Collection</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Acquires resources without careful assessment of current collection.  Does not “weed” collection to remove outdated and unattractive materials.  Does not seek input from staff and/or students.	Acquires resources with little assessment of current collection.  Occasionally weeds to ensure holdings meet curriculum needs.  Rarely seeks input from students or staff.	Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met.  Seeks input from both students and staff.	Acquires resources based on assessment data and input from stakeholders including staff and students. Continuously weeds the collection to update holdings and meet curriculum needs.  Monitors trends to develop a progressive collection.	Advocates for funding needs when necessary (grants, school and community foundations) to maintain a collection of resources and equipment that is responsive to changing instructional needs and student interests.  Monitors trends to develop a progressive collection.

7 Domain: <b>Library Management</b>				
Indicator: <b>Administering Library Budget</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not develop an expenditure plan or maintain spending records. Ignores spending deadlines which results in the forfeiture of funds.	Develops an expenditure plan that does not reflect the needs of the library program. Unfamiliar with established policies for managing the budget and has overlooked some spending deadlines.	Develops expenditure plan that adequately maintains the library program and supports the mission of the school.  Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Develops expenditure plan that extends beyond the current year in order to establish a comprehensive library program that supports the mission of the school.  Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Using data effectively, develops a comprehensive expenditure plan that allows for a progressive library program that supports the mission of the school.  Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.

8 Domain: <b>Library Management</b>				
Indicator: <b>Supervising Personnel</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No training, supervision, or evaluation of library support staff.	Minimal training, supervision, or evaluation of library support staff utilizing district and/or state mandated processes.	Training, supervision, and evaluation of library support staff are thoughtful and consistent.	Delegates tasks and provides adequate training, consistent supervision, and thoughtful evaluation of library support staff.	Expectations are clearly defined promoting an effective library program that includes delegation, training, supervision, and evaluation of library support staff following district and/or state mandated processes.  Encourages library support staff to work independently and creatively perform library tasks.

***Evaluator note regarding Indicators #9 through 15.***

*Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.*

9 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Demonstrating Knowledge of Curriculum</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not exhibit awareness of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is somewhat aware of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process.  Makes curriculum and learning connections for students.	Has a broad knowledge of the curriculum and correlates it to the forms of literacy, resources, and a research process.  The connections are effectively articulated and modeled.	Has commendable knowledge of the curriculum and its application to the library program.  Actively seeks other resources from agencies, organizations and institutions within the community and beyond for curriculum support.

10 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Supporting Instructional Goals</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate comprehension of the educational disciplines, diverse school population, necessary resources, and services to support instructional goals.  Has low expectations for students.	Demonstrates limited comprehension of the educational disciplines and diverse school population.  Provides some services to support instructional goals.  Has limited expectations for students.	Demonstrates basic comprehension of the educational disciplines and diverse school population.  Provides adequate resources, technology and services to support instructional goals.  Collaborates with teachers to integrate literacy and reading strategies.  High expectations for students are present and consistent.	Demonstrates full comprehension of the educational disciplines and diverse school population.  Provides the resources, technology and services to support instructional goals.  Collaborates with teachers to integrate literacy and reading strategies into core content units of instruction.  High expectations for students are present and consistent and nurtured.	Demonstrates exemplary comprehension of the educational disciplines and diverse school population.  Expertly provides resources, technology and services to support instructional goals.  Consistently collaborates with teachers to create and integrate instruction.  High expectations for students are always present as evidenced by highly engaged and productive learners.

11 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Demonstrating Knowledge of Traditional and Non-Traditional Literature &amp; Reading Support</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Has minimal knowledge of fiction and nonfiction literature, and does not actively encourage reading for pleasure or lifelong learning.	Has limited knowledge of fiction and nonfiction literature, and inconsistently encourages reading for pleasure and lifelong learning.	Has a sufficient working knowledge of literature and resource materials to help students and staff select the “right” book or other material to match their needs and interests.  Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.	Has an exceptional knowledge of literature and resource materials.  Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning.  Creates extra reading activities and opportunities that engage students beyond typical classroom assignments and or traditional book talks and displays.	Has a superior knowledge of literature and resource materials.  Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning with students, faculty, and parents.  Partners with teachers, school staff and the community to promote reading programs and initiatives.

12 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Communicates Effectively with Students</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not communicate with students.  Procedures are not taught and instructional directions are not clear.  Technology is not used.	Makes a limited attempt to communicate with students.  Directions and procedures are often confusing and inconsistent.  Technology is rarely used and/or limited in type and scope.	Clearly communicates directions and procedures with students.  Technology is used when appropriate.	Effectively communicates directions and teaches procedures to students.  Reinforcement and clarification are provided on an ongoing basis.  Various technologies and methods are utilized to demonstrate and model the correct usage of library resources and their use is encouraged.	Effectively communicates directions and procedures in verbal and written format to students.  Misunderstandings are anticipated and dealt with in a timely manner.  Innovative technologies are used effectively to demonstrate how to use the library in real and virtual environments.  Students are active participants in teaching, modeling, and sharing.

13 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Using Quality Questioning Techniques with Students</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not attempt to question or use an inquiry-based approach to learning with students.	Includes some lower level questions in lessons, yet fails in eliciting higher level thinking from students.	Understands and supports core curriculum instruction and assists in the transition to CCSS.  Uses inquiry-based strategies to elicit higher level thinking.	Designs and supports CCSS by often using open-ended and probing inquiry-based questions that guide and help students independently formulate their own questions about their research topics.	Takes leadership role in the design and implementation of the CCSS.  Consistently uses open-ended and probing questions that guide students in the formulation of relevant questions about their research topics.  Encourages students to use various processes to refine their research techniques and extend their own learning and thinking.

14 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Assessing Students</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Student learning is not monitored.	Student learning is sometimes monitored.  Occasionally uses teacher or librarian-created assessment tools.  Does not share rubrics or communicate expectations with students.	Student learning is monitored, using primarily formative assessment tools as appropriate, Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities.  Students are aware of the evaluation process and are involved in some self-assessments.  Provides timely feedback to students.  Assessment data is reviewed to improve teaching.	Student learning is monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities.  Students often participate in the evaluation process, peer reviews and self-evaluation.  Assessment data is reviewed to improve teaching.	Student learning is consistently monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities.  Students participate in the development of evaluation tools.  Evaluation is authentic, involving students in "real world" applications.  Students routinely evaluate themselves and peers.  Students reflect on their learning process as well as their work.  Assessment data is reviewed to improve teaching.

15 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Developing Lessons</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>National and state teaching standards are not consulted.</p> <p>Instructional plans are inadequately developed or nonexistent.</p>	<p>National and state teaching standards are sometimes consulted.</p> <p>Instructional plans are inadequately developed and fail to differentiate to address individual student needs.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are fully developed to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are altered based upon student responses and behaviors.</p>	<p>National and state teaching standards are addressed when developing lesson plans.</p> <p>Instructional plans are created to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are continually altered based on student responses and behaviors.</p> <p>Modifications and adjustments occur seamlessly throughout the lesson resulting in student engagement and success.</p>

16 Domain: <b>Professional Growth &amp; Continuous Improvement</b>				
Indicator: <b>Reflecting on Professional Effectiveness</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not reflect on the effectiveness of teaching practices or library services offered.</p> <p>Resists change, and does not meet the needs of the school community.</p>	<p>Occasionally reflects on the effectiveness of teaching practices and library services offered.</p> <p>Minimal change and growth are evident.</p>	<p>Often reflects on the effectiveness of teaching practices and library services offered.</p> <p>Reflection results in changes in practices and services.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Reflection results in changes in practices and services with resulting growth in evidence.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Proactive in making the necessary changes and adjustments to routine instructional practices.</p> <p>Initiates and implements library learning opportunities for the staff.</p>

17 Domain: <b>Professional Growth &amp; Continuous Improvement</b>				
Indicator: <b>Growing and Developing Professionally</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely participates in site and departmental professional development opportunities.</p> <p>Resists performance feedback from both supervisors and fellow librarians.</p>	<p>Minimal participation in site and departmental professional development opportunities.</p> <p>Occasionally accepts performance feedback from supervisors or fellow librarians.</p>	<p>Participates regularly in required site and professional development activities.</p> <p>Shares learning with others.</p> <p>Accepts performance feedback from both supervisors and fellow librarians.</p> <p>Makes changes as needed.</p>	<p>Participates regularly in professional development activities beyond minimum requirements and consistently shares learning with others.</p> <p>Welcomes performance feedback from supervisors, fellow librarians, and learning communities.</p>	<p>Consistently searches for professional development opportunities in order to grow professionally and to share learning received with others.</p> <p>Seeks feedback from supervisors, fellow librarians, and learning communities. Makes changes as needed.</p> <p>Leads training workshops for teachers, administrators, or fellow librarians both inside and outside local learning community.</p>

18 Domain: <b>Interpersonal Skills</b>				
Indicator: <b>Communicating with School Staff</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not communicate information about the school library services, resources, and programs.</p>	<p>Rarely communicate information about the school library services, resources and programs.</p> <p>Communication is minimal and intermittent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p> <p>Effectively promotes library resources and services, using multiple formats and communication channels.</p> <p>Communication is often targeted to meet the needs of specific school departments and teams.</p> <p>The librarian actively listens and responds positively to feedback from stakeholders.</p>	<p>Consistently publicizes library programs and services using multiple formats.</p> <p>Communication includes not only school library services, but information about the public library and other entities that support the learning community.</p> <p>Feedback from the stakeholders is solicited and utilized to strengthen the library program.</p>

19

Domain: **Interpersonal Skills**Indicator: **Communicating with School Stakeholders**

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>No engagement for family involvement in the education program is existent. In fact, the absence of information preempts and discourages involvement.</p> <p>Communications, may the delivery be written, non-verbal or verbal, is vague. Communication is branded by tactlessness, degrading language, and patronizing posturing.</p> <p>Self-promoted, self-serving interests control the process for decision making. Consultation and collaboration with other staff members is non-existent.</p>	<p>Engagement for family involvement in the education program is inconsistent in offering and application.</p> <p>Regardless of the communication approach, the delivery is being interpreted as inconsiderate. Additional explanations are required to avoid confusion.</p> <p>Decision-making follows the pattern "fire, then take aim." If the target is hit it is simply a matter of chance and luck.</p>	<p>Positive and professional communications with families are routine and woven into the culture of all encounters.</p> <p>School procedures for communicating with families are in commonplace evidence.</p> <p>Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.</p> <p>Collaboration and consultation for decision making reflect genuine professional consideration.</p>	<p>Interacts and communicates with families in a positive, sensitive, professional manner.</p> <p>Complies with school processes and procedures for interconnecting with families.</p> <p>Oral, written, and nonverbal communication is rich, caring, perceptive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Open-mindedness, collaboration and partnership are the keystones of decision-making.</p> <p>Respects and considers the thoughts and ideas of others.</p>	<p>Communicates consistently and sensitively with families, and uses various methods to engage them and invite their support and participation.</p> <p>Verbal, written and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is comprehended and appreciated by diverse stakeholders.</p> <p>Takes a leadership role in sponsoring that all collaborative decisions are based on the highest professional standards of teamwork.</p> <p>Seeks out the expertise and opinion of other professionals before making decisions that may impact others.</p>

20 Domain: <b>Leadership</b>				
Indicator: <b>Contributing to School and Professional Communities</b>				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership.</p> <p>Declines becoming involved in school and or district events and projects.</p>	<p>Rarely becomes involved in school events or district projects.</p> <p>Prevents or blocks collegial team growth by refusing to share knowledge with others.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Partakes in school events when asked.</p> <p>Joins in school and district projects when asked.</p> <p>Employs appropriate involvement tactics to contribute to the profession.</p> <p>Assumes a preemptive role in addressing student prerequisites.</p>	<p>Without prompting, volunteers to participate in school activities making a extensive contribution.</p> <p>Participates actively in supporting other educators and staff members of the building.</p> <p>Has internalized the concept and work ethics of TEAM, both at the departmental and building levels, to safeguard that all students receive a just and equal opportunity to do well.</p>	<p>Not only volunteers but leads school events or district projects and initiatives making a substantial impact.</p> <p>Initiates vital activities to contribute to the profession, such as mentoring new staff members, writing articles or curriculum units for use, publication or posting, or creating and sharing presentations.</p> <p>Makes a specific effort to challenge damaging attitudes and perceptions, and assists by ensuring that all students; principally, the underserved, are represented with needs addressed.</p>

21 Domain: <b>Leadership</b>				
Indicator: <b>Adhering to Professional Ethics</b>				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adhere to the professional ethics of librarianship.</p> <p>Have no established policies or exhibits behaviors that are unnecessarily restrictive in providing access to resources and services to all or part of the members of the school community.</p>	<p>Is inconsistent in demonstrating library ethics and principals including copyright adherence, and full and equal access to resources and services.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school community.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Informs others of copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school and the school community.</p>	<p>Through teaching and practice, demonstrates a proficient commitment to the professional ethics of librarianship.</p> <p>Assumes a leadership role relative to training in and adherence to the American Library Association's Code of Ethics.</p> <p>Models ethical sharing of resources within the school and the school community.</p>



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Nurses

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Program Management</b> 35%	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	2
	4. Discipline Focus	3
<b>Instructional Skills</b> 10%	5. Educational Impact	4
<b>Professional Services</b> 35%	6. Assessment	5
	7. Records	6
	8. Nursing Services	6
<b>Professional Growth &amp; Continuous Improvement</b> 10%	9. Uses Professional Growth as an Improvement Strategy	7
	10. Exhibits Professional Behaviors and Efficiencies	7
<b>Interpersonal Skills</b> 5%	11. Effective Interactions / Communications with Stakeholders	8
<b>Leadership</b> 5%	12. Leadership Involvements	9

<b>1</b>	Domain: <b>Program Management</b>			Dimension: <b>Program Scheduling</b>	
	<b>Establishes a school health program within a goal-based program schedule.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Does not establish, maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.	

<b>2</b>	Domain: <b>Program Management</b>			Dimension: <b>Collaboration</b>	
	<b>Collaboration is the fundamental key for the successful delivery of health services.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.	

<b>3</b>	Domain: <b>Program Management</b>			Dimension: <b>Clinic Environment</b>	
	<b>The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic for health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.	

4

Domain: **Program Management**Dimension: **Discipline Focus****The Nurse clearly defines expected student behavior.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not maintain standards of school conduct and does not implement with consistency.</p> <p>Does not reiterate to ensure students are aware of behavioral expectations.</p> <p>Does not monitor the behavior of students during whole class, small group and health related activities.</p> <p>Does not stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and does not make referral to appropriate school authority.</p>	<p>Occasionally maintain standards of school conduct and occasionally implements with consistency.</p> <p>Occasionally reiterate to ensure students are aware of behavioral expectations.</p> <p>Occasionally monitor the behavior of students during whole class, small group and health related activities.</p> <p>Occasionally stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice and occasionally make referral to appropriate school authority.</p>	<p>Maintain standards of school conduct and implements with consistency.</p> <p>Reiterate to ensure students are aware of behavioral expectations.</p> <p>Monitor the behavior of students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with consistent supporting peer based implementation.</p> <p>All students are aware of behavioral expectations.</p> <p>Monitor the behavior of all students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with initiating consistent peer monitoring.</p> <p>All students are aware of behavioral expectations and they follow procedures.</p> <p>Monitor the behavior of all students at all times in health related activities. Standards of conduct extend beyond the school environment.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice while maintaining the dignity of the students and encouraging students to self discipline. Student referrals are made to the appropriate school authority, as needed.</p>

5

Domain: **Instructional Skills**Dimension: **Educational Impact****Aligns health education needs with a health education curricula and educational focus.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.</p> <p>Does not serve as a resource person regarding health education, materials and services.</p> <p>Does not participate in nor evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Rarely participate in the assessment of health education needs and rarely assist in the design, development and evaluation of health curricula.</p> <p>Rarely serve as a resource person regarding health education, materials and services.</p> <p>Rarely participates in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula.</p> <p>Serve as a resource person regarding health education, materials and services.</p> <p>Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Assess and develop health education to meet the identified needs of the school community and school district.</p> <p>Willingly present health education, materials and services.</p> <p>Initiate evaluation of health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Evaluate and redesign as needed health education to meet the identified needs of the school community and school district.</p> <p>Present health education, materials and services to peers and others in the school community.</p> <p>Evaluate and redesign health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>

6

Domain: **Professional Services**Dimension: **Assessment**

**The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records, formative and summative assessments are inconsistent and insufficient to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments provide delayed and inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments are inconsistent to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments frequently provide delayed and or inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to develop and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is consistent with the accomplishment of health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and used to develop, refine, and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is used to develop and evaluate current and or anticipatory health goals.</p> <p>Health goals are not only designed by the School Nurse (based upon health care provider information/input and district policy) but the student and family have an opportunity to contribute to the development of their health goals.</p>

7		Domain: <b>Professional Services</b>			Dimension: <b>Records</b>
<b>Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Does not produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Does not comply with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Rarely produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Rarely complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Uses available technology to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Exhibits high degree of consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Technology based enhancement for all records to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Serve as a model and mentor exhibiting consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	

8		Domain: <b>Professional Services</b>			Dimension: <b>Nursing Services</b>
<b>Provides the spectrum of nursing services with consistency and efficacy.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Does not offer health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Does not offer counseling for health related issues with referrals as appropriate.</p> <p>Does not offer home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Rarely offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Rarely offers counseling for health related issues with referrals as appropriate.</p> <p>Rarely offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Consistently offers counseling for health related issues with referrals as appropriate.</p> <p>Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Conducts health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Provides counseling for health related issues with referrals as appropriate.</p> <p>Conducts home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Actively attempt to increase number of participants in screenings, with referral and follow up as appropriate.</p> <p>Actively attempt to increase number of participants who can benefit from counseling for health related issues with referrals as appropriate.</p> <p>With appropriate permissions, facilitate information sharing with individuals who have a right and need to know in order to optimize the level of care provided.</p>	

9 Domain: <b>Professional Growth and Continuous Improvement</b> <b>Uses Professional Growth as a Continuous Improvement Strategy.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the School Nurse makes a substantial contribution to the profession through activities such as mentoring new health personnel, training new health personnel in professional practices, making presentations, conducting action research, working towards higher degree certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as “models” may include classroom newsletters, parent / community communications, etc.

10 Domain: <b>Professional Growth and Continuous Improvement</b> <b>Exhibits behaviors and efficiencies associated with professionalism.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

11

Domain: **Interpersonal Skills****Effective interactions and communications with stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the health program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the health program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the health program.</p> <p>Uses effective communication skills with students.</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the health program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the health program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in better meeting health needs.</p> <p>Rarely seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events making a substantial contribution.</p> <p>Volunteer to participate in school and district projects making a substantial contribution.</p> <p>Participate actively in assisting others in the school community and or district.</p> <p>Work within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteer to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiate important activities to contribute to the profession, such as mentoring new health personnel and/or writing articles for publication and/or making presentations.</p> <p>Initiates and works within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p> <p>Make efforts to challenge negative attitudes and help ensure that everyone, particularly those traditionally underserved, are respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

## **TLE Observation and Evaluation Rubric Instructional Coaches/Instructional Technology Coaches/New Teacher Mentors\* 2015-2016**

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Professional Development</b> 10%	1. Preparation	2
	2. Presentations	3
<b>Organization and Management</b> 10%	3. Record Keeping	4
	4. Coaching Documentation Resources	5
<b>Instructional Effectiveness</b> 25%	5. Instructional Planning	6
	6. Instructional Strategies for Teaching	7
	7. Support of District Initiatives	8
<b>Coaching Effectiveness</b> 25%	8. Coaching Strategies	10
	9. Coaching Cycle	11
<b>Professional Growth and Continuous Improvement</b> 10%	10. Growing and Developing Professionally	11
	11. Exhibits Professional Behaviors and Efficiency	12
<b>Interpersonal Skills</b> 10%	12. Effective Interactions and Communications	13
	13. Collaborative and Professional Partnerships	14
<b>Leadership</b> 10%	14. Leadership Involvement	15

\*For the purpose of this rubric, Instructional Technology Coaches and New Teacher Mentors are defined as Instructional Coaches.

1	Domain: <b>Organization and Management</b>				Dimension: <b>Preparation</b>
<b>Instructional Coach plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not plan for assistance/ support/professional development that provides teachers with resources/ skills needed for implementation.	Inconsistently plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/professional development based on school data that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/prof. dev. based on school data that provides teachers with resources/skills needed for implementation on various dates/ times to meet the schedules of teachers.	
Does not ensure materials/resources needed for training/meeting are prepared and available.	Inconsistently ensures materials/resources needed for training/meeting are prepared and available.	Ensures materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available. Provides follow up materials/ resources as needed.	
Does not create professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Inconsistently creates professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates and implements professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Uses research to create and implement professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	
Provides random professional development opportunities.	Inconsistently matches professional development opportunities to staff's professional development needs.	Matches professional development opportunities to staff's professional development needs	Matches professional development opportunities to staff's professional development needs based on school data	Matches professional development opportunities to staff's professional development needs based on school data and the Site Improvement	

2

Domain: **Organization and Management**Dimension: **Presentations****Instructional Coach provides professional development opportunities for teachers.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not present professional development	Instructional Coach offers professional development at individual school sites.  Instructional coach uses a singular mode for presenting professional development.	Instructional Coach offers professional development at individual school sites.  Instructional coach uses a singular mode for presenting professional development.	Instructional Coach creates and offers professional development for multiple school sites  Instructional Coach uses multiple modes of professional development such as face to face and digital PD.	Instructional Coach creates and offers professional development at a district or regional level.  Instructional Coach has a plan for follow through with teachers after face to face or digital PD.
Instructional Coach does not provide any evenings of professional development throughout the year.	Instructional Coach provides one after hours professional development opportunities each year.	Instructional Coach provides a minimum of two after hours professional development opportunities each year.	Instructional Coach provides a minimum of three after hours professional development opportunities each year.	Instructional Coach provides four or more after hours professional development opportunities each year.

3

Domain: **Organization and Management**Dimension: **Record Keeping****Instructional Coach generates and maintains accurate records and analyzes data.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not utilize the required data tracking log	Instructional Coach sporadically completes the required coaching log with meeting information	Instructional Coach completes required data tracking log with daily meeting information.	Instructional Coach completes required data tracking log on a daily basis.	Instructional Coach completes required data tracking form on a daily basis and uses data to reflect on and improve practice.
Instructional Coach does not align teacher/coach interactions with teacher TLE indicators	Instructional Coach sometimes aligns teacher/coach interactions with teacher TLE indicators	Instructional Coach aligns teacher/coach interactions with teacher TLE indicators	Instructional Coach aligns teacher/coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension	Instructional Coach aligns teacher/ coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension
Instructional Coach does not maintain an interaction log to account for teacher meetings	Instructional Coach maintains an Interaction log stating what times teacher meetings took place	Instructional Coach maintains an interaction log stating what times teacher meetings took place and the strategies offered	Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, coaching tool used	Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, completed coaching tool, follow up appointments and next steps

4

Domain: **Organization and Management**Dimension: **Coaching Documentation Resources****Instructional Coach uses effective tools to promote teachers as leaders and learners.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instructional Coach does not use coaching tools when working with certified teaching staff.</p> <p>Instructional Coach does not use coaching tools in a prescribed manner.</p>	<p>Instructional Coach inconsistently uses coaching tools when working with certified teaching staff.</p> <p>Instructional Coach inconsistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.</p>	<p>Instructional Coach consistently uses a coaching tool when working with certified teaching staff and provides copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.</p>	<p>Instructional Coach consistently uses a variety of coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps.</p>	<p>Instructional Coach consistently a skillfully uses a variety coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps. Instructional coach provides follow up to determine the effectiveness of certified staff's action steps.</p>

5

Domain: **Instructional Effectiveness**Dimension: **Instructional Planning****Instructional Coach collaborates with teachers to design rigorous, standards-based classroom instruction.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not work with teachers in the design of lessons.	Assists teachers staff in the design of lesson plans or units.	Assists teachers in the design of lessons or units that are developmentally appropriate and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units and long range plans that are developmentally appropriate and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units and long range plans that are integrated, developmentally appropriate and align to the current state standards and district curriculum maps.
Does not consider student background knowledge and experiences in instructional planning.	Makes the teachers aware of the importance students' background knowledge and experiences but does not provide procedures to obtain this information.	Assists teachers with the creation of procedures that can be used to obtain students' background knowledge and experiences	Collaborates with teachers to determine the appropriate tools to become familiar with students background knowledge and experiences.	Collaborates with teachers to make meaningful and relevant connections between the lesson content and background knowledge and experiences.
Does not consider students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	Assists in interpreting data related to the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences but does not link it to instructional planning	Assists the certified teaching staff in Instructional planning that draws upon an analysis of the students' preferred learning modalities, background knowledge and developmental readiness.	Collaborates to develop specific strategies, content, and delivery that will meet the needs of individual students based on the accurate analysis of the students' preferred learning modalities, background knowledge and developmental readiness.	Guides the certified teaching staff to differentiate instructional plans to meet students' preferred learning modalities, background knowledge and developmental readiness.
Does not assist in data interpretation.	Assists in interpreting data, but does not assist the certified teaching staff in linking analysis to instructional planning.	Assists with certified teaching staff in interpreting data and its use in assessments and standards based instruction.	Collaborates with certified teaching staff in developing and analyzing a variety of formal and informal student assessment formats, including pre-assessment, formative assessment, and summative assessment to improve instruction.	Guides certified teaching staff to revise plans according to multiple data sources.

6

Domain: **Instructional Effectiveness**Dimension: **Job-Embedded Professional Development**

**Instructional Coach uses a variety of strategies to communicate research-based practices for professional development.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not provide instructional strategies.	Provides non-specific instructional strategies that diagnose primary and secondary flaws, but does not provide ways to increase overall effectiveness of teacher practice.	Provides a variety of specific instructional strategies to increase student engagement, student differentiation, and student achievement.	Provides clear and specific instructional strategies to increase student engagement, student differentiation, and student achievement. Monitors the effectiveness of and models strategies that apply to a variety of classroom situations, including independent, whole group, and small group instruction.	Provides clear research-based instructional strategies to increase student engagement, student differentiation, and student achievement. Assists certified teaching staff with and models strategies for a variety of classroom situations, including independent, whole group, and small group instruction. Assists certified teaching staff with and models tools to enhance active learning, questioning techniques, and/ or guided practice to involve all learners, as well as monitoring and adjustment techniques based on monitoring.
Does not support communication of similar messaging between certified teaching staff or in groups.	Inconsistently supports communicating similar messaging between certified teaching staff of the same grade or team.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same content areas and grade levels. Supports horizontal or vertical articulation across content areas and grade levels.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team. Supports vertical and horizontal articulation across content areas and grade level configurations when appropriate.
Does not support certified teaching staff in implementing research based instructional strategies.	Minimally supports certified teaching staff in implementing research based instructional strategies.	Supports certified teaching staff in implementing research based instructional strategies.	Supports certified teaching staff in implementing, monitoring, and recognizing when research based instructional strategies are not meeting the needs of students.	Supports certified teaching staff in implementing, monitoring, reflecting on and adjusting research based instructional strategies to ensure the needs of students are being met.

Tulsa Public Schools

7

TLE IC Evaluation and Observation Rubric

7

Domain: **Instructional Effectiveness**Dimension: **Support of District Initiatives****Instructional Coach supports District Initiatives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.	Inconsistently demonstrates commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement	Demonstrates commitment to TPS priorities for professional development by providing coaching and/or training opportunities for teachers aimed at student achievement.	Demonstrates commitment to TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.	Serves as champion for TPS priorities for professional development by consistently communicating the vision and mission of the professional learning department, and by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.
Does not collaborate with other departments to ensure alignment of support to teachers around district initiatives.	Inconsistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Initiates opportunities to collaborate with other departments to ensure alignment of support to teachers around district initiatives.
Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.	Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.	Uses practices and procedures that align with TPS vision, goals, policies, and regulations.	Models and practices the procedures that align with TPS vision, goals, policies, and regulations.	Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.

8		Domain: <b>Coaching Effectiveness</b>			Dimension: <b>Coaching Strategies</b>				
<b>Instructional Coach effectively uses coaching strategies to meet the needs of teachers.</b>									
<b>1</b> <b>Ineffective</b>		<b>2</b> <b>Needs Improvement</b>		<b>3</b> <b>Effective</b>		<b>4</b> <b>Highly Effective</b>			
<b>5</b> <b>Superior</b>									
Instructional Coach does not use coaching strategies when working with a teacher.		Inconsistent use of coaching strategies when working with teachers.		Instructional Coach consistently uses coaching strategies such as: providing resources, consultation and reflections.		Instructional Coach uses appropriate coaching language while utilizing coaching strategies such as: modeling, providing resources, consultation, individual reflections, and coach/teacher prescribed digital resources.		Instructional Coach uses appropriate coaching language while utilizing multiple coaching strategies such as: modeling, providing resources, consultation, individual reflections, coach/teacher prescribed digital resources, whisper coaching, and co-teaching.	
Instructional Coach does not align coaching strategies to the needs of the teachers.		Instructional Coach inconsistently aligns coaching strategies to the needs of the teacher.		Instructional Coach consistently aligns coaching strategies to the needs of the teacher and individual circumstances.		Instructional coach analyzes previous interactions to determine appropriate coaching strategies to meet individual teacher needs.		Instructional coach analyzes previous interactions and creates a long term plan of action that will enhance teacher practice through the use of various coaching strategies.	
Instructional Coach does not facilitate observation opportunities for individual teachers to observe peers.		Instructional Coach inconsistently facilitates observation opportunities for individual teachers to observe peers.		Instructional Coach consistently facilitates observation opportunities for individual teachers to observe peers.		Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.		Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.	

9		Domain: <b>Coaching Effectiveness</b>		Dimension: <b>Observed Coaching Cycle</b>	
<b>Instructional Coach uses the observation coaching cycle when working with certified teaching staff.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Instructional Coach does not use the defined observation coaching cycle when working with teachers.	Instructional Coach uses only portions of the defined coaching cycle when working with teachers.	Instructional Coach completes all steps of the defined coaching cycle with the teachers.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.	

10

Domain: **Professional Growth and Continuous Improvement**Dimension: **Growing and Developing Professionally****Instructional Coach uses professional growth as an improvement strategy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in any ongoing professional development.	Only participates in inconsistent or unintentional professional development.	Participates in the required hours of professional development updating their content knowledge and current professional practice.	Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the Instructional Coach makes a substantial contribution to the teaching or coaching profession.
Does not participate in any peer coaching cycles.	Does not participate in at least one peer coaching cycle per semester.	Participates in at least one peer coaching cycle per semester.	Participates in at least one peer coaching cycle per semester, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences.	Participates in at least one peer coaching cycle, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.
		Seeks opportunities to enhance professional development through Instructional Coach training sessions.	Reflects on own strengths and weaknesses.	Reflects on own strengths and weaknesses and modifies professional activities accordingly.
			Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc.	Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.

**Note:** Additional contributes to the teaching or coaching profession may include, but not necessarily be limited to activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as “models” may include newsletters, informational resources for teachers, etc.

**Instructional Coach exhibits behaviors and efficiencies associated with professionalism.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3- Effective.</p> <p>Does not manage his/her own schedule to make efficient use of time.</p> <p>Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).</p>	<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.</p> <p>Inconsistently manages his/her own schedule to make efficient use of time.</p> <p>Inconsistently meets professional obligations (paper work, reports, and responses to requests for information).</p>	<p>Exhibits reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule to make efficient use of time.</p> <p>Meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time.</p> <p>Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule both proactively and in response to the needs of professional staff.</p> <p>Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>

**Instructional Coach promotes a collaborative work environment.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to teachers and makes no attempt to communicate professional development opportunities available.</p> <p>Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Inconsistently and/or inaccurately provides information to teachers and makes minimal attempt to communicate professional development opportunities available.</p> <p>Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Complies with school procedures for communicating with certified teaching staff and makes an effort to support them in professional development opportunities.</p> <p>Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with certified teaching staff and support them in professional development opportunities.</p> <p>Interacts with certified teaching staff in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.</p>	<p>Communicates consistently and sensitively with certified teaching staff and uses multiple methods to support them in professional development opportunities.</p> <p>Effectively interacts with all members of the school community in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages certified teaching staff inquiries and responds in a timely and articulate manner.</p> <p>Works collaboratively with teachers, soliciting input and acting on that input to plan professional development and to promote professional learning communities with a sense of teacher ownership.</p>

**Instructional Coach exhibits behaviors that build positive relationships among colleagues and certified teaching staff.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of Collaborative and professional partnerships as described in performance category 3 - Effective</p>	<p>Inconsistently builds trusting and confidential relationships among colleagues</p> <p>Does not manage time in an efficient manner</p> <p>Does not participate in collaborative protocols with colleagues.</p>	<p>Builds trusting and confidential relationships among colleagues and certified teaching staff</p> <p>Demonstrates efficient time management</p> <p>Participates in collaborative protocols with colleagues.</p> <p>Encourages the participation collaborative protocols among teachers.</p>	<p>Fosters trusting and confidential relationships among colleagues and certified teaching staff that creates a safe environment for certified teaching staff to request assistance.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time and honors the time of others.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols.</p> <p>Assists in the development of a collaborative group, utilizing protocols that meet the needs of teachers.</p>	<p>Sustains a trusting and confidential relationship among colleagues and certified teaching staff based on honesty and respect. Relationship allows certified teaching staff to openly reflect on individual practices to increase student learning.</p> <p>Manages his/her own schedule both proactively and in response to the needs of colleagues and certified teaching staff.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols. Relationships and trust formed through the use of protocols allows colleagues to openly reflect on circumstances to improve practice.</p> <p>Assists in the development of a teacher-driven collaborative group utilizing protocols that meet the needs of teachers. Provides follow up to maintain sustainability.</p>

**Instructional Coach utilizes and promotes professional growth as an improvement strategy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in Organization and Professional Development events.</p> <p>Avoids becoming involved in district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in Organization and Professional Development events when asked.</p> <p>Participates in district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution.</p> <p>Volunteers to participate in district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators while contributing to the profession and following through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution and assumes a leadership role.</p> <p>Volunteers to participate in district projects making a substantial contribution/ and taking on a leadership role.</p> <p>Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.</p>

5 BIXBY PUBLIC SCHOOLS  
CERTIFIED NEGOTIATIONS TENTATIVE AGREEMENT DRAFT  
2023-24

TA  
7/24/2023  
Lynne Wilson

TA  
7/24/23  
SW

1. Salary Schedules:

All certified staff will advance to the appropriate step on the salary schedule for the 2023-24 school year. In addition to the state salary increases, the district commits to adding \$250 per base salary step to every teacher on Bachelor, Master, and Doctoral scales.

[Updated Pay Scales](#) and [Budget Adjustments for District Raises](#)

2. Additional language to Section III Personnel Policies

**Article III: Short Term Absences**

**Item H: Parental Leave and Maternity Leave:**

**Add:** In accordance with state law and all applicable criteria defined in it, certified personnel will receive paid maternity leave for six (6) weeks from the date of the birth of a child. (2023-24)

3. Class size limitations: No current applicable language in the contract.

At this time, the district is not prepared to add language to the contract. We need to research and review data regarding class sizes.

Suggested Strategy: Review scheduling data at sites and train administrators to adequately assess and adjust master schedules. Review of budgetary logistics and impact.

4. School Calendar:

**Article IX Professional Cooperation**

The Bixby Education Association will meet with the Superintendent or his/her designee prior to December 15 and make recommendations concerning the school calendar ~~and payroll periods~~ for the ensuing school year. **Each year prior to board approval of an upcoming school calendar, the Superintendent or his/her designee will solicit input from staff regarding school calendars.**

Suggested Strategy: Monthly BEA and Administrator meetings shall include an agenda item regarding calendar input by Dec 15 each school year for upcoming school year calendars.

5. Enforcing Pupil Behavior:

**Article VI Procedure for Handling Students**

**Item A. DISCIPLINE**

The Oklahoma School Code empowers Boards of Education with the responsibility to set policy for the control and discipline of all children attending public school. Such policy

TA  
JAW  
7/24/23

shall provide options for the methods of control and discipline of students and shall define standards of conduct to which students are expected to conform. ~~If corporal punishment is permitted, it shall be conducted in accordance with Board policy.~~

**Item B. SUSPENSION OF STUDENTS**

When a student becomes a disruptive element that violates the regulations of the school, threatens the morale, or affects the welfare of other students, **he/she** may be suspended under the Board of Education Policy; “the teacher ~~recommends suspension~~ **may request removal** from class to the **administrator** ~~Principal~~ who is the authorized authority to **impose appropriate consequences** ~~suspend from school or reassign to another class.~~” The affected pupil shall be readmitted to the classroom only after consultation with the teacher and the ~~Principal or his designee~~. **If a pupil is removed from class, every effort will be made to hold a restorative conference with the appropriate or affected teacher(s) and administrator(s).**

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7/24/23

**Article X Teaching Conditions**

**Item F.** A pupil will be removed from a classroom to a designated authority when, in the judgment of the teacher, the student is interfering with the teacher-learning situation for the majority of the class. At the time of removal, the teacher may request that the pupil not be returned to that classroom until a conference is held between the teacher and the designated authority.

Suggested Strategy: Include site training and expectations at a faculty meeting prior to September 15th each year. Increase communication between site admin and teachers. Possibly keep a rotating item on site council agendas, faculty meetings, dedicated PD, etc.

6. Calendar Work Day:

**Article X Teaching Conditions**

**Item J.** The standard teacher contract work year for 10-month employees shall correspond with the official Bixby Public School Academic Calendar, but shall not exceed 178 paid days and one teacher check-out day. (2016-17) **When the calendar designates a paid teacher workday, typical workday expectations apply with the exception that no meetings will be held or approved by the administration.**

Suggested Strategy: Train administrators and include information to staff each year.

7. Protection of Plan and Outside Contract Times:

**Article IV Teacher Employment, Section G Non-Teaching Duties**

**Item 2.** That every effort will be made to assure that a teacher’s planning period is used for its intended purpose. **Administrators will endeavor to avoid scheduling meetings, unless legally required, during the week of Parent-Teacher Conferences.**



## 2023-24 Bachelors Salary Schedule

TA  
LAW  
7/24/23

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SU  
7/24/23

Years	2023-24 Base Salary	2023-24 OTRS	Total Compensation	State Teacher Credit
0	\$42,550.00	\$3,202.70	\$45,752.70	\$60.15
1	\$42,950.00	\$3,232.80	\$46,182.80	\$103.41
2	\$43,350.00	\$3,262.91	\$46,612.91	\$145.65
3	\$43,750.00	\$3,293.02	\$47,043.02	\$188.96
4	\$44,150.00	\$3,323.13	\$47,473.13	\$233.33
5	\$45,550.00	\$3,428.50	\$48,978.50	\$278.76
6	\$46,050.00	\$3,466.14	\$49,516.14	\$325.26
7	\$46,550.00	\$3,503.77	\$50,053.77	\$372.82
8	\$47,050.00	\$3,541.41	\$50,591.41	\$421.44
9	\$47,550.00	\$3,579.04	\$51,129.04	\$471.12
10	\$49,550.00	\$3,729.58	\$53,279.58	\$521.87
11	\$50,050.00	\$3,767.21	\$53,817.21	\$573.67
12	\$50,550.00	\$3,804.85	\$54,354.85	\$626.54
13	\$51,050.00	\$3,842.48	\$54,892.48	\$680.48
14	\$51,550.00	\$3,880.12	\$55,430.12	\$735.47
15	\$53,050.00	\$3,993.02	\$57,043.02	\$791.53
16	\$53,550.00	\$4,030.65	\$57,580.65	\$848.65
17	\$54,050.00	\$4,068.29	\$58,118.29	\$906.83
18	\$54,550.00	\$4,105.92	\$58,655.92	\$966.07
19	\$55,050.00	\$4,143.56	\$59,193.56	\$1,026.38
20	\$55,550.00	\$4,181.19	\$59,731.19	\$1,087.75
21	\$56,050.00	\$4,218.83	\$60,268.83	\$1,150.18
22	\$56,550.00	\$4,256.46	\$60,806.46	\$1,213.68
23	\$57,050.00	\$4,294.10	\$61,344.10	\$1,278.23
24	\$57,550.00	\$4,331.73	\$61,881.73	\$1,343.85
25	\$59,050.00	\$4,444.63	\$63,494.63	\$1,410.53
26	\$59,550.00	\$4,482.27	\$64,032.27	\$1,410.53
27	\$60,050.00	\$4,519.90	\$64,569.90	\$1,410.53
28	\$60,550.00	\$4,557.54	\$65,107.54	\$1,410.53
29	\$61,050.00	\$4,595.17	\$65,645.17	\$1,410.53
30	\$62,550.00	\$4,708.08	\$67,258.08	\$1,410.53
31	\$63,050.00	\$4,745.71	\$67,795.71	\$1,410.53
32	\$63,550.00	\$4,783.34	\$68,333.34	\$1,410.53
33	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
34	\$64,550.00	\$4,858.61	\$69,408.61	\$1,410.53
35	\$66,550.00	\$5,009.15	\$71,559.15	\$1,410.53
36	\$67,050.00	\$5,046.79	\$72,096.79	\$1,410.53
37	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
38	\$68,050.00	\$5,122.06	\$73,172.06	\$1,410.53
39	\$68,550.00	\$5,159.69	\$73,709.69	\$1,410.53
40	\$69,050.00	\$5,197.32	\$74,247.32	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* As an additional benefit, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.



# 2023-24 Masters Salary Schedule

TA  
7/24/23  
LAW

TA  
SW  
7/24/23

Years	2023-24 Base Salary	2023-24 OTRS	2023-24 Total Compensation	State Teacher Credit
0	\$44,550.00	\$3,353.23	\$47,903.23	\$60.15
1	\$44,950.00	\$3,383.34	\$48,333.34	\$103.41
2	\$45,350.00	\$3,413.45	\$48,763.45	\$145.65
3	\$45,750.00	\$3,443.56	\$49,193.56	\$188.96
4	\$46,150.00	\$3,473.66	\$49,623.66	\$233.33
5	\$47,550.00	\$3,579.04	\$51,129.04	\$278.76
6	\$48,050.00	\$3,616.68	\$51,666.68	\$325.26
7	\$48,550.00	\$3,654.31	\$52,204.31	\$372.82
8	\$49,050.00	\$3,691.94	\$52,741.94	\$421.44
9	\$49,550.00	\$3,729.58	\$53,279.58	\$471.12
10	\$52,050.00	\$3,917.75	\$55,967.75	\$521.87
11	\$52,550.00	\$3,955.39	\$56,505.39	\$573.67
12	\$53,050.00	\$3,993.02	\$57,043.02	\$626.54
13	\$53,550.00	\$4,030.65	\$57,580.65	\$680.48
14	\$54,050.00	\$4,068.29	\$58,118.29	\$735.47
15	\$55,550.00	\$4,181.19	\$59,731.19	\$791.53
16	\$56,050.00	\$4,218.83	\$60,268.83	\$848.65
17	\$56,550.00	\$4,256.46	\$60,806.46	\$906.83
18	\$57,050.00	\$4,294.10	\$61,344.10	\$966.07
19	\$57,550.00	\$4,331.73	\$61,881.73	\$1,026.38
20	\$58,550.00	\$4,407.00	\$62,957.00	\$1,087.75
21	\$59,050.00	\$4,444.63	\$63,494.63	\$1,150.18
22	\$59,550.00	\$4,482.27	\$64,032.27	\$1,213.68
23	\$60,050.00	\$4,519.90	\$64,569.90	\$1,278.23
24	\$60,550.00	\$4,557.54	\$65,107.54	\$1,343.85
25	\$61,050.00	\$4,595.17	\$65,645.17	\$1,410.53
26	\$62,550.00	\$4,708.08	\$67,258.08	\$1,410.53
27	\$63,050.00	\$4,745.71	\$67,795.71	\$1,410.53
28	\$63,550.00	\$4,783.34	\$68,333.34	\$1,410.53
29	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
30	\$65,550.00	\$4,933.88	\$70,483.88	\$1,410.53
31	\$66,050.00	\$4,971.52	\$71,021.52	\$1,410.53
32	\$66,550.00	\$5,009.15	\$71,559.15	\$1,410.53
33	\$67,050.00	\$5,046.79	\$72,096.79	\$1,410.53
34	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
35	\$69,550.00	\$5,234.96	\$74,784.96	\$1,410.53
36	\$70,050.00	\$5,272.59	\$75,322.59	\$1,410.53
37	\$70,550.00	\$5,310.23	\$75,860.23	\$1,410.53
38	\$71,050.00	\$5,347.86	\$76,397.86	\$1,410.53
39	\$71,550.00	\$5,385.50	\$76,935.50	\$1,410.53
40	\$72,550.00	\$5,460.77	\$78,010.77	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* As an additional benefit, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.



# 2023-24 Doctorate Salary Schedule

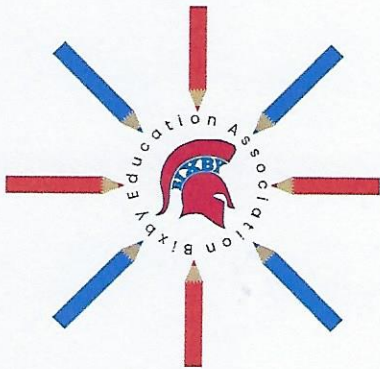
TA  
7/24/23  
LW

TA  
SW  
7/24/23

Years	2023-24 Base Salary	2023-24 OTRS	2023-24 Total Compensation	State Teacher Credit
0	\$45,550.00	\$3,428.50	\$48,978.50	\$60.15
1	\$45,950.00	\$3,458.61	\$49,408.61	\$103.41
2	\$46,350.00	\$3,488.72	\$49,838.72	\$145.65
3	\$46,750.00	\$3,518.83	\$50,268.83	\$188.96
4	\$47,150.00	\$3,548.93	\$50,698.93	\$233.33
5	\$48,550.00	\$3,654.31	\$52,204.31	\$278.76
6	\$49,050.00	\$3,691.94	\$52,741.94	\$325.26
7	\$49,550.00	\$3,729.58	\$53,279.58	\$372.82
8	\$50,050.00	\$3,767.21	\$53,817.21	\$421.44
9	\$50,550.00	\$3,804.85	\$54,354.85	\$471.12
10	\$53,050.00	\$3,993.02	\$57,043.02	\$521.87
11	\$53,550.00	\$4,030.65	\$57,580.65	\$573.67
12	\$54,050.00	\$4,068.29	\$58,118.29	\$626.54
13	\$54,550.00	\$4,105.92	\$58,655.92	\$680.48
14	\$55,050.00	\$4,143.56	\$59,193.56	\$735.47
15	\$57,050.00	\$4,294.10	\$61,344.10	\$791.53
16	\$57,550.00	\$4,331.73	\$61,881.73	\$848.65
17	\$58,050.00	\$4,369.37	\$62,419.37	\$906.83
18	\$58,550.00	\$4,407.00	\$62,957.00	\$966.07
19	\$59,050.00	\$4,444.63	\$63,494.63	\$1,026.38
20	\$60,550.00	\$4,557.54	\$65,107.54	\$1,087.75
21	\$61,050.00	\$4,595.17	\$65,645.17	\$1,150.18
22	\$61,550.00	\$4,632.81	\$66,182.81	\$1,213.68
23	\$62,050.00	\$4,670.44	\$66,720.44	\$1,278.23
24	\$62,550.00	\$4,708.08	\$67,258.08	\$1,343.85
25	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
26	\$64,550.00	\$4,858.61	\$69,408.61	\$1,410.53
27	\$65,050.00	\$4,896.25	\$69,946.25	\$1,410.53
28	\$65,550.00	\$4,933.88	\$70,483.88	\$1,410.53
29	\$66,050.00	\$4,971.52	\$71,021.52	\$1,410.53
30	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
31	\$68,050.00	\$5,122.06	\$73,172.06	\$1,410.53
32	\$68,550.00	\$5,159.69	\$73,709.69	\$1,410.53
33	\$69,050.00	\$5,197.32	\$74,247.32	\$1,410.53
34	\$69,550.00	\$5,234.96	\$74,784.96	\$1,410.53
35	\$71,550.00	\$5,385.50	\$76,935.50	\$1,410.53
36	\$72,050.00	\$5,423.13	\$77,473.13	\$1,410.53
37	\$72,550.00	\$5,460.77	\$78,010.77	\$1,410.53
38	\$73,050.00	\$5,498.40	\$78,548.40	\$1,410.53
39	\$73,550.00	\$5,536.03	\$79,086.03	\$1,410.53
40	\$74,050.00	\$5,573.67	\$79,623.67	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* Additionally, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.



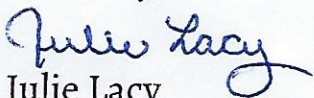
## Bixby Education Association

August 9, 2023

Beginning on August 1, 2023 all certified staff had the opportunity to vote, via a Google form, to accept the 2023-2024 negotiations items tentatively agreed upon at the summer meetings between the Association Negotiation Team and Board Negotiation Team. That agreement has unanimously been ratified by certified staff.

The Association views the negotiation process as a responsibility and as a channel for communication between teachers and the School Board. The members of the Bixby Education Association share with the Board the desire to make Bixby Public School the best that they can be.

Sincerely,



Julie Lacy

BEA Negotiations