

Newcastle Board of Education Regular Meeting  
March 10, 2026 6:00 PM  
Administrative Office Board Room  
101 North Main  
Newcastle, OK 73065

1. Flag Salute
2. Call to Order and Roll Call of Members
3. Outstanding Service or Achievement Awards
4. Discussion and possible action on the Consent Agenda:
  - A. Agenda of Regular Meeting of March 10, 2026
  - B. Minutes of Regular Meeting of February 10, 2026
  - C. Newcastle Agriculture Trailer Surplus - 2006 Elite Gooseneck  
VIN#5MKWG202670008508
  - D. Brandon Morgan, Newcastle FFA Advisor, requests permission for an overnight trip to Stillwater, OK for the FFA Interscholastics Competitions on April 24 & 25. They will take 1 bus with 2 adults and the number of students will be determined when the event is closer.
  - E. Brandon Morgan, Newcastle FFA Advisor, requests permission for 9 students and 2 adults to travel to various FFA Competitions in El Reno, Miami and Warner, Oklahoma with overnight stays beginning March 31 until April 2, 2026. They will be taking 1 bus for the trip.
  - F. Brandon Morgan, Newcastle FFA Advisor, requests permission for an overnight trip to the State FFA Convention in Tulsa, OK on May 4th through the 6th with 3 adults and the number of students to be determined after the State FFA interscholastic events. They will take 1 bus on this trip.
  - G. Newcastle High School FY27 Course Description Guide
  - H. Transportation Surplus List 3/2/2026
  - I. E-Waste Surplus 03-10-2026
5. Public Input
6. Superintendent and Staff Updates:
  - A. Amanda Townley, Early Childhood Center Principal, Report
  - B. Tammy Bolles, District Curriculum and Technology Integration Specialist and Jonathan Atchley, Executive Director of Academics; Report
  - C. Dr. Cathy Walker, Report on construction update, bond information and upcoming events
7. Discussion and possible action on the Contract Consent Agenda
  - A. Bledsoe Hewett & Gullekson CPA, PLLLP, Contract for audit of public schools 2025-2026 school year
8. Discussion and possible action on the Policy Consent Agenda
  - A. AA - Legal Status and Name
  - B. BAA - Board of Education Powers and Duties

- C. BA - Board of Education Legal Status
  - D. BBB - School Board Members Term of Office
  - E. BBF - Code of Ethics for Board Members
  - F. BBFB - Board Member Conflict of Interest
  - G. BBH - Development Opportunities: Board Members
  - H. BD - School Board Internal Organization
  - I. BD-R1 - Board of Education Clerk (Regulation)
  - J. BEC - Executive Session
  - K. EFEEA - Artificial Intelligence Systems and Tools Use in the School District
  - L. FDC-R1 - Attendance Policy (Regulation)
  - M. FFAEA - Concussions and Head Injuries
  - N. FFAEA-E - Concussion and Head Injury Acknowledgement and Information Sheet
  - O. FNC - Student Conduct and Suspension of Students
  - P. GJ - School and Classroom Visitors
  - Q. GJ-P - School Visitors - Grievance-Appeals Process
9. Discussion and possible action for the Finance Department to have the ability to move interest funds between the General Funds and the Building Fund as needed.
  10. Discussion and possible action regarding Financial Consent Agenda
    - A. General Fund 11 Encumbrances and Change Orders
    - B. Building Fund 21 Encumbrances and Change Orders
    - C. Bond Fund 32 Encumbrances and Change Orders
    - D. Bond Fund 39 Encumbrances and Change Orders
    - E. Monthly payroll and extra duty disbursement
    - F. Purpose of Activity Fund Accounts
    - G. Revenue Analysis-General Fund
    - H. Revenue Expenditure Summary-Athletic
    - I. Revenue-Expenditure Summary-Non Athletic
    - J. Treasurer's Report
    - K. FY26 Booster Club Sanctioning
      - I. Newcastle 4-H & FFA Booster Club
      - II. Newcastle Golf Booster Club
      - III. Newcastle Baseball Booster Club
  11. New Business
  12. Proposed executive session to discuss employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A and attached Schedule B, pursuant to 25 O.S. Section 307 (B)(1)
  13. Vote to convene or not to convene in executive session
  14. Return to Open Session
  15. Discussion and possible action regarding employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A and Schedule B
  16. Adjournment

This agenda was posted at 5:00PM on the front door of the administration building on March 9, 2026, by Darla Allen

Newcastle Board of Education Regular Meeting  
February 10, 2026 6:00 PM  
Administrative Office Board Room  
101 North Main  
Newcastle, OK 73065

Attendance Taken at 6:06 PM. Ms. Valory Dalton: Present, Jeff Dingee: Present, Ms Tiffany Elczyn: Present, Jeremy Gilbertson: Present, Ron Lock: Present.

1. Flag Salute

Elementary Character Students lead the flag salute.

2. Call to Order and Roll Call of Members

3. Outstanding Service or Achievement Awards

Dr. Cathy Walker presented Gary and Mellisa Harwell of The Pizza Shop with the Newcastle Public School Community Partner Award for all the support they continue to give the school. Mr. Jonathan Atchley recognized the School Resource Officers, Micah McNew, Braydon Jones, and Darren Sainz for there service to the district and National SRO Week.

**4. Discussion and possible action on the Consent Agenda:**

Motion to approve consent agenda with item C dates changed to the 20th and 21st of February. passed with a motion by Jeff Dingee and a second by Jeremy Gilbertson.

Ron Lock: Yea, Ms. Valory Dalton: Yea, Jeremy Gilbertson: Yea, Jeff Dingee: Yea, Ms Tiffany Elczyn: Yea

Yea: 5, Nay: 0

A. Agenda of Regular Meeting of February 10, 2026

B. Minutes of Regular Meeting of January 13, 2026

C. Mr. Jordan Heatly, Aviation Instructor, requests permission to travel and stay overnight at Broken Arrow for an Aviation Competition on February 26th and 27th. He will be taking 5 students with both male and female sponsors.

D. Mr. Tyrone Lewis, Wrestling Coach, requests permission to travel and spend the night in Oklahoma City to compete in the OSSAA Wrestling State Championship held at the OKC Fairgrounds on February 26th and 27th. The number of students will be determined by the qualifying events, with both male and female sponsors as needed.

5. Bledsoe, Hewett, and Gullekson, CPA, PLLP presentation of FY25 School Audit

6. Public Input

No public input.

## **7. Superintendent and Staff Updates:**

A. Adam Hull, NHS Principal presentation of the FY27 Newcastle High School Course Description

B. Ms. Ashley Riley, Elementary School Principal Report

C. Dr. Cathy Walker, Superintendent Report

## **8. Discussion and possible action regarding Financial Consent Agenda**

Motion to approve the Financial Consent Agenda passed with a motion by Jeremy Gilbertson and a second by Ms. Valory Dalton.

Ron Lock: Yea, Ms. Valory Dalton: Yea, Jeremy Gilbertson: Yea, Jeff Dingee: Yea, Ms Tiffany Eleyzyn: Yea

Yea: 5, Nay: 0

A. General Fund 11 Encumbrances and Change Orders

B. Building Fund 21 Encumbrances and Change Orders

C. Bond Fund 39 Encumbrances and Change Orders

D. Monthly payroll and extra duty disbursement

E. Purpose of Activity Fund Accounts

F. Revenue Analysis-General Fund

G. Revenue Expenditure Summary-Athletic

H. Revenue-Expenditure Summary-Non Athletic

I. Treasurer's Report

## **9. New Business**

No new business.

10. Proposed executive session to discuss employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A and renewal of the Superintendent's Contract, pursuant to 25 O.S. Section 307 (B)(1).

Proposed executive session to discuss the purchase and appraisal of real property, pursuant to 25 O.S. Section 307(B)(3)

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

Motion to convene in Executive Session at 7:19pm passed with a motion by Jeff Dingee and a second by Jeremy Gilbertson.

Ron Lock: Yea, Ms. Valory Dalton: Yea, Jeremy Gilbertson: Yea, Jeff Dingee: Yea, Ms Tiffany Elcyzyn: Yea

Yea: 5, Nay: 0

## 12. Return to Open Session

Returned to Open Session at 9:27pm. Ron Lock, Valory Dalton, Jeremy Gilbertson, Jeff Dingee, Tiffany Elcyzyn and Dr. Walker were in Executive. Dr. Walker left at 8:50pm, and Jeff Dingee left at 9:17pm. They both returned to Exec Session at 9:18pm.

13. Discussion and possible action regarding employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A

Motion to approve Schedule A as attached passed with a motion by Jeff Dingee and a second by Ms. Valory Dalton.

Ron Lock: Yea, Ms. Valory Dalton: Yea, Jeremy Gilbertson: Yea, Jeff Dingee: Yea, Ms Tiffany Elcyzyn: Yea

Yea: 5, Nay: 0

14. Discussion and possible action regarding the contract renewal of Superintendent, Dr. Catharine Walker

Motion to renew Superintendent, Dr. Catharine Walker contract with approved changes. passed with a motion by Jeff Dingee and a second by Ms. Valory Dalton.

Ron Lock: Yea, Ms. Valory Dalton: Yea, Jeremy Gilbertson: Yea, Jeff Dingee: Yea, Ms Tiffany Elcyzyn: Yea

Yea: 5, Nay: 0

## 15. Adjournment

Meeting adjourned at 9:28pm by Tiffany Elcyzyn

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President

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Vice President

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Clerk

---

Deputy Clerk

Member

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Allen, Darla <dallen@newcastle.k12.ok.us>

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**Trailer**

1 message

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**Morgan, Brandon** <bmorgan@newcastle.k12.ok.us>  
To: Darla Allen <dallen@newcastle.k12.ok.us>

Wed, Mar 4, 2026 at 9:54 AM

I would like to surplus the following item:

2006 Elite Gooseneck Trailer  
Vin #:5MKWG202670008508

--  
Brandon Morgan



# NEWCASTLE PUBLIC SCHOOLS

## Board of Education Trip Request Form

Name: Brandon Morgan

Site: HS

Grade/Class/Organization: FFA

No. of Students: TBD

No. of Adults: 2

No. of Buses or Transportation: 1

Date(s) of Trip: 4/24 - 4/25 2024

Destination: Stillwater, OK

Purpose of Trip: FFA Interscholastics

[Signature]  
Signature

3-4-26  
Date

[Signature]  
Principal or Supervisor Signature

3/4/24  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

Trip Request must be submitted prior to 12:00 pm the Thursday before Board Meeting  
Submit to Darla Allen



# NEWCASTLE PUBLIC SCHOOLS

## Board of Education Trip Request Form

Name: Brandon Morgan

Site: HS

Grade/Class/Organization: FFA

No. of Students: 9

No. of Adults: 2

No. of Buses or Transportation: 1

Date(s) of Trip: 3/31 - 4/2 2024

Destination: El Reno, Miami & Warner  
OKLAHOMA

Purpose of Trip:

FFA Competition

[Signature]  
Signature

3-4-26  
Date

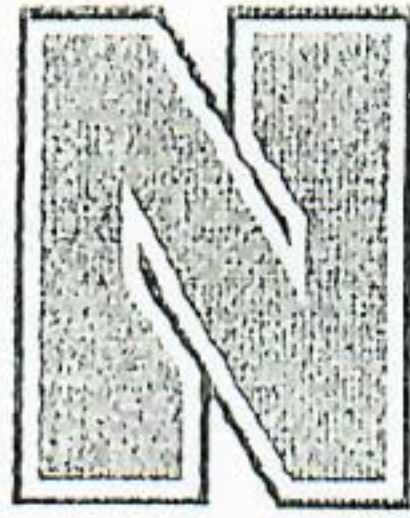
[Signature]  
Principal or Supervisor Signature

3/4/24  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

Trip Request must be submitted prior to 12:00 pm the Thursday before Board Meeting  
Submit to Darla Allen



# NEWCASTLE PUBLIC SCHOOLS

## Board of Education Trip Request Form

Name: Brandon Morgan

Site: HS

Grade/Class/Organization: FFA

No. of Students: TBD

No. of Adults: 3

No. of Buses or Transportation: 1

Date(s) of Trip: 5/4-5/6 2024

Destination: Tulsa, OK

Purpose of Trip: State FFA Convention

BM  
Signature

3-4-24  
Date

Allen  
Principal or Supervisor Signature

3/4/24  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

Trip Request must be submitted prior to 12:00 pm the Thursday before Board Meeting  
Submit to Darla Allen



# Newcastle High School

2026-2027 Course Guide



<b>Graduation Requirements.....</b>	<b><u>3</u></b>
Class of 2027, 2028, and 2029	<u>4</u>
Class of 2030 and Beyond	<u>6</u>
<b>Valedictorian.....</b>	<b><u>8</u></b>
<b>Dual Credit.....</b>	<b><u>9</u></b>
<b>Oklahoma Promise.....</b>	<b><u>11</u></b>
<b>Course Offerings - Pathway Curriculum.....</b>	<b><u>12</u></b>
Human Services	<u>13</u>
Business, Marketing, and Management	<u>17</u>
Industrial, Manufacturing, and Engineering	<u>21</u>
Communication and Information Systems	<u>25</u>
Health Services	<u>30</u>
Environmental and Agricultural Systems	<u>34</u>
Professional and Global Readiness	<u>38</u>
Mid America Technology Center	<u>41</u>
<b>Course Offerings - Foundational Curriculum.....</b>	<b><u>42</u></b>
English	<u>43</u>
Math	<u>45</u>
Science	<u>47</u>
History	<u>50</u>
<b>Athletics.....</b>	<b><u>52</u></b>



# Graduation Requirements

**Please Note that the Class of 2030 and beyond has a new set of graduation requirements. As you are looking at the requirements please make sure you are looking at the correct set for your graduating class.**

**All course offerings must have sufficient student interest to justify its inclusion in the schedule.**

**Students and guardians should be aware the Newcastle High School administrators, counselors, and teachers will help students meet graduation requirements; however, it is the responsibility of the student and guardian(s) to make sure all requirements are satisfied.**

**Therefore please make course selections carefully.**



Graduation Requirements (Class of 27, 28, and 29)

The College Preparatory Plan and Core Curriculum Plan are the standard component of the required course of study to graduate from Oklahoma Public Schools. In accordance with state law, ALL students entering 9th grade will be enrolled in the college preparatory curriculum. Prior to entering the 11th grade, students will have the option to “opt out” of the college preparatory curriculum with the parent/guardian’s approval.

SUBJECT	COLLEGE PREPARATORY PLAN	CORE CURRICULUM
English	<b>4 Total Credits</b> English I English II English III English IV or Comp I and Comp II	<b>4 Total Credits</b> English I English II English III English IV or Comp I and Comp II
Science	<b>3 Total Credits</b> Must include: 1 credit in Biology I 1 credit Physics, Chemistry or Physical Science 1 credit of the following: Physical Science, Chemistry I, Chemistry II, Physics, Biology II, Anatomy/Physiology, Forensics, Astronomy/Meteorology	<b>3 Total Credits</b> Must include: 1 credit in Biology I credit 1 credit of Physics, Chemistry or Physical Science 1 credit of the following: Physical Science, Chemistry I, Chemistry II, Physics, Biology II, Anatomy/Physiology, Forensics, Astronomy/Meteorology
Math	<b>3 Total Credits</b> 1 credit of Algebra I 1 credit of Geometry 1 credit of Algebra II  All 3 credits must occur in high school	<b>3 Total Credits</b> Must include 1 credit in Algebra I 2 credits of the following: Geometry, Advanced Programming, Intermediate Algebra, Computer Science 1, Computer Science 2, Math of Finance, completion of one- year, full time CareerTech Program leading to an industry certification
Social Studies	<b>3 Total Credits</b> 0.5 Oklahoma History 1 US History 0.5 Government 1 Other Approved History Course	<b>3 Total Credits</b> 0.5 Oklahoma History 1 US History 0.5 Government 1 Other Approved History Course
Additional Core	One Additional Core from above, Tech, or Spanish, or another approved course	
Fine Art	<b>1 Credit</b>	<b>1 Credit</b>
Foreign Language or Technology	<b>2 Total Credits</b> 2 years of the same language or 2 credits of Technology courses	<b>1 Total Credits</b> 1 credit of Technology or World Language
Total Credits	<b>College Preparatory Plan</b> College Preparatory Plan plus electives to earn at least 23 total credits.  All students are required to take a Personal Financial Literacy Course and CPR Training.  Students should choose an Individualized Career and Academic Pathway. The plan of study will help the student to make solid course plans choices as they relate to their career choice.	<b>Core Curriculum Plan</b> Core Curriculum Plan plus electives to earn at least 23 total credits.  All students are required to take a Personal Financial Literacy Course and CPR Training.  Students should choose an Individualized Career and Academic Pathway. The plan of study will help the student to make solid course plans choices as they relate to their career choice.



Graduation Checklist (Class of 27, 28, and 29)

Course Requirements			
ENGLISH		SCIENCE	
(Sem 1)	(Sem 2)	(Sem 1)	(Sem 2)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
(AP English III, AP English IV, Comp I, Comp II)			
MATH		WORLD LANGUAGE OR TECHNOLOGY	
3 Math Credits are required to be taken 9-12 grade			
(Sem 1)	(Sem 2)	(Sem 1)	(Sem 2)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
(AP Calculus, College Math)			
HISTORY		FINE ARTS	
(Sem 1)	(Sem 2)	(Sem 1)	(Sem 2)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Other Approved History			
ELECTIVES		ADDITIONAL REQUIREMENTS	
(Sem 1)	(Sem 2)	(Sem 1)	(Sem 2)
_____	_____	_____	_____
_____	_____	Choose one of the following subjects: (English, Math, Science, History, World Language or Computer Technology)	
_____	_____	Required to Complete:	
_____	_____	_____ ACT	_____ CCRA History and Science Exams
_____	_____	_____ CPR	_____ Naturalization Test
_____	_____	_____ ICAP	_____ Personal Financial Literacy
_____	_____	_____ FASFA	



# Graduation Requirements (Class of 30 and Beyond)

Beginning with the class of 2030, students will follow a new set of graduation requirements as set by state statute 70 O.S. §11-103.6. These updated requirements are designed to ensure that all students graduate with the knowledge and skills needed for success in college, careers, and life.

SUBJECT	COLLEGE PREPARATORY PLAN
English	<b>4 Total Credits</b> 1 credit of English I 1 credit of English II 1 credit of English III 1 credit of English IV or Comp I and Comp II
Math	<b>4 Total Credits</b> 1 credit of Algebra I 1 credit of Geometry 1 credit of Algebra II 1 credit of Additional Math
Science	<b>3 Total Credits</b> Must include: 1 credit in Biology I 1 credit: Physics, Chemistry or Physical Science 1 credit of the following: Physical Science, Chemistry I, Chemistry II, Physics, Biology II, Anatomy/Physiology, Forensics, Astronomy/Meteorology
Social Studies	<b>3 Total Credits</b> 0.5 credit of Oklahoma History 0.5 credit of Government 0.5 credit of Economics 1 credit of US History 0.5 credit of Additional History
Pathway Units	<b>6 Credits</b>
Electives	<b>3 Credits</b>
Total Credits	<b>23 Credits</b>  All students are required to take a Personal Financial Literacy Course and CPR Training.  Students should choose an Individualized Career and Academic Pathway. The plan of study will help the student to make solid course plans choices as they relate to their career choice.



# Graduation Checklist (Class of 30 and Beyond)

Course Requirements	
ENGLISH	PATHWAY
(Sem 1) (Sem 2) _____ English I _____ English II _____ English III _____ English IV _____ Other Approved Course (AP English III, AP English IV, Comp I, Comp 2)	(Sem 1) (Sem 2) _____ Pathway Unit 1 _____ Pathway Unit 2 _____ Pathway Unit 3 _____ Pathway Unit 4 _____ Pathway Unit 5 _____ Pathway Unit 6
MATH	ELECTIVES
Math taken in 8th grade will count as high school credit for a math credit.  (Sem 1) (Sem 2) _____ Algebra I _____ Geometry _____ Algebra II _____ Pre-Calculus _____ Business Statistics _____ Other Approved Course (AP Calculus, Functions and Modeling, College Math)	(Sem 1) (Sem 2) _____ Elective 1 _____ Elective 2 _____ Elective 3
HISTORY	WORLD LANGUAGE OR TECHNOLOGY
(Sem 1) (Sem 2) _____ 0.5 Oklahoma History _____ 0.5 Economics _____ 0.5 US Government _____ US History _____ Other Approved History	(Sem 1) (Sem 2) _____ Spanish I _____ Spanish II (World languages will be required for students participating in the NCAA program or Oklahoma Promise)
SCIENCE	ADDITIONAL REQUIREMENTS
(Sem 1) (Sem 2) _____ Biology I _____ Chemistry 1, Physical Science or Physics <b>-AND-</b> _____ Additional Physical Science (Physics, Chemistry 1, Chemistry II) <b>-OR-</b> _____ Additional Life Science (Forensic Science, Biology II, AP Biology, Anatomy/Physiology) <b>-OR-</b> _____ Additional Earth Science (Earth Science, Astronomy/Meteorology, AP Environmental Science)	Required to Complete: _____ ACT _____ CCRA History and Science Exams _____ Naturalization Exam _____ FASFA _____ Personal Financial Literacy (Senior Capstone) _____ CPR _____ ICAP



## **Class of 2026, 2027, and 2028**

Eligibility Criteria:

1. Grade Point Average (GPA)
  - a. Candidates must have achieved a 4.0 unweighted GPA throughout their 4 years of high school.
  - b. GPA will be calculated based on all courses taken in high school.
2. Mathematics and Science Requirement
  - a. Candidates must have successfully completed a minimum of 4 credits for each subject during their high school career.
3. Advanced Coursework
  - a. Candidates must have successfully completed at least 2 courses that are either:
    - i. Advanced Placement (AP) courses, or
    - ii. Dual Credit courses (college-level courses taken for both high school and college credit)
4. College Entrance Exam
  - a. Candidates must score a 27 or higher on the ACT or SAT equivalent

***All students meeting the above-mentioned criteria will be honored as Valedictorian and ranked number one. Newcastle High School uses the unweighted GPA to determine Valedictorian status and is the preferred calculation of local colleges and universities.***

## **Class of 2029 and 2030**

Eligibility Criteria:

1. Grade Point Average (GPA):
  - a. Candidates must have achieved a 4.0 unweighted GPA throughout their 4 years of high school.
  - b. GPA will be calculated based on all courses taken in high school.
2. Mathematics, Science, History, English Requirement:
  - a. Candidates must have successfully completed a minimum of 4 credits for each subject during their high school career.
3. Advanced Coursework:
  - a. Candidates must have successfully completed at least 2 courses that are either:
    - i. Advanced Placement (AP) courses, or
    - ii. Concurrent enrollment courses (college-level courses taken for both high school and college credit)

## **Beginning with the Class of 2031**

Eligibility Criteria:

1. Grade Point Average (GPA):
  - a. Candidates must have achieved a 4.0 unweighted GPA on their high school transcript.
  - b. GPA will be calculated based on all courses taken for high school credit.
2. Mathematics, Science, History, English Requirement:
  - a. Candidates must have successfully completed a minimum of 4 credits for each subject during their high school career.
3. Advanced Coursework:
  - a. Candidates must have successfully completed at least 2 courses that are either:
    - i. Advanced Placement (AP) courses, or
    - ii. Concurrent enrollment courses (college-level courses taken for both high school and college credit)

***High school credit refers to any course that appears on the student's official high school transcript and is included in GPA calculation, including approved high school-level courses completed prior to ninth grade (such as mathematics courses taken in eighth grade or before).***

A dual credit/concurrent student is a student taking college courses while still in high school. Newcastle High School has partnered with Northwestern Oklahoma State University to provide our students with the opportunity to get a head start on earning college credits while also fulfilling their high school graduation requirements.

NHS will provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. (70.O.S. S 628.13) Page 8 of this guide provides a list of approved courses available for dual credit per the state of Oklahoma. Please note that students are only permitted to enroll in the courses listed below.

Juniors may take up to 9 college credits (3 courses) per year. If juniors elect to take 3 courses, they will take 1 in the fall semester and 2 in the spring semester. Seniors may take up to 18 college credits (6 courses). Seniors can begin courses starting in June the summer before senior year. All concurrent students must still be enrolled in 6 rigorous courses per semester. Please note that in order to enroll in a science course at the concurrent level, students must complete all high school science graduation requirements.

Concurrent grades earned will be placed on the high school transcript and will figure into the GPA. College credit is issued by the given institution. The student will receive credits from the given institution per their requirements. Students are responsible to report any changes in their concurrent enrollment status to their school counselor the day that changes are made to allow for a high school schedule change. Failure to report withdrawal from a college course(s) will result in academic consequences. If a course is dropped during the respective institutions valid "withdraw" period, a grade of I (Incomplete) and No Credit (NC) will be recorded on the high school transcript. Students will reconcile lost credits through the Credit Recovery process when applicable.

Students enrolled in concurrent (dual) credit courses must maintain a 2.0 or higher college GPA to remain eligible for the dual credit program.

Students and families are responsible for college tuition, required fees, and textbooks associated with concurrent enrollment.

**Students are required to schedule an advising appointment with their counselor prior to enrolling in any college courses to confirm eligibility and to complete required forms.**

The deadline to enroll in concurrent classes for the spring semester is the 1st Thursday of December

The deadline to enroll in concurrent courses for the fall semester is the 1st Thursday of May.





Students must enroll only in dual credit courses that are listed and approved in this course guide. Approved courses allow students to earn both high school and college credit.

College courses taken outside of the approved dual credit list are the responsibility of the student and will not count toward high school graduation requirements or high school credit. Students should consult with their school counselor before enrolling in any college coursework.

### Dual Credit Course Options

**Eligible Content Courses:** The course codes and units earned for dual high school/college credit reflect careful consideration of the Oklahoma Academic Standards and alignment to Oklahoma graduation requirement.

- Engl1113: Comp I (0.5 English credit) \*Must take Comp I & II to count for English IV
- Engl1213: Comp II (0.5 English credit) \*Must take Comp I & II to count for English IV
- Hist1493: US History 1877 to present (1 History credit)
- Pols1113: US Government (1 History credit)
- Math1513: College Algebra (1 Math credit)
- Math1533: Pre Calc (1 Math credit)
- Math1613: Trigonometry (1 Math credit)
- Math2013: Principles of Statistics (1 Math credit)
- Astr1504: General Astronomy (1 Science credit)
- Bio1113: General Biology (1 Science credit)
- Chem1115: General Chemistry (1 Science credit)
- Phsc3114: Earth & Space Science ( 1 Science credit)
- Psyc1113: Psychology (1 Additional Unit credit)
- Soc1113: Intro to Sociology (1 Additional Unit credit)
- Art1053: Art Appreciation (1 Fine Art credit)
- Hum1113: Music Appreciation (1 Fine Art credit)
- Hum2533: Music in Life (1 Fine Art credit)
- CS1103: Intro to Computers (1 Computer Tech credit)

**Eligible Elective Courses:** The course codes and units earned for dual high school/college credit reflect careful consideration of the Oklahoma Academic Standards and alignment to Oklahoma graduation requirement. To be approved, the course must be specifically titled as such.

- Hed2303: Wellness Concept (.5 Elective credit)
- Bio1023: Intro to Nutrition (.5 Elective credit)
- Spch113: Intro to Speech (.5 Elective credit)
- Humanities - General, Art Emphasis, Music Emphasis (.5 Elective credit)



Oklahoma's Promise allows 8th, 9th, 10th, and 11th grade students from families with an income of \$60,000 or less to earn a college tuition scholarship. Students must also meet academic and conduct requirements in high school.

Students must take the following high school coursework to meet Oklahoma's Promise program requirements. The Oklahoma's Promise [Curriculum Worksheet](#) can help students record their grades and ensure they have taken the right courses. For more detailed course information go to the following link:

[https://secure.okcollegestart.org/College\\_Planning/Prepare\\_for\\_College/course\\_guidelines.aspx](https://secure.okcollegestart.org/College_Planning/Prepare_for_College/course_guidelines.aspx)

Units	Courses
4	English (grammar, composition, literature; courses should include an integrated writing component)
3	Lab science (biology, chemistry, physics or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement)
3	Mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement [AP] statistics)
3	History and citizenship skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, any Advanced Placement course, psychology, sociology, or any concurrent liberal arts and science course at a State System institution
15	Total Units



# Course Offerings

## Pathway Curriculum

Oklahoma Career Pathway Education connects classroom learning to real-world career opportunities and helps students prepare for life after high school. Career Pathway education supports informed decision-making by aligning coursework with students' interests, strengths, and future goals.

Students use their Individual Career Academic Plan (ICAP) to explore career interests and determine a pathway of concentration. Through pathway coursework, students develop academic, technical, and employability skills that prepare them for college, careers, military service, and the workforce.

Our curriculum is organized around six career clusters:



Human Services



Communication and Information Systems



Business, Marketing, and Management



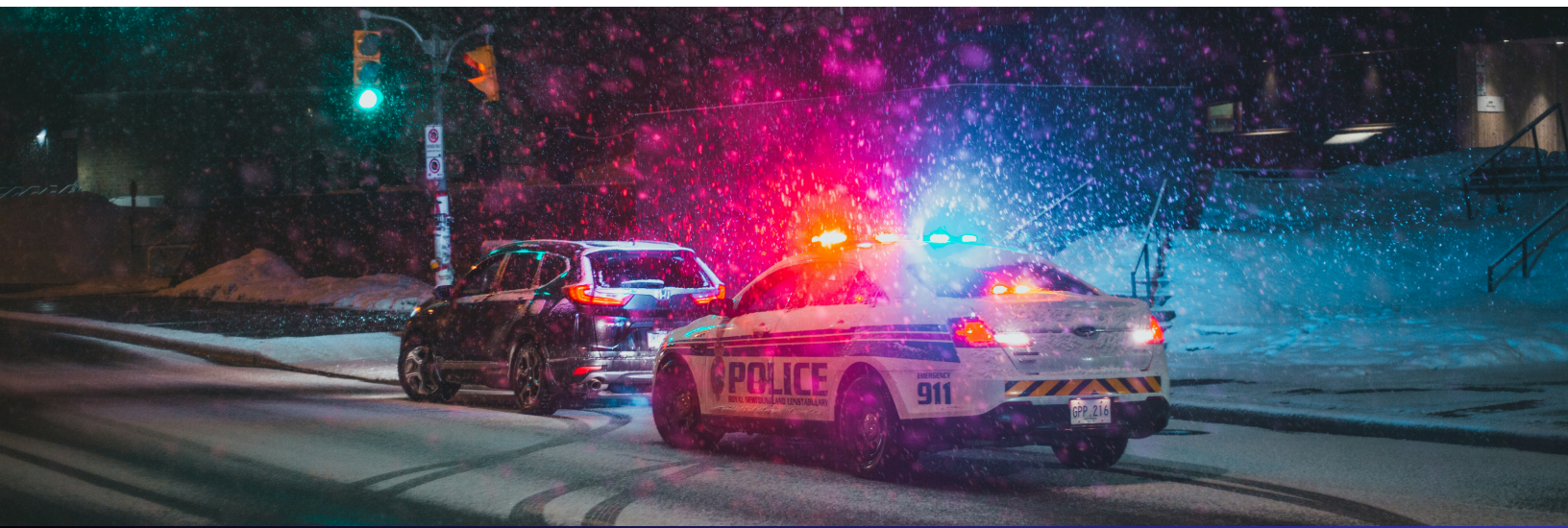
Health Services



Industrial, Manufacturing, and Engineering



Environmental and Agricultural Systems



# Human Services

This career pathway is for students who enjoy working with people and helping their communities. Careers in this pathway include education, social services, law enforcement, government, and hospitality and tourism. People in these careers help others, keep communities safe, and provide important services that support everyday life.

Jobs in Human Services are expected to stay in high demand. As communities grow and change, there will continue to be a need for teachers, counselors, public safety workers, and hospitality professionals. These careers offer meaningful work and the opportunity to make a positive impact on others.

Students interested in this pathway often have strong communication and people skills. Successful professionals are good problem-solvers, work well with others, and can adapt to different situations. A desire to serve others, act responsibly, and work ethically is important in this field, along with strong customer service skills for careers in hospitality and tourism.

## Potential Careers

- Teacher or Educator
- School Counselor
- Social Worker
- Event Coordinator
- Mental Health Technician
- Community Outreach Coordinator
- Hotel or Hospitality Manager
- Public Service Administrator
- Tourism or Travel Specialist
- Law Enforcement Officer
- Parole Officer
- Case Manager
- Childcare Provider

## Potential College Programs

- Public Administration
- Elementary or Secondary Education
- Social Work
- Psychology
- Sociology
- Criminal Justice
- Public Administration
- Human Services
- Counseling
- Hospitality Management
- Tourism Management
- Child Development
- Family and Consumer Sciences

## Mid America Technology Programs

- Criminal Justice Officer
- Cosmetologist
- Therapeutic Health Services



# Pathway Progression Example

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English I or Pre-AP English I	English II or Pre-AP English II	English III or AP English III	English IV or AP English IV or Comp I / II
Math	Algebra I	Geometry	Algebra II	Algebra III
Science	Physical Science	Biology I	Biology II or Chemistry	-
History	Oklahoma History	Economics / Government	US History	Street Law
Pathway	Adulting 101	Marriage and Parenting	Dual Credit Psychology	Dual Credit Sociology
Pathway	Theatre	Advance Theatre	Advance Theatre	Advance Theatre
Additional	-	-	-	Teaching Cadets

Sample Course Progressions are provided to help students and families see one possible way to sequence classes within a career pathway from 9th through 12th grade. These examples are meant to support planning and goal setting, not to limit student choice.

Each student’s schedule may look different based on interests, goals, graduation requirements, and course availability. Students are not required to follow the sample progression exactly and are encouraged to work with their school counselor to create a personalized plan that best fits their individual needs.



## **ADULTING 101 (FACS BASICS)**

COURSE CODE: ELE 3421

LEVEL: 9

CREDIT: 1

PREREQUISITE: None

This course is designed to provide students with basic information and skills needed to function effectively within the family and a changing, complex society. Emphasis is given to the development of competencies related to relationships, communication, and conflict resolution, caring for children, designing personal space, basic sewing skills, clothing selection and care, promoting good health and nutrition, food selection and preparation, and career exploration. Upon completion of this course, the student will have developed basic life skills that promote a positive influence on the quality of life. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course. Students will be discussing current and relevant issues to today's students that could be considered sensitive in nature

*Note: FACS Basics taken prior to 9th grade will be recorded on the student's transcript and will be credited toward high school elective graduation requirements. It will count toward the high school grade point average. If the course is taken prior to 9th grade it cannot be repeated for a higher grade.*

## **CULINARY ARTS**

COURSE CODE: ELE 8426

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Adulting 101

A laboratory course in which students use nutrition knowledge to make informed choices to promote lifetime wellness, the importance of healthy eating and physical activity across the life span. Students will learn safe food handling practices, healthy menu planning and food preparation techniques, and how to recognize sources of stress and healthy strategies to reduce the impact of stress on total wellness. Needs of the competitive athlete are also addressed. (This course is not offered every year.)

*Note: Upon completion of this course students are qualified to obtain a food handlers permit.*

## **MARRIAGE AND PARENTING**

COURSE CODE: ELE 3410

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Adulting 101

This course examines how relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers. In addition, students will participate in research on parenting, pregnancy, and early childhood development. (This course is not offered every year.)

*Note: Upon completion of this course students are eligible to obtain a babysitting certificate through the Red Cross.*

## **FASHION AND APPAREL DESIGN**

COURSE CODE: ELE 8413

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Adulting 101

An introductory course that provides students with the most current information about the basic concepts and business aspects of fashion marketing and merchandising. It introduces students to the field of fashion promotion and provides foundational fashion concepts related to economics, textiles, and design. Basic fashion concepts and marketing terminology, fashion cycles, key components of the fashion industry, retail merchandise categories, and fashion promotion. Current issues related to industry globalization, social media, and sustainability as well as essential career skills and career opportunities will be explored. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course. (This course is not offered every year)

## **CHILD DEVELOPMENT**

COURSE CODE: ELE 8471

LEVEL: 9, 10, 11, 12

CREDIT: 0.5

PREREQUISITE: None

Child Development focuses on the physical, social, emotional, and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create learning environments that promote optimal development for children. Students will engage in using children's literature, developmental play toys, and mock case studies to enhance learning.

*Note: Students will have access to children's literature, picture books, short chapter books, and developmental play toys in class.*



**TEACHING AND LEARNING IN  
ELEMENTARY/MIDDLE/SECONDARY EDUCATION  
[TEACHING CADETS]**

COURSE CODE: ELE 8459  
LEVEL: 9, 10, 11, 12  
CREDIT: 0.5  
PREREQUISITE: None

Our 'Teaching and Learning in Elementary/Middle/Secondary Education class prepares students as Teacher Cadets. The class is an innovative hands-on course designed for high school students who are interested in becoming teachers or have a job/career working with children where they will gain experiences in a classroom. These experiences will enable them to make informed decisions regarding such careers. Students will experience and explore the professional roles of educators, effective teaching practices, and develop an understanding of school structure.



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Dual Credit Opportunity

**GENERAL PSYCHOLOGY**

COURSE CODE: PSYC 1113:  
LEVEL: 12  
CREDIT: 1  
**NCAA OP**

General Biology introduces various topics in biological science including basic chemistry; cellular biology; studies of animals, plants, protozoans, and fungi; human biology; genetics and heredity; and environmental/population studies. Lab is required to receive full credit.

**INTRODUCTORY SOCIOLOGY**

COURSE CODE: SOC 1113  
LEVEL: 12  
CREDIT: 1  
**NCAA OP**

An introduction to the fundamentals of physical science with emphasis in physics and Chemistry. Course includes applications to other physical sciences. Lab is required to receive full credit.



# Business Marketing and Management

This career pathway is for students who are interested in how businesses work, leading teams, solving problems, and making decisions that help organizations succeed. Careers in this pathway include business management, marketing, finance, entrepreneurship, and administration.

Jobs in business and management are expected to continue growing as companies and organizations rely on skilled professionals to plan, organize, and make smart decisions. Many careers in this pathway also offer the opportunity to be self-employed or start your own business.

Students who are interested in this pathway often enjoy problem-solving, working with numbers, analyzing information, and leading others. Success in business careers also requires strong communication skills, creativity, organization, and an interest in technology and current business trends.

## Potential Careers

- Business Manager
- Marketing Specialist
- Sales Representative
- Financial Analyst
- Accountant
- Human Resources Specialist
- Customer Service Manager
- Entrepreneur / Small Business Owner
- Event Planner
- Supply Chain Coordinator
- Public Relations Specialist
- Office Manager
- Bank or Finance Professional
- Retail or Hospitality Manager

## Potential College Programs

- Business Administration
- Management
- Marketing
- Finance
- Accounting
- Entrepreneurship
- Economics
- International Business
- Human Resources
- Business Analytics
- Supply Chain Management
- Advertising

## Mid America Technology Programs

- Business and Office Assistant
- Audio Visual Integration
- Graphic Design
- Multimedia Specialist
- Network Systems Technician



# Pathway Progression Example

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English I or Pre-AP English I	English II or Pre-AP English II	English III or AP English III	English IV or AP English IV or Comp I / II
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Algebra III	College Algebra/ Statistics
Science	Physical Science	Biology I	Chemistry I	-
History	Oklahoma History	Economics/ Government	US History	Street Law
Pathway	Digital Editing and Production Photography	Business and Marketing Communications	Desktop Publishing	Desktop Publishing
Pathway	Office Management	Entrepre- neurship	MATC Multimedia Specialist	MATC Multimedia Specialist

Sample Course Progressions are provided to help students and families see one possible way to sequence classes within a career pathway from 9th through 12th grade. These examples are meant to support planning and goal setting, not to limit student choice.

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## FUNDAMENTALS OF TECHNOLOGY

COURSE CODE: TECH 8169  
LEVEL: 9, 10, 11, 12  
CREDIT: 1  
PREREQUISITE: None

**OP**

This course will provide students with the fundamental concepts, principles, and ideas needed to understand how a business is operated and managed in a rapidly changing global environment, which is needed for success in careers in business related fields. This course also provides job readiness skills and soft skills that are critical for success in any workplace setting.

## DESKTOP PUBLISHING (YEARBOOK)

COURSE CODE: TECH 8149  
LEVEL: 9, 10, 11, 12  
CREDIT: 1  
PREREQUISITE: Teacher Approval

**OP**

The primary objectives of this course are instruction in publication, production, and completion of the yearbook. The goal of the yearbook is that it represents, as completely as possible, a history of each school year from first day to last. Students will develop skills in leadership, copywriting, on-line publishing, advertising, marketing, and sales. Yearbook students will learn current publication trends and attend workshops in the summer and during the academic school year. Students are also expected to invest a substantial amount of time outside of school meeting deadlines, attending activities for the purpose of taking pictures, learning the maintenance and use of the high-level photographic equipment, communicating with local businesses, and attending summer training. producing and computer editing. Students will receive training in photography and videography techniques to create various projects.

## DIGITAL EDITING AND PRODUCTION PHOTOGRAPHY

COURSE CODE: TECH 8151  
LEVEL: 10, 11, 12  
CREDIT: 1  
PREREQUISITE: Fundamentals of Technology

**OP**

In this course, students will acquire skills in digital photography. Additionally, students will understand certification standards and copyright basics.

## ENTREPRENEURSHIP

COURSE CODE: ELE 8616  
LEVEL: 10, 11, 12  
CREDIT: 1  
PREREQUISITE: Fundamentals of Technology

This course will provide students with fundamental concepts, principles and ideas needed to understand the basics of entrepreneurship in business management. Skills demonstrated are as follows: develop a Business Plan, Identify Marketing Needs, Insurance Concepts pertaining to a business, how to market a business, maintain records and accounting processes, manage finances, integrate technology into the business functions, apply legal, ethical and social obligations, and analyze the growth of today's marketplace.

## OFFICE MANAGEMENT/INTRODUCTION TO ENTREPRENEURSHIP

COURSE CODE: TECH 8105  
LEVEL: 9, 10, 11, 12  
CREDIT: 1  
PREREQUISITE: None

**OP**

This course helps students discover what an entrepreneurial career entails. Students will look at the relationship between entrepreneurship and business skills and learn about career opportunities and skills needed to become an entrepreneur.

## BUSINESS AND MARKETING COMMUNICATIONS

COURSE CODE: ELE 8611  
LEVEL: 10, 11, 12  
CREDIT: 0.5  
PREREQUISITE: Fundamentals of Technology

This course applies marketing skills developed through a variety of informal and formal experiences. The performance-based course will emphasize effective interpersonal and team building skills along with written and oral communication techniques. Technology will be used to create and deliver presentations, enhance problem solving situations, and practice critical thinking and decision-making. Job interviews, research papers, and/or projects will culminate this course.



### SPORTS AND ENTERTAINMENT MARKETING

COURSE CODE: ELE 8610  
LEVEL: 10, 11, 12  
CREDIT: 0.5  
PREREQUISITE: Fundamentals of Technology

This is a specialized course designed for students with a career interest in the sports and entertainment industry. Instructional areas will include: orientation to the sports and entertainment industry, economics, decision-making, event marketing, sales and sales promotions, event executions, legal aspects/contracts, and career opportunities. Classroom instruction will be reinforced through the use of outside lectures, case studies, field trip experiences, job shadowing, current periodicals, computers and software, in-house projects, and constructive/discovery learning. Students will develop leadership traits and identify their leadership potential through participation in the DECA (an association of marketing students) student organization.

### AP COMPUTER SCIENCE

COURSE CODE: TECH 2535  
LEVEL: 10, 11, 12  
CREDIT: 1  
PREREQUISITE: Fundamentals of Technology  
**OP**

Students will be able to demonstrate an understanding of java programming languages by implementing and writing programs employing various techniques.



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## Dual Credit Opportunity

#### INTRO TO COMPUTERS

COURSE CODE: CS1103  
LEVEL: 12  
CREDIT: 1  
PREREQUISITE: Algebra I  
**NCAA OP**

Introduction to the use of computers as a data processing and problem-solving tool for business. Applications include word processors, spreadsheets, data base management, and presentation software. Lecture and laboratory. Will not count as elective for computer science major or minor.

#### STATISTICS

COURSE CODE: MATH2013  
LEVEL: 12  
CREDIT: 1  
PREREQUISITE: College Algebra  
**NCAA OP**

Introductory course in statistics designed to introduce students to the techniques of experimental statistics 2024-2025 Page | 101 +Denotes liberal arts – science course SL-service learning course and to develop general knowledge of statistics. Topics covered include: data analysis and collection, statistical summary measures, correlation, introductory probability concepts including the role of randomization and chance, sampling distributions and sampling variability, point and interval estimation, and hypothesis testing.



# Industrial, Manufacturing and Engineering Systems

This career pathway is for students who enjoy designing, building, and improving systems, machines, and products. Careers in this pathway include engineering, manufacturing, robotics, construction, and industrial technology.

Jobs in this pathway are growing quickly as businesses rely on skilled professionals to develop new technologies, improve production processes, and keep systems running efficiently. Students who choose this pathway can find opportunities in manufacturing plants, engineering firms, construction, and technology companies.

Students interested in this pathway often enjoy math, science, and problem-solving. Success in these careers also requires teamwork, strong communication skills, and the ability to use technology and specialized tools. If you like designing, building, and improving things, this pathway could be a great fit.

## Potential Careers

- Mechanical Engineer
- Civil Engineer
- Electrical Engineer
- Industrial Engineer
- Manufacturing Technician
- Robotics Technician
- CNC Machinist
- Welder
- Electrician
- HVAC Technician
- Construction Manager
- Architectural Drafter
- Automation Specialist
- Industrial Designer

## Potential College Programs

- Mechanical Engineering
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Manufacturing Engineering
- Robotics or Automation
- Computer Science
- Construction Management
- Architectural Engineering
- Mechatronics
- Aerospace Engineering
- Materials Science

## Mid America Technology Programs

- CNC Machinist
- Welder / NCCER Level 2 Plus
- Industrial Robotics & Automation
- Carpentry Residential
- Electrician Residential/Commercial
- HVAC Technician Residential
- CADD
- Building and Property Maintenance



# Pathway Progression Example

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English I or Pre-AP English I	English II or Pre-AP English II	English III or AP English III	English IV or AP English IV or Comp I / II
Math	Geometry	Algebra II	College Algebra/ Trigonometry	AP Calculus AB
Science	Physical Science	Biology I	Chemistry I	Physics
History	Oklahoma History	Economics/ Government	US History	Technology and Global Change
Pathway	Aviation Exploration	Flight Operations	Advanced Aviation	Internship in Aviation or Career-Tech
Pathway	Spanish I	Spanish II	Strength and Conditioning	Strength and Conditioning
Additional	Athletics	Athletics	Athletics	Athletics

Sample Course Progressions are provided to help students and families see one possible way to sequence classes within a career pathway from 9th through 12th grade. These examples are meant to support planning and goal setting, not to limit student choice.

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## AVIATION EXPLORATION

COURSE CODE: TECH 8875

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

**OP**

Aviation Exploration is a STEM-focused course that introduces students to the science, engineering, and technology behind flight. Students explore how aircraft and unmanned aerial systems (drones) work by studying the forces of flight, propulsion, aircraft systems, and aviation safety. The course blends aviation history with modern aerospace technology, emphasizing engineering practices, problem-solving, data analysis, and hands-on experimentation. Students investigate real-world aircraft systems including propulsion, fuel, electrical, and control systems and apply these concepts through design challenges, labs, and projects. Aviation Exploration provides a strong technical foundation for advanced study in aerospace engineering, unmanned aircraft systems, and aviation operations. The course also introduces students to a wide range of aviation, aerospace, and STEM careers, making it an excellent option for students interested in engineering, technology, or applied science pathways.

## FLIGHT OPERATIONS

COURSE CODE: TECH 8876

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Aviation Exploration

**OP**

Flight Operations builds on the technical foundation established in Aviation Exploration and focuses on the applied operation of manned and unmanned aircraft systems. Students use technology-based tools and simulations to study flight procedures, airspace, weather, navigation, airport operations, aviation regulations, and safety management. Instruction emphasizes systems thinking, decision-making, risk assessment, and real-world problem solving rather than flight training alone. Students analyze aircraft performance data, interpret flight instruments, and learn how pilots and remote operators plan, communicate, and respond to normal and emergency situations. This course prepares students for post-secondary pathways in aviation, aerospace, engineering, and related STEM fields. Students may also be prepared to pursue FAA knowledge testing opportunities, such as the Part 107 Remote Pilot exam, depending on interest and readiness.

## ADVANCED AVIATION

COURSE CODE: ELE 8877

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Flight Operations

Advanced Aviation is the capstone course in the aviation pathway. Students build on skills learned in Flight Operations through applied practice, simulation-based activities, and project-driven learning. Core areas include weather and risk assessment, airport and airspace operations, aircraft performance, and navigation planning. Learners apply real-world aviation decision making by interpreting aeronautical charts, decoding weather products and forecasts, performing weight and balance and performance calculations, and planning cross-country flight scenarios using industry-standard methods. The course also provides opportunities for specialization. Students may pursue focused study in areas such as aviation mechanical systems, aerospace engineering concepts, rocketry, unmanned aircraft systems, or other instructor-approved projects tied to aviation technology. Students may prepare for FAA knowledge tests such as the Remote Pilot (Part 107) or Private Pilot written exam depending on interest and readiness. Advanced Aviation supports future study and careers in aviation, aerospace engineering, UAS operations, military service, maintenance, and other STEM fields.

## TECHNOLOGY & GLOBAL CHANGE

COURSE CODE: SS 5731

LEVEL: 10, 11, 12

CREDIT: 0.5

PREREQUISITE: None

**NCAA OP**

This is a semester-long World History course that examines global history from the Renaissance to the present through the lens of engineering, technology, and aviation. Students explore how scientific discovery, industrialization, and technological innovation reshaped societies, economies, warfare, and global connections. Instruction begins with the Renaissance and Scientific Revolution and focuses on key developments such as the Industrial Revolution, imperialism, the World Wars, post-World War II transformation, and contemporary global issues. Throughout the course, students analyze the role of transportation, aviation, and aerospace technology in shaping the modern world. Students develop historical thinking and geographic skills while applying systems-based and problem-solving approaches aligned with STEM pathways. This course fulfills World History graduation and NCAA requirements while supporting students interested in engineering, aviation, and technology-related fields.



### ENGINEERING ESSENTIALS

COURSE CODE: TECH 8778

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

**OP**

Engineering Essentials offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems.

### INTRODUCTION TO ENGINEERING DESIGN

COURSE CODE: TECH 8709

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Engineering Essentials

**OP**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software.



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## Dual Credit Opportunity

### TRIGONOMETRY

COURSE CODE: MATH1613

LEVEL: 12

CREDIT: 1

**NCAA OP**

This course includes the following concepts: an introduction to trigonometric functions application, identities, complex numbers, equations, inverse functions, and logarithmic functions.



# Communication Information Systems

This career pathway is for students who enjoy being creative, telling stories, and sharing ideas with others. Careers in this pathway include visual arts, digital media, graphic design, journalism, broadcasting, photography, video production, and social media.

As technology continues to change how people communicate, this field is evolving and creating new career opportunities. While some traditional jobs are changing, there is a growing demand for skills in digital design, video editing, social media marketing, and content creation.

Students interested in this pathway often enjoy creativity, teamwork, and problem-solving. Many careers in this field use technology and require strong communication skills, attention to detail, and the ability to adapt and learn new tools. This pathway is a great fit for students who want to combine creativity with modern technology.

## Potential Careers

- Graphic Designer
- Multimedia Artist
- Video Editor
- Photographer
- Journalist or Reporter
- Broadcast Technician
- Social Media Manager
- Content Creator
- Marketing Specialist
- Composer
- Advertising Designer
- Public Relations Specialist
- Web Content Manager
- Art Director
- Film or Media Producer

## Potential College Programs

- Graphic Design
- Digital Media
- Multimedia Production
- Journalism
- Mass Communication
- Broadcasting
- Fine Arts
- Film and Video Production
- Photography
- Marketing or Advertising
- Public Relations
- Visual Arts

## Mid America Technology Programs

- Audio Visual Integration
- Graphic Design
- Multimedia Specialist



# Pathway Progression Example

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English I or Pre-AP English I	English II or Pre-AP English II	English III or AP English III	English IV or AP English IV or Comp I / II
Math	Algebra I	Geometry	Algebra II	Algebra III
Science	Physical Science	Biology I	Chemistry I	-
History	Oklahoma History	Economics/ Government	US History	Street Law
Pathway	Racer Band	Racer Band	Racer Band	Racer Band
Pathway	Fund of Technology	Desktop Publishing	Jazz Band	Jazz Band
Additional	-	-	-	Social Relations and Communications

Sample Course Progressions are provided to help students and families see one possible way to sequence classes within a career pathway from 9th through 12th grade. These examples are meant to support planning and goal setting, not to limit student choice.

Each student’s schedule may look different based on interests, goals, graduation requirements, and course availability. Students are not required to follow the sample progression exactly and are encouraged to work with their school counselor to create a personalized plan that best fits their individual needs.



### ART I

COURSE CODE: ART 2808

LEVEL: 9, 10

CREDIT: 1

PREREQUISITE: None

#### OP

Please note that this course meets for a Full Year. This course is the beginning level art course needed to meet the prerequisite for Art II. Students will learn basic drawing concepts including light and shade, line quality, rendering of form, composition, and illusion of depth. Students will learn to manipulate formal qualities, design, and concepts to create original works of art. Focus will be on observational drawing, articulating the principles of design through organized use of the elements. The course also includes art history, sketchbook development, and creative expression.

### ART II

COURSE CODE: ART 2809

LEVEL: 10, 11, 12 or Teacher Approval

CREDIT: 1

PREREQUISITE: Art I

#### OP

This course is designed for all students who wish to further their artistic skills and knowledge of the arts and who have a serious interest in the fine arts. During the first semester, students continue the study of basic drawing, composition, and painting. The elements and principles of design also are covered. During the second semester, students continue work from the first semester as well as work with additional media and techniques. Art history and aesthetics are an important part of this course. Students are expected to work 1-2 hours per week outside of class and become independent in their pursuit of art.

### ART III

COURSE CODE: ART 2810

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Art I, Art II

#### OP

This course is designed for students who are serious about and have demonstrated considerable ability in the visual arts. Students continue to review, build, and expand upon the foundation laid in Art I and Art II. In addition, the course provides an exploration of media and techniques for the advanced student. Students are expected to work 2-3 hours per week outside of class and become increasingly independent in their pursuit of art.

### RACER BAND

COURSE CODE: ART 3002

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

#### OP

Band is an OSSAA Activity. Students must meet grade eligibility requirements each week to participate. Students will perform concerts, march at football games, and have opportunities for concerts and contest performances.

### HONOR BAND

COURSE CODE: ART 3003

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: Teacher Approval

This elective is for students who are currently in the Racer Band program that would like extra instruction during the school year. The focus of this class is to help students prepare for auditions, chair tests, performance, competitions and/or college scholarship auditions but is not limited to these specific goals. Students will be given 1-on-1 instruction and they will also have monitored practice time with goals, assignments and expectations according to their playing level and musical priorities. In addition, basic music theory will be covered throughout the school year. Each student is required to participate in at least one honor band audition in the fall semester and play in a solo or ensemble in the spring semester. All instructional material will be provided however students may elect to purchase additional books or sheet music.

### PREP BAND

COURSE CODE: ART 3001

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

The intention of this class is to prepare students to join the High School Racer Band. The focus of this class is to teach students who have never been in band before a band instrument. Students will learn about the fundamentals of their instrument and move at a quick pace to get them prepared to join the high school band. Instruction will be presented in both lecture and guided practice. Students will be given the opportunity to try all the different instruments before their main instrument is selected. Students and their families will need to supply their own instruments that are in working condition. Rental and purchase options will be discussed in class. However, there is a small inventory of school-owned instruments for students in families with financial needs.

### JAZZ BAND

COURSE CODE: ART 3031

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

#### OP

The Jazz Band is a performance-based ensemble that explores a variety of jazz and contemporary music styles. Students develop skills in ensemble performance, rhythm, style, and improvisation while learning about jazz history and performance practices. This group performs at concerts, contests, and other school and community functions. Jazz Band is a great opportunity for students who enjoy challenging music, collaborating with others, and growing as confident, expressive musicians.



### **RACER CHOIR**

COURSE CODE: ART 3081

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

**OP**

Students in choir will study and sing a wide variety of choral literature from different time periods and styles, including music of today. Students will acquire appropriate performance and rehearsal skills necessary to develop a choral ensemble including vocal and choral technique, music reading skills, sight-reading, solfege, musicianship and performance skills. Concert and contest performances outside of class time are a class requirement and a percentage of the grade. Students are required to purchase a choir t-shirt and to meet other special clothing requirements for performance. Extra rehearsal outside of the school class period may be scheduled for performance preparation. Previous participation in choir is not required.

### **SELECT/AUDITIONED CHOIR**

COURSE CODE: ART 3082

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: Student Tryout

**OP**

Students in Select Choir will study, learn, rehearse, and perform musical arrangements designed for a small, selected group of students. Students gain an appreciation for stage presence, teamwork and collaboration, and performance arts. Students are required to make purchases involving their stage attire and are also required to compete and perform outside of class. Students are selected for Select Choir through a scheduled spring audition. Those that make the choir will be enrolled in the course for the following school year. Students in the Select Choir are also required to meet the curriculum and performance requirements present in the Choir Course Description above.

### **THEATRE ARTS**

COURSE CODE: ART 2893

LEVEL: 9, 10, 11, 12

CREDIT: 1, Eligible for a Fine Arts Credit

PREREQUISITE: None

**OP**

This course is designed for students with little or no theatre experience and promotes enjoyment and appreciation for all aspects of the dramatic arts. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical design and management requirements within theatre. Improvisation, creative dramatics, informative speech skills, and beginning scene work are used to introduce students to performing and public speaking.

### **ADVANCED THEATRE ARTS**

COURSE CODE: ART 2894

LEVEL: 10, 11, 12

CREDIT: 1, Eligible for a Fine Arts Credit

PREREQUISITE: Completion of Theatre Arts

**OP**

Advanced Theatre is a full-year art elective that serves to provide intensive training for the serious theatre student. Students must have completed Theatre Arts or a Theatre I course equivalent because this course will extend and advance their knowledge and skill sets on basic theatre knowledge, performance technique, script/character analysis, playwriting, theatre history, production, and design knowledge/skill sets. Students will be required to go to drama competitions and participate in some way with a Newcastle Drama Department production.

### **THEATRICAL DESIGN AND PRODUCTION**

COURSE CODE: ART 2856

LEVEL: 9, 10, 11, 12

CREDIT: 1, Eligible for a Fine Arts Credit

PREREQUISITE: None

The Theatrical Design and Production course is designed for students with little to no experience with theatre. Students will study costume design, set design, lighting design, and sound design. Students will also study theatre safety, production management, and the basic stage technology. Students will evaluate how design supports storytelling and performances, but this is not an acting class.

### **MUSIC TECHNOLOGY**

COURSE CODE: ART 3052

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

This course is designed to allow students to explore audio design, music composition, audio manipulation, and music production. Students will be able to express creativity using music notation software, music production software, and recording equipment. Students will develop the capability to work with multi track sessions, record and edit audio, and learn about copyright laws. The overall course supports student appreciation for music and their basic understanding of characteristics of music. This is a partner class with Songwriting. Students will spend one semester in each class. No previous music experience is required.



**MUSIC APPRECIATION**

COURSE CODE: ART 3053  
LEVEL: 9, 10, 11, 12  
CREDIT: 1  
PREREQUISITE: None

**OP**

The history of music from ancient times (B.C.) through today. Learn the history of composers, instruments, and methods used in music to get to where we are with music today.

**CREATIVE WRITING**

COURSE CODE: ELE 4301  
LEVEL: 10, 11, 12  
CREDIT: 1  
PREREQUISITE: None

**NCAA**

This course will focus on expressive writing in many different forms. Students will have the opportunity to explore several types of poetry and prose styles, as well as responding to literature, art mediums, quotes, and music. Originality and writing that emphasizes thought will be expected. Strategies to avoid writer's block and new ways to uncover writing ideas will be studied. Peer reviews and sharing ideas are essential to this course.

*Note: This course is an elective course and is not an additional core unit for the College Prep Curriculum. This course may be taken more than once.*

**SOCIAL RELATIONS AND COMMUNICATIONS**

COURSE CODE: ART 4221  
LEVEL: 10, 11, 12  
CREDIT: 1, Eligible for a Fine Arts Credit  
PREREQUISITE: None

Our introduction to 'Social Relations and Communications' class is a course that features communication through engagement and collaborative tools and tasks, while focusing on the social relations of groups of people. Students learn about the components, origins and characteristics of communication through interactive activities, viewing and discussing speeches, working in groups and pairs, and thought-provoking lectures. Students will utilize critical thinking skills to create productive critiques on examples of communication and social relationships. Through communication and social relationships, students become more effective at meeting others, developing critical thinking skills, creating persuasive oral and written messages, and more. By improving communications, students will not only be learning valuable life skills, they'll also be strengthening skills for future professional purposes.



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**MUSIC IN LIFE**

COURSE CODE: HUM 2533  
LEVEL: 12  
CREDIT: 1

**OP**

This course analyzes the evolution of music from antiquity through the 21st century, examining how musical styles developed in the western world.



# Health Services

This career pathway is for students who are interested in helping people stay healthy, treating injuries or illnesses, and working in medical settings. Careers in this pathway range from hands-on patient care to research, office support, and medical technology.

Healthcare is one of the fastest-growing career fields. As people live longer and medical technology continues to improve, there is a strong and growing need for healthcare workers. This means students who choose this pathway will find many job opportunities in the future.

Students who are interested in Health Sciences often enjoy science, working with others, and making a difference in people's lives. Successful healthcare professionals are caring, detail-oriented, and good communicators. They work well on teams,

## Potential Careers

- Medical Assistant
- Physical Therapist
- Occupational Therapist
- Athletic Trainer
- Radiology Technician
- Registered Nurse (RN)
- Licensed Practical Nurse (LPN)
- Physician
- Physician Assistant
- Emergency Medical Technician (EMT)
- Medical Laboratory Technician
- Respiratory Therapist
- Health Care Administrator
- Medical Office Manager
- Public Health Worker
- Paramedic

## Potential College Programs

- Nursing
- Pre-Medicine
- Pre-Nursing
- Health Sciences
- Biology
- Kinesiology or Exercise Science
- Public Health
- Health Care Administration
- Medical Laboratory Science
- Radiologic Sciences
- Physical Therapy
- Occupational Therapy
- Respiratory Therapy
- Emergency Medical Services (EMS)

## Mid America Technology Programs

- Emergency Medical Technician
- Pre-Nursing
- Therapeutic Health Services
- Medical Office Assistant
- Health Careers Explorer



# Pathway Progression Example

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English I or Pre-AP English I	English II or Pre-AP English II	English III or AP English III	English IV or AP English IV or Comp I / II
Math	Geometry	Algebra II	Algebra III	College Algebra/ Trigonometry or AP Calculus AB
Science	Physical Science	Biology I	Chemistry I	Chemistry II
History	Oklahoma History	Economics/ Government	US History	Street Law
Pathway	Adulting 101	Culinary	Anatomy and Physiology	Internship
Pathway	Spanish I	Spanish II	Strength and Conditioning	Strength and Conditioning

Sample Course Progressions are provided to help students and families see one possible way to sequence classes within a career pathway from 9th through 12th grade. These examples are meant to support planning and goal setting, not to limit student choice.

Each student’s schedule may look different based on interests, goals, graduation requirements, and course availability. Students are not required to follow the sample progression exactly and are encouraged to work with their school counselor to create a personalized plan that best fits their individual needs.



## **CHEMISTRY I**

COURSE CODE: SCI 5051

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I, Grade of A, B, C in Algebra I

**NCAA OP**

This course involves the study of matter, its composition, and the changes matter undergoes. Major topics presented for study are matter and change, atomic structure, reactions, chemical bonding, kinetic molecular theory, stoichiometry, reaction heats, solutions, kinetics, equilibrium, and nuclear chemistry. Lab skills are developed which will assist students in any science course needed in general education requirements for colleges and STEM related fields.

## **CHEMISTRY II**

COURSE CODE: SCI 5052

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Chemistry I, A or B in Algebra I

**NCAA OP**

Students will take concepts learned in Chemistry I and apply them to a more in-depth and laboratory intense study in addition to new topics and current chemistry research. Students will learn more advanced laboratory techniques for sample analysis, separation and isolation of chemical substances, and management of a chemical laboratory, including preparation of precise concentrations of reactants for their own lab activities and those for other classes. Extensive labs and student responsibility for projects are involved. This will prepare students for Chemistry I in college.

## **ANATOMY / PHYSIOLOGY**

COURSE CODE: SCI 5333

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I

**NCAA OP**

This full year course will start with basic chemistry and medical terminology followed by a progression from the cellular level through the different levels of body organization. The major organ systems (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive) are covered not only in structure but also in function. Sensitive topics will be discussed including diseases and sexual reproduction. Identification of anatomical structures and laboratory work, including dissections, are required. This course is designed to help students prepare for higher education, to further their studies in an area of biological interest, or to enter a health-related profession.

## **BIOLOGY II**

COURSE CODE: SCI 5032

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I

**NCAA OP**

This class is a continuation of Biology I. This class will cover topics such as protists, bacteria, worms, arthropods, fish, amphibians and mammals. Students will also learn about microbiology and how basic staining techniques of bacteria specimens for viewing under the microscope. Laboratory activities are performed so students will gain valuable hands-on experiences as the different topics are covered. It includes several dissections of representative specimens.

## **AP BIOLOGY**

COURSE CODE: SCI 5035

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology, A or B in Chemistry

**NCAA OP**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

## **STRENGTH AND CONDITIONING**

COURSE CODE: ELE 3320

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: For competitive athletes only

This course is designed to improve students physically in preparation for all sports or for self-improvement. This course includes techniques and instruction in conditioning, strength training and overall athletic performance. Students enrolled in competitive athletics will have the opportunity to maintain their weight training during the school period.

*Note: This is not a mandatory class to participate in competitive athletics.*

## **CULINARY ARTS**

COURSE CODE: ELE 8426

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Adulting 101

A laboratory course in which students use nutrition knowledge to make informed choices to promote lifetime wellness, the importance of healthy eating and physical activity across the life span. Students will learn safe food handling practices, healthy menu planning and food preparation techniques, and how to recognize sources of stress and healthy strategies to reduce the impact of stress on total wellness. Needs of the competitive athlete are also addressed. (This course is not offered every year.)

*Note: Upon completion of this course students are qualified to obtain a food handlers permit.*



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#### GENERAL CHEMISTRY I

COURSE CODE: CHEM 1115

LEVEL: 12

CREDIT: 1

PREREQUISITE: College Algebra

NCAA OP

The more important principles upon which chemistry is based. Also includes a study of many of the elements, the periodic classification of the elements, acid base chemistry, the meaning of equations, and equilibria. Lecture and laboratory.

#### WELLNESS CONCEPTS

COURSE CODE: HED 2303

LEVEL: 12

CREDIT: 1

NCAA OP

A survey of habits and practices which affect personal wellness. The course includes laboratory application through fitness assessment, along with lifetime sports and/or activities which encourage healthy lifestyles.

#### TRIGONOMETRY

COURSE CODE: MATH1613

LEVEL: 12

CREDIT: 1

NCAA OP

This course includes the following concepts: an introduction to trigonometric functions application, identities, complex numbers, equations, inverse functions, and logarithmic functions.



# Environmental and Agricultural Systems

This pathway is for students who are interested in working with plants, animals, food, and the environment. Careers in this pathway include farming, ranching, forestry, horticulture, food science, environmental science, and more.

As the world's population grows, there is a greater need for food, clean water, and natural resources, which means jobs in this field are expected to stay in high demand. New technology is also creating exciting careers in areas like agricultural technology, sustainable farming, and managing natural resources.

Students interested in this pathway often enjoy science, problem-solving, and hands-on learning. Many people in these careers like working outdoors, using technology, and finding ways to protect and improve the environment while meeting the needs of people around the world.

## Potential Careers

- Farmer or Rancher
- Agricultural Technician
- Veterinarian
- Veterinary Technician
- Wildlife Biologist
- Environmental Scientist
- Forestry Technician or Forester
- Food Scientist
- Horticulturist
- Greenhouse Manager
- Conservation Officer or Park Ranger
- Agricultural Engineer
- Soil and Plant Scientist
- Agribusiness Manager
- Sustainability
- Environmental Consultant

## Potential College Programs

- Agriculture Education
- Animal Science
- Plant Science or Crop Science
- Agricultural Business
- Environmental Science
- Natural Resource Management
- Forestry
- Wildlife Biology or Conservation
- Horticulture
- Food Science
- Agricultural Engineering
- Agricultural Technology

## Mid America Technology Programs

- Equine Production
- Horticulture Technician
- Veterinary Assistant



# Pathway Progression Example

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English I or Pre-AP English I	English II or Pre-AP English II	English III or AP English III	English IV or AP English IV or Comp I / II
Math	Algebra I	Geometry	Algebra II	Pre-Calculus or Algebra III
Science	Physical Science	Biology I	Chemistry I	AP Environmental Science
History	Oklahoma History	Economics/ Government	US History	Street Law
Pathway	Introduction to Agriculture	Ag Communications	Ag Power I	Ag Power II
Pathway	Spanish I	Spanish II	Ag Leadership	Internship

Sample Course Progressions are provided to help students and families see one possible way to sequence classes within a career pathway from 9th through 12th grade. These examples are meant to support planning and goal setting, not to limit student choice.

Each student's schedule may look different based on interests, goals, graduation requirements, and course availability. Students are not required to follow the sample progression exactly and are encouraged to work with their school counselor to create a personalized plan that best fits their individual needs.



## INTRODUCTION TO AGRICULTURE

COURSE CODE: ELE 8004  
LEVEL: 9  
CREDIT: 1  
PREREQUISITE: None

This course is a ninth-grade course that lays the foundation for introduction into one of the seven career pathways. Content includes animal science, plant and soil science, agribusiness and economic principles, and agricultural mechanics. This course is a prerequisite to all upper-level agricultural education courses. *Owning and/or showing an animal is NOT a requirement.*

## INTRODUCTION TO AG COMMUNICATIONS

COURSE CODE: ART 4011  
LEVEL: 10, 11, 12  
CREDIT: 1, Eligible for a Fine Arts Credit  
PREREQUISITE: Introduction to Agriculture

This is a one-credit course designed for students with an interest in agricultural communications and leadership. Content includes principles, concepts, and theory of business writing, journalistic writing, graphic design, creating presentations, creating and delivering presentations, photojournalism, new media and broadcasting media. The course is centered on linking communications with agriculture application. The course is structured to make learning about communications and leadership fun. There is an emphasis on participation in the student organization, FFA, through career development activities related to communications and leadership that are generated by being a part of the student organization. Students will also develop record keeping skills through the requirement of establishing and maintaining a supervised agricultural experience program (SAE). *Owning and/or showing an animal is NOT a requirement*

## AG POWER I

COURSE CODE: ELE 8004  
LEVEL: 10, 11, 12  
CREDIT: 1  
PREREQUISITE: Introduction to Agriculture

This is a yearlong program that prepares students in metal fabrication, servicing of equipment, machinery, and structures. Students also work with ARC, MIG, and SMAW welding equipment, concrete, wood, electricity, personal safety, tool ID, use power tools, and measuring devices. Upon successful completion of this course, students will have developed basic welding skills needed for careers as a welding technician, machinist, construction contractor, and other related fields. Supervised agricultural experiences as well as FFA activities are an integral part of the instructional process. *Owning and/or showing an animal is NOT a requirement.*

## AG POWER II

COURSE CODE: ELE 8010  
LEVEL: 11, 12  
CREDIT: 1  
PREREQUISITE: Introduction to Agriculture, Ag Power I

Content includes meaning and use of agricultural power, personal and occupational safety; kinds, uses, and maintenance of agricultural tractors; kinds and uses of crop production equipment (including tillage, planting, application, and harvesting equipment); internal combustion engine principles and maintenance, including those using gasoline, diesel, and alternative fuels; tractor power trains; electronics, including sensors, controllers, and onboard computers; and electric monitors. Upon successful completion of this course, the students will have developed an understanding of welding construction and power systems in agriculture industries and the skills to pursue a career pathway in Agriculture, Food, and Natural Resources. Supervised Agricultural Experience and FFA required. *Owning and/or showing an animal is NOT a requirement.*

## LIVESTOCK PRODUCTION

COURSE CODE: ELE 8013  
LEVEL: 10, 11, 12  
CREDIT: 1  
PREREQUISITE: Introduction to Agriculture

This course is designed to offer students advanced knowledge in livestock agriculture. Content includes livestock species, biology of species, genetics and breeding, nutrition and feeding, health, and disease management. Supervised Agricultural Experience and FFA required. *Owning and/or showing an animal is NOT a requirement.* (This course is not offered every year.)

## AG LEADERSHIP & PERSONAL DEVELOPMENT

COURSE CODE: ELE 8023  
LEVEL: 11, 12  
CREDIT: 1  
PREREQUISITE: Introduction to Agriculture, Teacher Approval

Course content will include leadership theory and attributes, developing leadership skills, conflict resolution, planning and carrying out meetings, using parliamentary procedure, organizing communication campaigns, managing tasks and teams, loyalty, and ethics. This course emphasizes the FFA and career development activities related to leadership that are generated by being a part of the student organization. (This course is not offered every year.)



**EARTH SCIENCE**

COURSE CODE: SCI 5061

LEVEL: 11

CREDIT: 1

PREREQUISITE: Biology I and Algebra I

**NCAA OP**

Earth Science is a study of the interactions of Earth systems including: Geology, Oceanography, Meteorology and Astronomy. This course will focus on the structure of the Earth and natural processes that are changing Earth's surface. Topics will include structure of the Earth, the rock cycle, earthquakes/volcanoes, plate tectonics, structure/processes of the atmosphere, weather patterns, natural disasters, sun-earth-moon system, solar system, stars, and galaxies. Methods of instruction may include lab work, group activities, research, lecture, discussion, reading/writing, and presentation.

**BIOLOGY II**

COURSE CODE: SCI 5032

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I

**NCAA OP**

This class is a continuation of Biology I. This class will cover topics such as protists, bacteria, worms, arthropods, fish, amphibians and mammals. Students will also learn about microbiology and how basic staining techniques of bacteria specimens for viewing under the microscope. Laboratory activities are performed so students will gain valuable hands-on experiences as the different topics are covered. It includes several dissections of representative specimens.

**AP ENVIRONMENTAL SCIENCE**

COURSE CODE: SCI 5121

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Biology, Chemistry, Algebra I

**NCAA OP**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This rigorous science course stresses scientific principles and analysis and includes a laboratory component. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.



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**GENERAL ASTRONOMY**

COURSE CODE: ASTR 1504

LEVEL: 12

CREDIT: 1

**OP**

Methods of observation and analysis. Current interpretations of observational data and theories related to the solar system, galaxies, extragalactic objects, and the universe. Laboratory work included.



# Professional and Global Readiness

These courses give students the opportunity to build skills that are valuable in every career pathway. Courses such as leadership, internships, and world languages help students develop confidence, responsibility, and real-world experience that can be applied to any field of study.

These courses allow students to explore personal interests, strengthen college and career readiness, and gain skills that employers and colleges value. Leadership courses help students grow as decision-makers and team members, internships provide hands-on experience in real workplaces, and world language courses build communication skills and cultural awareness.

Students who include these courses in their schedules are better prepared for life after high school. These courses support academic success, career exploration, and personal growth, making them an important part of a well-rounded high school experience.



### SPANISH I

COURSE CODE: LANG 3161

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

NCAA OP

This class is an introduction to the Spanish language and culture. Hispanic culture and topics will be discussed throughout the course. The four basic skills of listening comprehension, reading, speaking, and writing will be acquired. Students will learn and apply vocabulary and verbs essential to their progression into Spanish II. Students will also engage in guided conversations, activities, and translations.

*Note: Spanish I taken prior to 9th grade will be recorded on the student's transcript and will be credited toward high school elective graduation requirements. It will count toward the high school grade point average. If the course is taken prior to 9th grade, it cannot be repeated for a higher grade.*

### SPANISH II

COURSE CODE: LANG 3162

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: A, B, or C in Spanish I

NCAA OP

This class is an expansion of Spanish I. Students will be using more complex grammatical structures in writing as well as more elaborate and intricate conversations and discussions in Spanish. Amongst such structures should be the use of: reflexives stem changing verbs; past, present and future tenses. Conditional and present progressive tenses will also be reviewed. Cultural awareness about the different Latin American countries and Spain will be promoted and explored.

### SPANISH III

COURSE CODE: LANG 3163

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: A, B, or C in Spanish II

NCAA OP

In this expanding engagement with Spanish, students deepen their attention on four key skills in foreign language acquisition: listening comprehension, speaking, reading and writing. We will improve these skills through significant works of literature, film and art, and responding to the works orally or written. The course will also build off of what was learned in Spanish 2 in grammar and will dive deeper into the Spanish tenses and uses, i.e.; imperfect, subjunctives, formal commands and future tenses. New vocabulary will also be instructed. All of these topics will be reinforced through numerous interactive activities, games, reading and listening assessments, etc. And finally, students will discover and learn more about the culture of Spanish speakers through multimedia and speaking presentations and written work. This course has been aligned to national standards as set forth by ACTFL.

### SPANISH IV

COURSE CODE: LANG 3164

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: A or B in Spanish III

NCAA OP

This course is an enhanced continuation of Spanish III (grammar, vocabulary, culture, etc. will be expanded). The student will continue to develop stronger skills in the four areas of language study (reading, writing, speaking, and listening).



**FRESHMEN SUCCESS**

COURSE CODE: ELE2725F

LEVEL: 9

CREDIT: 0.5

PREREQUISITE: None

This class utilizes classroom instruction and on-site intern experience. Upon completion of this course you have a better understanding of employment soft skills and specific career options. Traditional letter-grades will be assigned for this class, grades are based upon work attendance and performance reviews, classroom performance during instructional time and weekly journals and a final project. Times and credit for this class vary based on the student’s schedule and the amount of time spent at the worksite.

**SENIOR CAPSTONE**

COURSE CODE: ELE2725F

LEVEL: 12

CREDIT: 0.5

PREREQUISITE: None

This course will walk seniors through post-secondary options of college and career and personal finance. Students will perform in-depth career exploration, choose an industry they can envision a future career in, and develop a plan to pursue their goal in that industry. Students will also research colleges and how to apply to those colleges as well as apply for grants and financial aid. This course also explores the financial obligations and decisions that await them after high school and will cover the Financial Literacy requirements needed to graduate.

*Note: This course is required for graduation.*

**RACERCONNECT INTERNSHIP**

COURSE CODE: INTERJR (Junior), INTERSR (Senior)

LEVEL: 11, 12

CREDIT: varies by numbers of class periods interning

PREREQUISITE: Counselor Approval

This class utilizes classroom instruction and on-site intern experience. Upon completion of this course you have a better understanding of employment soft skills and specific career options. Traditional letter-grades will be assigned for this class, grades are based upon work attendance and performance reviews, classroom performance during instructional time and weekly journals and a final project. Times and credit for this class vary based on the student’s schedule and the amount of time spent at the worksite.

*Note: This course requires students to fill out an application with the Internship Coordinator.*

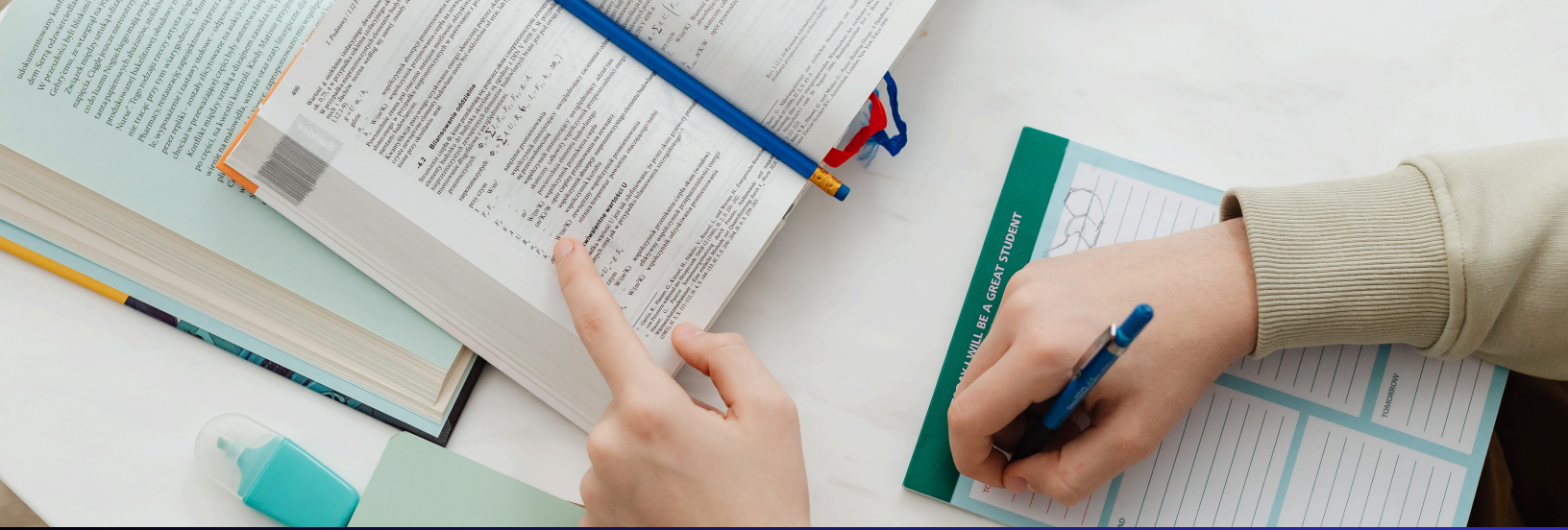
Mid-America Technology Center (MATC) was established in 1968, and we held our first classes in the fall of 1971, serving 17 feeder schools with 13 programs. Today, we offer 30 full-time programs to students from 19 feeder schools, with an average enrollment of 1,000 full-time students. MATC is recognized across the state as a top choice for career and technical education, where students learn using state-of-the-art equipment and are guided by a dedicated, skilled staff preparing them for today's and tomorrow's workforce.

MATC serves a large area including McClain and Garvin counties, as well as parts of Cleveland, Pottawatomie, and Grady counties. We welcome students from Blanchard, Bridge Creek, Dibble, Elmore City-Pernell, Lexington, Lindsay, Little Axe, Maysville, Newcastle, Noble, Paoli, Pauls Valley, Purcell, Stratford, Wanette, Washington, Wayne, and Wynnewood.

MATC offers full-time programs for high school students during the day, with sessions from 8:30–11:30 a.m. and 12:30–3:30 p.m. Students may attend either session and can complete a program over two years by attending half-day sessions. Each program, also called a Career Pathway, prepares students for a variety of careers within that field. Students can also take additional courses to help meet their high school graduation requirements.

**Full-Time Programs Available:**

- Audio Visual Integration
- Automotive Service Technician
- Building and Property Maintenance
- Business and Office Assistant
- CADD
- CareerTech Explorer
- Carpentry – Residential
- CNC Machinist
- Combination Collision Repair Technician
- Cosmetologist
- Criminal Justice Officer
- Cyber Security
- Diesel Service Technician
- Electrician – Residential/Commercial
- Emergency Medical Technician
- Equine Production
- Graphic Design
- Health Careers Explorer
- Horticulture Technician
- HVAC Technician – Residential
- Industrial Robotics & Automation
- Medical Office Assistant
- Multimedia Specialist
- Network Systems Technician
- Pre-Nursing
- Therapeutic Health Services
- Veterinary Assistant
- Welder / NCCER Level 2 Plus



# Course Offerings

## Foundational Curriculum

The foundational curriculum provides students with the essential knowledge and skills needed for success in high school and beyond. Core classes in English, mathematics, science, and history build critical thinking, problem-solving, and communication skills that support learning across all subjects and future career pathways.

These courses prepare students for college, career, military service, and lifelong learning by strengthening academic habits such as perseverance, organization, collaboration, and responsibility. A strong foundation in core content helps students adapt to new challenges, make informed decisions, and understand the world around them.

The foundational curriculum is designed to support students in every stage of life, not just during high school. The skills developed through core coursework empower students to be informed citizens, effective communicators, and confident learners who are prepared to succeed in a rapidly changing world.



## ENGLISH I (GRAMMAR & COMP)

COURSE CODE: ENG 4045

LEVEL: 9

CREDIT: 1

PREREQUISITE: None

**NCAA OP**

English I has a high focus and emphasis on grammar and composition and is a year-long course in which students will evaluate, interpret, analyze, and respond to a variety of texts including fiction, non-fiction, drama, and poetry. Students will write for a variety of audiences using the writing process to develop effective, coherent work. Students will demonstrate the command of the conventions of Standard English. Students will learn and practice skills pertaining to reading comprehension, literary analysis, writing, speaking, listening, and visual literacy.

## PRE AP ENGLISH I

COURSE CODE: ENG 4045AP

LEVEL: 9

CREDIT: 1

PREREQUISITE: None

**NCAA OP**

This course is designed for those students who show exemplary reading and writing skills in English and want to prepare for future AP English courses. Throughout the course of the year, students will read from multiple genres, including fiction, nonfiction, poetry, drama, and novels, and will focus on identifying and analyzing literary elements. Students will write for a variety of purposes, including persuasion, narration, exposition, reflection, research, literary analysis, and poetry. Students will also study grammar, usage, and mechanics to facilitate more advanced writing. Students in this course will utilize the College Board Pre AP Curriculum.

## ENGLISH II (WORLD LITERATURE)

COURSE CODE: ENG 4048

LEVEL: 10

CREDIT: 1

PREREQUISITE: English I

**NCAA OP**

English II is a sophomore level class combining literature and grammar. The course is designed to acquaint students with the various genres of literature as well as to emphasize writing skills. Objectives are designed to meet the Oklahoma Academic Standards. Literature selections will be a mixture of American, English and world authors covering poetry, drama, short stories, and novels. Grammar and mechanics will be used to reinforce and improve writing basics such as sentence structure, paragraphs, and essay writing.

## PRE AP ENGLISH II

COURSE CODE: ENG 4048AP

LEVEL: 10

CREDIT: 1

PREREQUISITE: English I

**NCAA OP**

This sophomore level class meets the standards and requirements of English II while providing a challenging class for college-bound students. Vocabulary, writing and the study of complex literature are the major focuses of the course. Literature selections will be a mixture of American, English and world authors covering poetry, drama, short stories, and novels. Grammar and mechanics will be used to reinforce and improve writing basics such as sentence structure, paragraph, and essay writing. Students are expected to complete both individual and group assignments and projects. Students in this course will utilize the College Board Pre AP Curriculum.

## ENGLISH III (AMERICAN LITERATURE)

COURSE CODE: ENG 4051

LEVEL: 11

CREDIT: 1

PREREQUISITE: English II

**NCAA OP**

This course is designed to improve students' ability to read for a variety of purposes, plan and develop several types of writing, apply standards of English grammar and usage, speak effectively and listen responsively, and develop higher order thinking skills. Students in this course will examine American literature to determine common themes among literary selections and to explore the changing cultural beliefs and values in American history and literature. Students can also expect vocabulary studies based on Greek and Latin roots, a variety of essay assignments, traits of writing analysis, fiction and nonfiction analysis, grammar and sentence structure studies, novel studies, presentations, as well as a research paper and/or project.

## AP ENGLISH III (LANGUAGE & COMPOSITION)

COURSE CODE: ENG 4057

LEVEL: 11

CREDIT: 1

PREREQUISITE: English II

**NCAA OP**

This junior level course meets the requirements and standards of English III and follows the standards set forth by College Board in order to be designated an AP class. AP English Language and Composition is designed to be equivalent to an introductory college-level composition course. In this class, students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style. Students will learn to support arguments with a solid line of reasoning through writing rhetorical analysis, argument, and synthesis essays. Students will also develop presentation skills and write research papers, as well as utilize critical thinking and analytical skills. This course prepares students to take the optional AP English Language and Composition exam at the end of the year; a qualifying score on this exam could translate to college credit.



# English

## ENGLISH IV (BRITISH LITERATURE)

COURSE CODE: ENG 4054

LEVEL: 12

CREDIT: 1

PREREQUISITE: English III

**NCAA OP**

English IV is a senior level class combining literature, writing, and grammar. The survey course covers the literature of Britain from the Anglo-Saxon period to present time. Understanding of the literature and its historical context is demonstrated through a variety of written assignments. Grammar and mechanics will be used to reinforce and improve writing basics such as sentence structure, paragraph and essay writing. Students in this course will be expected to write well-supported arguments, synthesize sources in a research paper, compare narrative and expository pieces, and compare pieces of literature through analytical writing.

## AP ENGLISH IV

COURSE CODE: ENG 4010

LEVEL: 12

CREDIT: 1

PREREQUISITE: English III

**NCAA OP**

AP English IV is intended to replace college level freshman English. This course meets the standards and requirements of English IV and provides instruction for writing the essays needed for the College Board's AP test in English Literature. Students in this class will engage in a rigorous study of English and American Literature as well as writing and analytical skills. Students will explore several different genres of literature and outside reading should be expected. Students will develop presentations and work on research papers, as well fine tune critical and literary analysis and vocabulary studies. Students will be prepared to take the optional AP Literature and Composition Exam; a qualifying score on this exam could translate to college credit.



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### ENGLISH COMPOSITION I

COURSE CODES: ENGL 1113

LEVEL: 12

CREDIT: 0.5

PREREQUISITE: English III

**NCAA OP**

This course prepares students for college level writing. Essay style, organization, and development as well as critical thinking skills will be emphasized. Passing this class first semester and ENGL 1213 will complete the requirements for taking English IV.

### ENGLISH COMPOSITION II

COURSE CODE: ENGL 1213

LEVEL: 12

CREDIT: 0.5

PREREQUISITE: ENGL 1113

**NCAA OP**

A continuation of the writing experience begun in Composition I. Writing experiences are concurrent with thematic material, including imaginative literature and writing across the curriculum. Incorporation of research techniques leading to the production of research papers. Passing this class and ENGL 1113 first semester will complete the requirements for taking English IV.

## ALGEBRA I

COURSE CODE: MATH 4411

LEVEL: 9

CREDIT: 1

PREREQUISITE: None

NOTE: A scientific calculator is needed. (TI-30XS is preferred.)

**NCAA OP**

Students in this course will identify functions as linear or nonlinear and contrast their properties from tables, graphs, or equations. Students will solve equations, inequalities and systems while performing the basic operations with polynomials in making connections with real world applications.

*Note: Algebra I taken prior to 9th grade will be recorded on the student's transcript. It will be credited toward high school elective requirements, and it will figure into the high school grade point average. If the course is taken prior to 9th grade it cannot be repeated for a higher grade.*

*Algebra I is the first of three math courses required for graduation and college admission.*

## TRANSFORMATIONAL TUTORING

COURSE CODE: ELE 4405

LEVEL: 9

CREDIT: 1

PREREQUISITE: Selected based on standardized test scores

This course is offered through a partnership with the University of Oklahoma's Transformative Tutoring Initiative. This initiative is grounded in rigorous experimental research showing large gains in academic skills, graduation rates, and overall student engagement. Incoming ninth-grade students are identified as requiring additional/remedial support in math based on their standardized test scores in math at the end of 8th grade. The pool of incoming students requiring additional/remedial support in math is randomly placed into one of at least two available sections of an additional/remedial math class for ninth grade students. One section of the remedial class is randomly selected to work with tutors provided by OU three times a week while the other section(s) of the additional/remedial class(es) proceeds as usual.

## GEOMETRY

COURSE CODE: MATH 4520

LEVEL: 9, 10

CREDIT: 1

PREREQUISITE: Algebra I

NOTE: A scientific calculator is needed. (TI-30XS is preferred.)

**NCAA OP**

This course focuses on the basic definitions in plane geometry along with triangles, quadrilaterals, polygons, and circles. Properties of similarity and congruence, basic constructions, perimeter and area, inductive and deductive reasoning, and basic proofs are studied along with an introduction to coordinate geometry, trigonometry, and solid geometry.

*Geometry is the second of three math courses required for graduation and college admission.*

## ALGEBRA CONCEPTS

COURSE CODE: MATH 4418

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Algebra I, Geometry (Teacher Approval)

This course is intended for students as a bridge course between Geometry and Algebra II. Course emphasis will be strengthening skills needed to be successful in Algebra II or College Algebra including: solving linear & quadratic equations and inequalities, factoring, rationals, linear functions.

**Note: This course does not count as math credit for Oklahoma's Promise. It counts as a MATH CREDIT for Core Curriculum only.**

## ALGEBRA II

COURSE CODE: MATH 4412

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Successful completion of Algebra I & Geometry

NOTE: A TI-84 PLUS CE graphing calculator is needed.

**NCAA OP**

This course is a continuation of Algebra I with an emphasis on the real and complex number systems, solving linear and quadratic equations and inequalities by various methods, using coordinate geometry with graphing, solving systems of equations, and introducing logarithms, trigonometry, or other areas of mathematics. Emphasis is placed on problem solving and applications. The graphing calculator will be used extensively throughout this course.

*Algebra II is one of three classes required for college admission.*

## ALGEBRA III

COURSE CODE: MATH 4413

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Algebra II

NOTE: A TI-84 PLUS CE graphing calculator is needed.

**NCAA OP**

This course is designed for juniors and seniors who want to strengthen their math skills, improve ACT readiness, or prepare for higher-level mathematics courses. This course serves as a bridge between Algebra II and advanced math options. Students will study topics aligned with College Algebra, including functions and their graphs, quadratic and higher-degree polynomials, systems of equations, exponential functions, and logarithms.

## PRE-CALCULUS

COURSE CODE: MATH 4611

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Algebra II

NOTE: A TI-84 PLUS CE graphing calculator is needed.

**NCAA OP**

Pre-Calculus is designed for students who plan to take AP Calculus AB or College Calculus. This course moves at a faster pace and reflects the expectations of a college-level math class. Students will build on Algebra III and Trigonometry concepts while studying inverse functions, higher-order polynomial equations, and additional topics that are essential for success in Calculus.



**STATISTICS AND PROBABILITY**

COURSE CODE: MATH 4740

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Algebra II

**NCAA OP**

Statistics gives students a basic understanding of how data and statistics affect their lives. Students learn experimental design, how to use graphs and statistics to describe a data set, modeling data sets with functions and probability, and inferential statistics.

**AP CALCULUS AB**

COURSE CODE: MATH 4615

LEVEL: 12

CREDIT: 1

PREREQUISITE: A or B in all previous math classes

NOTE: A TI-nSpire CX CAS calculator is needed

**NCAA OP**

Advanced Placement Calculus is a one-year course that studies limits, derivatives, integrals and their applications. This course is designed to prepare students for the AP Calculus College Board Exam. College Credit may be obtained for a passing score on the exam.



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**COLLEGE ALGEBRA**

COURSE CODE: MATH 1513

LEVEL: 11, 12

CREDIT: 1

**NCAA OP**

The study of linear functions and graphs of equations. Includes operations with functions; the study of polynomial, rational, exponential, and logarithmic functions and their graphs; sequences and variation. This class may be paired with Honors College Prep Algebra III to be taken in the second semester.

**TRIGONOMETRY**

COURSE CODE: MATH1613

LEVEL: 12

CREDIT: 1

PREREQUISITE: College Algebra

**NCAA OP**

This course includes the following concepts: an introduction to trigonometric functions application, identities, complex numbers, equations, inverse functions, and logarithmic functions.

**STATISTICS**

COURSE CODE: MATH 2013

LEVEL: 12

CREDIT: 1

PREREQUISITE: College Algebra

**NCAA OP**

Introductory course in statistics designed to introduce students to the techniques of experimental statistics and to develop general knowledge of statistics. Topics covered include: data analysis and collection, statistical summary measures, correlation, introductory probability concepts including the role of randomization and chance, sampling distributions and sampling variability, point and interval estimation, and hypothesis testing.



## PHYSICAL SCIENCE

COURSE CODE: SCI 5160

LEVEL: 9

CREDIT: 1

PREREQUISITE: None

**NCAA OP**

Physical Science is the study of the interactions of matter. Some major topics will include motion and forces, Newton's Laws of Motion, energy transformations, atomic structure/function, periodic patterns of the Periodic Table, types of atomic bonding, and chemical interactions. Students will explore these topics through hands-on laboratory exercises, teacher demonstration, reading of related text, small and large group discussion, written assignments, and group work. There will be a focus on developing experimental design skills including identifying and manipulating experimental variables, construction and interpretation of data tables and graphs, and problem solving using basic mathematical applications.

## BIOLOGY I

COURSE CODE: SCI 5031

LEVEL: 10

CREDIT: 1

PREREQUISITE: None

**NCAA OP**

This course is the study of the processes and structural organization of living organisms and their relationship to the living and nonliving world. Some major topics include cell structure and function, cell reproduction, DNA, RNA, protein synthesis, heredity/genetics, ecology, classification of living things, and diseases. Topics will be explored using science process skills including observation, data collection, mathematical analysis of data, constructing/interpreting graphs and developing conclusion statements based on evidence. Other instructional methods include teacher presentation, reading of text, small and large group discussion, writing assignments, individual, and small group projects, and a combination of individual and small group work done in class.

## EARTH SCIENCE

COURSE CODE: SCI 5061

LEVEL: 11

CREDIT: 1

PREREQUISITE: Biology I and Algebra I

**NCAA OP**

Earth Science is a study of the interactions of Earth systems including: Geology, Oceanography, Meteorology and Astronomy. This course will focus on the structure of the Earth and natural processes that are changing Earth's surface. Topics will include structure of the Earth, the rock cycle, earthquakes/volcanoes, plate tectonics, structure/processes of the atmosphere, weather patterns, natural disasters, sun-earth-moon system, solar system, stars, and galaxies. Methods of instruction may include lab work, group activities, research, lecture, discussion, reading/writing, and presentation.

## CHEMISTRY I

COURSE CODE: SCI 5051

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I, Grade of A, B, C in Algebra I

**NCAA OP**

This course involves the study of matter, its composition, and the changes matter undergoes. Major topics presented for study are matter and change, atomic structure, reactions, chemical bonding, kinetic molecular theory, stoichiometry, thermochemistry, solutions, reaction kinetics, equilibrium, and nuclear chemistry. Lab skills are developed which will assist students in any science course needed in general education requirements for colleges and STEM related fields.

## ANATOMY / PHYSIOLOGY

COURSE CODE: SCI 5333

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I

**NCAA OP**

This full year course will start with basic chemistry and medical terminology followed by a progression from the cellular level through the different levels of body organization. The major organ systems (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive) are covered not only in structure but also in function. Sensitive topics will be discussed including diseases and sexual reproduction. Identification of anatomical structures and laboratory work, including dissections, are required. This course is designed to help students prepare for higher education, to further their studies in an area of biological interest, or to enter a health-related profession.

## BIOLOGY II

COURSE CODE: SCI 5032

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I

**NCAA OP**

This class is a continuation of Biology I. This class will cover topics such as protists, bacteria, worms, arthropods, fish, amphibians and mammals. Students will also learn about microbiology and how basic staining techniques of bacteria specimens for viewing under the microscope. Laboratory activities are performed so students will gain valuable hands-on experiences as the different topics are covered. It includes several dissections of representative specimens.



## CHEMISTRY II

COURSE CODE: SCI 5052

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Chemistry I, A or B in Algebra I

**NCAA OP**

Students will take concepts learned in Chemistry I and apply them to a more in-depth and laboratory intense study in addition to new topics and current chemistry research. Students will learn more advanced laboratory techniques for sample analysis, separation and isolation of chemical substances, and management of a chemical laboratory, including preparation of precise concentrations of reactants for their own lab activities and those for other classes. Extensive labs and student responsibility for projects are involved. This will prepare students for Chemistry I in college.

## PHYSICS

COURSE CODE: SCI 5211

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: A or B in Geometry, A or B in Algebra II

**NCAA OP**

Physics is a course that builds upon basic concepts taught in Physical Science. Students will be involved in a more advanced study of motion and forces, work, simple machines, energy waves (sound and light), electricity, and the application of mathematics to model and explain these concepts. Group work, labs, lecture, discussion, reading, writing, and presentation may be utilized in this course. Lab skills are developed which will assist students in any science course needed in general education requirements for colleges and STEM related fields.

## FORENSIC SCIENCE

COURSE CODE: SCI 5334

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Biology I

**NCAA OP**

This course is for students interested in the study of criminal science or criminal justice. Topics will include history of forensics, legal search requirements, methods of searching a crime scene, techniques for collecting evidence, crime scene photography, hair and fiber evidence, handwriting analysis and forgery investigations, impression evidence, and DNA evidence. Students will also learn about autopsy through dissection of fetal pigs. Sensitive materials will be discussed including blood pattern analysis, death investigations, firearm analysis and ballistics, and forensic psychology. Independent research will be required along with outside readings and writing crime scene data analysis reports.

## ASTRONOMY/METEOROLOGY

COURSE CODE: SCI 5020

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology I

**NCAA OP**

One semester will be focused on astronomy, and one semester will be focused on meteorology. Astronomy concepts covered include stars, constellations, the solar system, lunar cycles, history of modern astronomy, telescopes, stellar spectra, star formation and death, galaxies, structure of the universe, asteroids, comets and meteorites. A limited number of night sky observations are a required component of this course. Meteorology concepts include natural atmospheric phenomena such as thunderstorms, tornados, hurricanes, atmospheric energy, seasons, light, color and optics, humidity, condensation, air pressure, clouds, wind, air masses and fronts. Weather observations and data collection will be an integral part of this semester.

## AP ENVIRONMENTAL SCIENCE

COURSE CODE: SCI 5121

LEVEL: 11, 12

CREDIT: 1

PREREQUISITE: Biology, Chemistry, Algebra I

**NCAA OP**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This rigorous science course stresses scientific principles and analysis and includes a laboratory component. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

## AP BIOLOGY

COURSE CODE: SCI 5035

LEVEL: 10, 11, 12

CREDIT: 1

PREREQUISITE: Biology, A or B in Chemistry

**NCAA OP**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.



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## OKLAHOMA STATE UNIVERSITY

### Dual Credit Opportunity

#### GENERAL BIOLOGY

COURSE CODE: BIOL 1114

LEVEL: 12

CREDIT: 1

NCAA OP

General Biology introduces various topics in biological science including basic chemistry; cellular biology; studies of animals, plants, protozoans, and fungi; human biology; genetics and heredity; and environmental/population studies. Lab is required to receive full credit.

#### GENERAL CHEMISTRY I

COURSE CODE: CHEM 1115

LEVEL: 12

CREDIT: 1

PREREQUISITE: College Algebra

NCAA OP

The more important principles upon which chemistry is based. Also includes a study of many of the elements, the periodic classification of the elements, acid base chemistry, the meaning of equations, and equilibria. Lecture and laboratory.

#### GENERAL PHYSICAL SCIENCE

COURSE CODE: PHYS 1014

LEVEL: 12

CREDIT: 1

NCAA OP

An introduction to the fundamentals of physical science with emphasis in Physics and Chemistry. Course includes applications to other physical sciences. Lab is required to receive full credit.



## OKLAHOMA HISTORY

COURSE CODE: SS 5615

LEVEL: 9

CREDIT: 0.5

PREREQUISITE: None

**NCAA OP**

This one-semester class emphasizes the contributions of all ethnic groups in the social, economic, and political development of the state. The unique role of the American Indian is a major focus of the class including a study of tribal variations in customs and practices. Students also become familiar with the geography of Oklahoma and the developments since statehood.

*This is a one semester course paired with Freshman Success.*

## ECONOMICS

COURSE CODE: SS 5521

LEVEL: 10

CREDIT: 0.5

PREREQUISITE: None

**NCAA OP**

Basic economic theory is the foundation of this course as students learn how fundamental decisions about the four factors of production are made. Key topics covered include: law of supply and demand; saving, borrowing, and spending; the Federal Reserve System and the money supply; and the role of government in an open market economy.

## U.S. HISTORY

COURSE CODE: SS 5410

LEVEL: 11

CREDIT: 1

PREREQUISITE: None

**NCAA OP**

This course is a general survey course of the history of the North American continent, beginning from the end of Reconstruction to the present day. This course will be geared around primary documents, lectures, critical thinking, and analysis, as well as classroom discussions and debates. This course aims at preparing the students for college by teaching them effective note-taking techniques, as well as the ability to organize information from lectures to construct a timeline of relevant events in American history. The first semester includes Native American resistance, early civil rights movements, and the Progressive era. The second semester is spent primarily in the twentieth century, with a study of how the major events of this era, (The Great Depression, World War II, the Cold War, Civil Rights, Vietnam, the Gulf War, the War on Terror), reflect and shape the position of the United States in the world today.

## U.S. GOVERNMENT

COURSE CODE: SS 5541

LEVEL: 10, 12

CREDIT: 0.5

PREREQUISITE: None

**NCAA OP**

This one semester course that studies the extraordinarily dynamic American system of government. Students will study why the government is the institution through which society makes and enforces its public policies. The course will encourage active participation in the process of government and citizenship by engaging students in topics and issues that are relevant to their lives. The course will provide a strong foundation in the origins and principles of American government. We will emphasize multiple viewpoints to get students thinking and making decisions about real issues. We will explore controversial issues through case studies and special features that promote active citizenship.

## AP U.S. HISTORY

COURSE CODE: SS 5415

LEVEL: 11

CREDIT: 1

PREREQUISITE: None

**NCAA OP**

This two-semester course is designed to be the equivalent of an introductory college course and prepare the student to take the AP Exam in May. It presents a survey of United States History from colonization to the present. The student is expected to display a requisite grasp of the assigned reading, competent writing skills, an ability to discern various points of view and understand its impact on interpretation, essential skills in handling and defending a position, and the capability of making judicious analyses and evaluations of primary documents.

## TECHNOLOGY & GLOBAL CHANGE

COURSE CODE: SS 5731

LEVEL: 10, 11, 12

CREDIT: 0.5

PREREQUISITE: None

**NCAA OP**

This is a semester-long World History course that examines global history from the Renaissance to the present through the lens of engineering, technology, and aviation. Students explore how scientific discovery, industrialization, and technological innovation reshaped societies, economies, warfare, and global connections. Instruction begins with the Renaissance and Scientific Revolution and focuses on key developments such as the Industrial Revolution, imperialism, the World Wars, post-World War II transformation, and contemporary global issues. Throughout the course, students analyze the role of transportation, aviation, and aerospace technology in shaping the modern world. Students develop historical thinking and geographic skills while applying systems-based and problem-solving approaches aligned with STEM pathways. This course fulfills World History graduation and NCAA requirements while supporting students interested in engineering, aviation, and technology-related fields.

## STREET LAW

COURSE CODE: SS 5450

LEVEL: 12

CREDIT: 0.5

PREREQUISITE: U.S. Government/US History

NCAA OP

Street Law (Civics) is an in-person course that introduces students to the U.S. legal system and how laws affect everyday life. Students explore topics such as constitutional law, civil and criminal law, court procedures, civil rights, family and consumer law, housing and environmental law, cybercrime, and identity theft. This course is highly interactive and hands-on. Students learn through case studies, mock trials, discussions of current events, and problem-solving activities. Working individually and in teams, students develop critical thinking, communication, and civic responsibility skills while learning how to be informed and engaged citizens.



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### US HISTORY SINCE 1877

COURSE CODE: HIST 1493

LEVEL: 12

CREDIT: 1

NCAA OP

From 1877 to present. Post-reconstruction; industrialism; immigration; reform movements; race, gender and ethnicity; cultural conflicts; the welfare state; and international relations.

### AMERICAN FEDERAL GOVERNMENT AND POLITICS

COURSE CODE: POLS 1113

LEVEL: 12

CREDIT: 1

NCAA OP

A study of the developing principles, structure, and functions of the United States federal government.



# Athletics and Fitness

Athletics plays an important role in supporting the development of well-rounded students. Participation in athletics encourages physical wellness, school pride, and a strong sense of community while providing students with opportunities to represent their school in a positive and meaningful way.

Through athletic participation, students develop essential life skills such as teamwork, leadership, discipline, perseverance, and time management. Student-athletes learn how to balance academic responsibilities with athletic commitments while building confidence, resilience, and a strong work ethic that extends beyond the playing field.

Our school offers a wide range of athletic opportunities. Athletics complement the academic program by supporting personal growth and helping students develop habits that contribute to success in school, future careers, and life.

Students who plan to continue participating in competitive sports at the college level must contact the NCAA Clearinghouse to be sure of eligibility during their junior year of high school. The NCAA has its own guidelines for high school courses to qualify for admission to college athletics. Foreign Language is a requirement of any student wishing to participate in NCAA. Parents are urged to contact the NCAA early to ensure eligibility. The NCAA Clearinghouse website is [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

Please note: It is the responsibility of the student/guardian to notify their counselor if they have registered with the NCAA. Counselors will assist students tracking the necessary coursework for eligibility; however, you, the student, are ultimately responsible for completing all of the requirements of the program.

### Division I Academic Requirements

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

#### CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:



### Division II Academic Requirements

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

#### CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:





**COMPETITIVE ATHLETICS**

COURSE CODE: See Below

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: None

School sponsored athletics. Students should choose this class if they are participating or serving as a manager in any of the following athletic activities: Baseball, Basketball (Boys/Girls), Cheer, Cross Country (Boys/Girls), Football, Golf (Boys/Girls), Soccer (Boys/Girls), Softball, Track, Volleyball, Wrestling.

Note: Students only enrolling in a one semester course must select another one semester course.

Sport	Course
Cheer	80216
Football	80217
Cross Country	80202
Fast Pitch Softball	80203
Volleyball	80204
Basketball	80205
Wrestling	80207
Baseball	80209
Golf	80210
Soccer	80212
Track	80214
Swim	80208
Tennis	80227

**STRENGTH AND CONDITIONING**

COURSE CODE: ELE 3320

LEVEL: 9, 10, 11, 12

CREDIT: 1

PREREQUISITE: For competitive athletes only

This course is designed to improve students physically in preparation for all sports or for self-improvement. This course includes techniques and instruction in conditioning, strength training and overall athletic performance. Students enrolled in competitive athletics will have the opportunity to maintain their weight training during the school period.

Note: This is not a mandatory class to participate in competitive athletics.



MEMO

To: Newcastle Board of Education  
From: Kristi Ferguson, Assistant Superintendent  
Date: March 2, 2026  
Re: Surplus list of school vehicles and equipment

The following vehicles or equipment need to be declared as surplus for sale or disposal:

Bus No/Descriptor	Plate Number	State	Model Year	Vehicle Description	VIN Number
N23	4-30042	OK	2002	Bluebird bus with lift	1GBJG331F121126258
N15	13514	OK	2011	Bluebird bus	1BAKGCPHXCF28905
N07	14553	OK	2011	Bluebird bus	1BAKGCPH1BF277686
Minivan	11576	OK	2008	Nissan Quest	5N1BV28U98N106325

1991- Yamaha Generator 650 #YG650DE

# MEMO

**To:** Newcastle Schools Board of Education

**From:** Marshall Bingham, IT Director

**Date:** March 9, 2026

**Re:** Surplus of outdated/damaged technology and peripherals

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I am requesting the following items be declared as surplus. The items listed are unusable due to either defect or age. The equipment will be collected and recycled by ECO Electronics per industry standard and at no cost to the district.

Laptops:

Asset ID	Brand	Model	SN
3763	Microsoft	1796	041604692253
4995	Microsoft	1866	027366403453
3765	Microsoft	1796	041609192253
N/A	Microsoft	1631	081399544753
7544	Microsoft	1960	041884313453
7709	Microsoft	1960	043887513453
7586	Microsoft	1960	041858213453
7650	Microsoft	1960	004555213353
7594	Microsoft	1960	041041413453
7690	Microsoft	1960	041388413453
8025	Microsoft	1960	028346515153
7699	Microsoft	1960	041349713453
7633	Microsoft	1960	040730713253
7717	Microsoft	1960	004421313353
7680	Microsoft	1960	043955413453
7664	Microsoft	1960	043815713453

<b>7560</b>	<b>Microsoft</b>	<b>1960</b>	<b>041767313453</b>
<b>7704</b>	<b>Microsoft</b>	<b>1960</b>	<b>040886213253</b>
<b>7541</b>	<b>Microsoft</b>	<b>1960</b>	<b>015121413253</b>
<b>8015</b>	<b>Microsoft</b>	<b>1960</b>	<b>018466311253</b>
<b>7550</b>	<b>Microsoft</b>	<b>1960</b>	<b>043819313453</b>
<b>7710</b>	<b>Microsoft</b>	<b>1960</b>	<b>040808113253</b>

Desktops:

<b>Asset ID</b>	<b>Brand</b>	<b>Model</b>	<b>SN</b>
<b>4-0983</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>12-0976</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>7-0980</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>5-0982</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>1-0973</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>13-0975</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>9-0978</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>14-0974</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>3-0984</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>10-0977</b>	<b>Dell</b>	<b>OptiPlex 780</b>	
<b>8-0979</b>	<b>Dell</b>	<b>OptiPlex 780</b>	

Monitors:

<b>Asset ID</b>	<b>Brand</b>	<b>Model</b>	<b>SN</b>
<b>N/A</b>	<b>Acer</b>	<b>V206HQL</b>	<b>50205345242</b>

N/A	Acer	V206HQL	50205345442
N/A	Acer	V206HQL	50205346242
N/A	Acer	V206HQL	50205346142
N/A	Acer	V206HQL	50205348542
N/A	Acer	V206HQL	50205344942
N/A	Acer	V206HQL	50205347642
N/A	Acer	V206HQL	50205343342
N/A	Acer	V206HQL	50205346042
N/A	Acer	V206HQL	48028236342
N/A	Acer	V206HQL	50205348042
N/A	Acer	V206HQL	50205348342
N/A	Acer	V206HQL	50205346342
N/A	Acer	V206HQL	50205348842
N/A	Acer	V206HQL	50205347342
N/A	Acer	V206HQL	50205347842
N/A	Acer	V206HQL	50205348642
N/A	Acer	V206HQL	50205348242
N/A	Acer	V206HQL	50205347942
N/A	Acer	V206HQL	50205345142
N/A	Acer	V206HQL	50205346742
N/A	Acer	V206HQL	50205346642
N/A	Acer	V206HQL	50205344342
N/A	Acer	V206HQL	50205346542
N/A	Acer	V206HQL	50205344242

N/A	Acer	V206HQL	50205347442
N/A	Acer	V206HQL	50205348442
N/A	Acer	V206HQL	50205347742
N/A	Acer	V206HQL	50205347542
N/A	Acer	V206HQL	50205347142
N/A	Acer	V206HQL	50205346442
N/A	Acer	V206HQL	50205343242

TVs:

Asset ID	Brand	Model	SN
N/A	Element	N/A	N/A

Parts:

Part	Quantity
Screen	36
Battery	82
Bottom Case	15
Keyboard	21
Mousepad	3
Motherboard	39
Top Case	9
Screen Case	8

Misc:

Device	Brand	Total
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<b>Chromebook</b>	<b>Samsung</b>	<b>3</b>
<b>Chromebook</b>	<b>HP</b>	<b>3</b>
<b>Keyboard</b>	<b>Dell</b>	<b>28</b>
<b>Mouse</b>	<b>Dell</b>	<b>25</b>
<b>Keyboard</b>	<b>Logitech</b>	<b>3</b>
<b>Mouse</b>	<b>Logitech</b>	<b>3</b>
<b>Cords</b>	<b>N/A</b>	<b>120</b>
<b>Keyboard</b>	<b>Microsoft</b>	<b>1</b>

Total:

<b>Page</b>	<b>Total</b>
Chromebook Parts	213
Laptops	22
Desktops	11
Monitors	32
Misc.	186
<b>Total</b>	<b>464</b>



**BLEDSON, HEWETT & GULLEKSON**  
CERTIFIED PUBLIC ACCOUNTANTS, PLLLP

Eric M. Bledsoe, CPA  
Jeffrey D. Hewett, CPA  
Christopher P. Gullekson, CPA

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February 12, 2026

Dr. Cathy Walker, Superintendent  
Newcastle Independent School District  
101 N Main  
Newcastle, OK 73065

We are pleased to offer our bid and to confirm our understanding of the services we are to provide for Newcastle Independent School District (the District) for the year ended June 30, 2026.

**Audit Scope and Objectives**

We will audit the financial statements – regulatory basis of the governmental activities and disclosures, which collectively comprise the basic financial statements of the District as of and for the year ended June 30, 2026. We understand the financial statements will be presented in accordance with a financial reporting model, and prepared using a regulatory basis of accounting, as prescribed by the Oklahoma State Department of Education.

We have also been engaged to report on supplementary information, to include, but not limited to the combining financial statements and the schedule of expenditures of federal awards, which accompany the financial statements. We will subject the supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in our auditor's report on the financial statements.

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with the prescribed regulatory basis and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in

the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

### **Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit**

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the school district or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories (when applicable) and direct confirmation of receivables (when applicable) and certain assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will also request written representations from your attorneys, when applicable, as part of the engagement.

### **Audit Procedures—Internal Control**

We will obtain an understanding of the school district and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance

requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Other Services**

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the District in conformity with the regulatory basis of accounting and the Uniform Guidance based on information provided by you. These non-audit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other non-audit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the non-audit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

We will also perform the following services which will not be subjected to any auditing procedures applied in our audit, and for which our auditor's report will not provide an opinion or any assurance.

- Preparation of the 2026-27 Temporary Appropriations, if needed
- Confirmation of 2026-27 Estimate of Needs
- State Auditor and Inspector's filing fee for the 2025-26 audit
- Presentation of the 2025-26 audit report to your Board of Education
- Assist in preparation of supplemental appropriations, if necessary
- Assist in preparation of 2025-26 Schedule of Expenditures of Federal Awards
- Unlimited toll-free telephone consultation with District personnel

### **Responsibilities of Management for the Financial Statements and Single Audit**

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in

compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with the regulatory basis of accounting, and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the ; financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the school district involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the school district received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the school district complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

#### **Engagement Administration, Fees, and Other**

We understand that your employees will prepare all cash, investments, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the school district; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Bledsoe, Hewett & Gullekson CPAs PLLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to Oklahoma State Department of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of

Bledsoe, Hewett & Gullekson CPAs PLLLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Oklahoma State Department of Education, U.S. Department of Education and Office of Management and Budget. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed **\$17,900**. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter, and our fees will be adjusted accordingly.

### **Reporting**

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Governing Board of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

At this time, we are not able to determine if the District will need a Single Audit performed in accordance with the Uniform Guidance, as described in this letter. When, and if it is determined that the District will not need a Single Audit to be performed, we will issue another engagement letter, if required.

Sincerely,

*Bledsoe, Hewett & Gullekson CPAs PLLP*

RESPONSE:

This letter correctly sets forth the understanding of Newcastle Public Schools.

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

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**LEGAL STATUS AND NAME**

Newcastle Public School District (“District”) is an independent school district incorporated according to the laws of the State of Oklahoma. The District is a body corporate and possesses the powers of a corporation for public purposes. The District may sue and be sued, may be capable of contracting and being contracted with, and holding such real estate and personal property as it may come into possession of and as authorized by law.

The District’s legal name is Independent School District No. 1 of McClain County, Newcastle, Oklahoma. The District is commonly referred to as Newcastle Public Schools.

The governing body of the Newcastle School District is designated and known as the Newcastle Board of Education.

**REFERENCE:**                    **73 O.S. §5-105**  
**Laws, 1949, Article 4, Section 5; Laws, 1959, p.321, Section 4;**  
**Oklahoma Constitution, Article 17, Section 2**

**BOARD OF EDUCATION POWERS AND DUTIES**

The general functions of the Newcastle Board of Education are the powers delegated to the board by the State Legislature. Included in those powers is the authority to perform all functions necessary to the administration of the school district as specified in the Oklahoma School Code and, additionally the powers necessarily implied but not delegated by law to another agency or official. These policies and decisions are made according to state and federal laws, State Board of Education regulations, court decisions, and negotiated agreements with employee bargaining units.

The Newcastle Board of Education shall have the power to:

1. Elect its own officers: President, Vice-President, Clerk, and shall appoint an Encumbrance Clerk and a Minutes Clerk and in its discretion, a Deputy Clerk. The board may appoint one person as Encumbrance/Minutes Clerk.
2. Make rules and regulations, not inconsistent with the law or rules and regulations of the State Board of Education, governing the board and the school system of this district.
3. Maintain and operate a complete public school system of such character as the board of education shall deem best suited to the needs of the school district.
4. Designate the schools to be attended by the children of the district.
5. Provide informational material concerning school bond elections and millage elections.
6. Purchase, construct or rent, and operate and maintain classrooms, libraries, auditoriums, gymnasiums, stadiums, recreation places and playgrounds, teacherages, school bus garages, laboratories, administration buildings and other school buildings, and acquire sites and equipment therefor.
7. Have school district property insured.
8. Lease real or personal district property to the state or any political subdivision thereof for nominal cash consideration for so long as the use of the property by the lessee substantially benefits, in whole or in part, the same public served by the school district.
9. Dispose of property no longer needed by the district by sale, exchange, lease, lease-purchase, and partial lease back, or otherwise as prescribed by state law.
10. Purchase necessary property, equipment, furniture, and supplies necessary to carry out and fulfill all powers granted by law.
11. Incur expenses necessary to carry out and fulfill all powers granted by law, subject to the following limitations: The board of education shall not vote to contract with or purchase materials or supplies from a business employing a member of the board of education or the spouse of the member owning an interest in the business of more than 5%.
12. Contract with and fix the duties and compensation of regular physicians or surgeons, dentists, optometrists, and other recognized and legally licensed practitioners, nurses, attorneys, superintendents, principals, teachers, bus drivers, custodians, and other necessary employees of this district.

**BOARD OF EDUCATION POWERS AND DUTIES (cont.)**

13. The board of education shall establish a written policy for reimbursement of necessary travel expenses of employees and members of the board of education. The policy may include in-district travel from the site of employment assignment, which is necessary in the performance of employment duties. The written policy shall specify procedures, contain documentation requirements, and may include payment of meal expenses during authorized travel on a per diem allowance basis rather than itemized documentation. Per diem meal reimbursement may not exceed the amounts authorized for state employees in 74 O.S. §500.8, but such reimbursement shall be available for necessary travel that does not require overnight stays. The board shall designate the funds from which reimbursement is to be made.
14. Pay necessary itemized and documented travel expenses and other related expenses of prospective employees for sponsored visits to the school district as per district policy.
15. Provide for employees' leaves of absence without pay.
16. Exercise sole control over all of the schools and property of this district subject to provisions of the Oklahoma School Code.
17. Allow district-owned school buses to be used for transportation of students from other districts or educational institutions while within the district on educational tours. This shall not restrict the authority of the board to authorize any other use of such buses which may now be permitted by law or rule of the State Board of Education.
18. Enter into contractual agreements with the board of trustees of a multicounty library system, a city-county library commission, or a rural single county library system, as defined by state law, on such terms as may be mutually agreed, except no district board of education may enter into any agreement under which the library services for the school would be provided at any site other than the school site or which would result in library services that do not meet accreditation standards as required by law or rule.
19. Perform all functions necessary to the administration of a school district in Oklahoma as specified in the Oklahoma School Code, in addition to those powers necessarily implied but not delegated by law to any other agency or official.
20. Prepare and distribute at the expense of the school district any and all material which has the purpose of informing the public about district activities.
21. Solicit and accept any gift, grant, or donation of money or property for the use of the school district. Any gift, grant, or donation of money for noncapital expenses may be deposited in the general fund or building fund of the school district. Gifts, grants, or donations for purposes of capital expenses must be placed in the building fund.
22. Pay necessary meal and lodging expenses of school district students and sponsors involved in authorized school-sponsored cocurricular activities. The board shall establish a written policy for reimbursement of necessary meal and lodging expenses of school district students and sponsors. The written policy shall specify procedures, contain documentation requirements, and designate the funds from which reimbursement may be made. Reimbursement may be made from the general fund.

**BOARD OF EDUCATION POWERS AND DUTIES (cont.)**

23. Provide for an appropriate personnel policy and sick leave policy for all teachers employed.
24. Exercise complete control over all funds on hand or hereafter received or collected from all school activities conducted in this school district.
25. Provide for an annual audit of all such school activity funds. The original reports of such audit shall be delivered to the board, and a copy thereof shall be furnished to the treasurer of the school district.
26. Rent the facilities such as gymnasium, auditorium, or cafeteria.
27. Cause all school funds to be audited annually.
28. An educational function not specifically delegated to the State Board of Education, the State Department of Education or the State Board of Career and Technology Education is reserved and may be performed by the local district.

**REFERENCE: 21 O.S. §355  
26 O.S. §13A-105  
62 O.S. §371  
70 O.S. §1-117, §5-105, §5-107B, §5-117, §5-119, §5-124, §5-134**

## **BOARD OF EDUCATION LEGAL STATUS**

The Newcastle Board of Education is a corporate body of five (5) members, each living in the school district and are elected by a vote of the district. Members serve a term of five (5) years or the completion of a five-year term of a member who does not serve the full five years. The board of education derives its authority from the state legislature. The board's power is judicial and legislative, and the superintendent hired by the board serves as its executive officer. The board will not be bound by any statements or action of an individual board member or school employee, except when such statement or action is in pursuance of board policy or specific instruction of the board, as recorded in board minutes. When not in legal session, a board member has no legal authority whatsoever.

The legislative functions of the board are to make plans and policies, select the superintendent, and delegate to the superintendent the placing of plans and policies into operation, and provide the financial means for their achievement.

The judicial functions of the board are to hear and resolve termination hearings, grievance petitions, disciplinary appeals, public complaints, and other actions of a judicial nature.

**REFERENCE:        70 O.S. §1-115, §1-116, and §5-117, et seq.**

## **SCHOOL BOARD MEMBERS TERM OF OFFICE**

It is the policy of the Newcastle Board of Education that as mandated by Oklahoma Statute, Title 26, Section 13A-103, a general election, held for the purpose of electing a member or members of the board of education, shall be held on the first Tuesday in April, unless another date is established by the state legislature. Every candidate for a position on the board shall file a notification and declaration for that office with the McClain County election board between the hours of 8 a.m. on the first Monday in December and 5 p.m. on the following Wednesday. A primary election shall be held if more than two candidates file for a board seat on the second Tuesday in February. A candidate receiving more than fifty percent of the votes cast in the primary election will be elected to the office. If no candidate receives more than fifty percent of the votes cast in the primary election, then the two candidates with the highest number of votes shall appear on the ballot at the general election.

To be eligible to file a notification and declaration of candidacy, the prospective candidate must have been a registered voter in the election district, or ward, and a resident residing within said election district for at least six months immediately preceding the filing period. No person is eligible to be a candidate or to be elected to a board of education unless the person has been awarded a high school diploma or certificate of high school equivalency.

Board members shall be elected to serve a term of five years or until such time as their successors are duly appointed or elected and have qualified as prescribed by law. Terms of office shall be staggered so that one member shall retire from the board each year.

A vacancy on the board of education will occur by law when a board member:

1. Dies;
2. Resigns;
3. Moves out of the school district;
4. Fails to timely complete required workshop hours;
5. Is convicted of any felony or any offense involving a violation of the member's official oath;
6. Pleads guilty or nolo contendere to a felony or any offense involving a violation of the member's oath;
7. Abandons the office; or,
8. Assumes the duty of a second public office when the holding of such office and being a board member violates the dual office-holding provisions of the law. This does not apply to any elected or appointed member of a local school board who is a member or an officer of a volunteer fire department; and directors or officers of a rural water district, chiefs of municipal fire departments or rural fire districts who are appointed or elected to an unsalaried office, except where the duties of the office would create a conflict of interest.
9. Ceases to be a resident of the board district or ward for which the person was elected.

The board of education shall determine if and when a vacancy occurs on the board. Any vacancy occurring during the first half of any board member's term in office shall be filled as follows: The remaining members of the board shall appoint a qualified individual to fill the office until the next election. If the appointment is not made within sixty (60) days, the board shall call for a special election to fill such office.

If a vacancy occurs during the last half of a board member's term, the remaining members of the board shall appoint a qualified individual to fill the office. The appointed individual may serve the remainder of the term. If the appointment is not made within sixty (60) days, the board shall call for a special election to fill such office.

**SCHOOL BOARD MEMBERS TERM OF OFFICE (Cont.)**

The Attorney General has ruled that a school board may interview candidates for appointment in executive session (AG Op. No. 92-23).

The resolution calling for a special election must be delivered to the secretary of the county election board no fewer than 60 days preceding the election. However, the board is not required to wait until the next date the county is holding an election. It is at the discretion of the board as to when the election will be held, as long as the resolution is provided to the secretary of the county election board no fewer than 60 days prior to the date requested for the election.

If the filing period has closed for an open position on the school board and no candidate has filed resulting in a vacancy, the board may appoint to fill the vacancy. In this very limited circumstance, the board may determine that the person appointed does not have to reside in the board election ward. The person appointed would have to fulfill all other requirements as set forth in law for school board candidates. Any person appointed who does not reside in the board election ward may only serve the appointed term of office and would not be eligible to refile for that board seat.

If vacancies occur which result in the loss of a quorum of the board of education, the Governor shall appoint a member or members necessary to constitute a quorum to the board of education. Such appointment shall be for the remainder of the term of office for that seat.

Each board member is expected to attend all board meetings. If a situation arises which will prevent a board member from attending a scheduled meeting, the board member should notify the board president or the superintendent.

**REFERENCE: 26 O.S. §13A-105, §13A-110  
51 O.S. §6  
70 O.S. §5-107A**

## CODE OF ETHICS FOR BOARD MEMBERS

The **Newcastle Board of Education** will be guided by the following Code of Ethics,

As a member of the Board of Education, I will:

1. Remember always that my first and greatest concern must be the educational welfare of all students attending school in our district, and ensuring that they have the opportunity to reach their highest potential;
2. Strive to improve boardsmanship by studying educational issues and participating in board training opportunities;
3. Respect and obey the laws of Oklahoma and the United States, working to bring about desired changes through policies adopted by the board of education and through legal and ethical procedures;
4. Formulate legislative goals, policies, and strategic plans for the district, delegating to administrators the administrative functions of the school(s);
5. Recognize that I, as an individual board member, have no legal authority outside the meeting of the board and will take no private action that will compromise the board, **district** or administration;
6. Make every effort to be prepared, punctual, and in attendance at every board meeting;
7. Respect the confidentiality of privileged information and refrain from disclosing information that may be injurious to individuals or the school(s);
8. Encourage the free expression of opinion by all board members and staff, seeking systematic communications between board members and the public inside and outside the **school** district;
9. Be committed to promoting a cooperative atmosphere in order for the board to effectively serve the students;
10. Recognize and reward excellence in student achievement, teacher performance, and administrative leadership; and
11. Refrain from using my board position for personal or partisan gain.

## BOARD MEMBER CONFLICT OF INTEREST

This policy is designed to prevent placing a board member in a position in which his/her interest in the district and his/her place of employment might conflict and to avoid appearances of conflict of interest that may or may not exist.

The Board shall not make any contract with any of its members or with any company, individual, or business concern in which any of its members shall be directly or indirectly interested, except as provided by law.

Board members shall not have any direct financial interest in a contract with the district, nor shall he/she directly furnish any labor, equipment, or supplies to the district. In the event a board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the district, the board member shall declare this interest and refrain from debating or voting upon the question or contracting with the company. However, the board may purchase supplies or materials from or contract with businesses employing a board member or spouse of the member if the individual does not have more than a 5% ownership interest in the business.

No person shall be elected or appointed to serve on the Board if he or she is related to any other member of the Board or any employee of the District, ~~in the degree prohibited by law~~; State law allows for an exception for a substitute teacher and the degree of relation allowed to a Board member.

~~In addition,~~ No **member of the** Board ~~member~~ may serve as a coach or sponsor of any school organization or activity, including in a volunteer capacity.

## **DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS**

The board of education places a high priority on the importance of a planned and continuing program of in-service education for its members. The central purpose of the program is to enhance the quality and effectiveness of public-school governance in our community. The board shall plan specific in-service activities designed to assist board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds may be budgeted annually to support the program. Individual board members shall be reimbursed for out-of-pocket expenses incurred through participation in approved activities. The board, as a whole, shall retain the authority to approve or disapprove the participation of members in planned activities.

The board regards the following as examples of the kinds of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the state and national school boards associations.
2. District-sponsored training sessions for board members.
3. Subscriptions to publications addressed to the concerns of board members.

In order to control both the investment of time and funds necessary to implement this policy, the board establishes these principles and procedures for its guidelines:

1. A calendar of school board conferences, conventions, and workshops shall be maintained by the superintendent. The board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the board will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to board members for their travel expenses will be in accordance with the travel expense policy for staff members.
4. When a conference, convention, or workshop is not attended by the full board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.
5. The superintendent or the superintendent's designee will maintain records of each board member's training accomplishments and will notify any board member of the need for the board member to accomplish any additional training. The superintendent will notify the State Department of Education of any changes in board membership.

**DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS (Cont.)**

School board members are encouraged to attend virtual and in-person workshops presented by the county, state, and national school boards associations. Professional journals and books in the school libraries shall be made available to every board member.

Board members who are newly elected, re-elected or who plan to seek re-election are required by state law to participate in instruction on education issues, including school finance, Oklahoma education laws, and ethics, duties, and responsibilities of district board of education members. Board members may attend a variety of workshops to be held within the state by the State Department of Education, or other workshops, seminars, or classes presented by any SDE approved organization, including institutes of higher education and the Oklahoma State School Boards Association (OSSBA). The required new board member training must be accomplished during the first 15 months of each board member's tenure. The board will insure that new members are notified of the date and time of such workshops.

By March 1, the Oklahoma State Department of Education will notify school board members who have not yet completed training requirements that they are required to do so. If the board member fails to earn training credits in the timeline set by statute (60 days), the Oklahoma State Department of Education will notify the superintendent and school board member by certified mail. If requirements are not completed, the board of education will then declare the seat vacant.

**REFERENCE:**        **70 O.S. §5-110**  
                              **70 O.S. §5-110.1**

## SCHOOL BOARD INTERNAL ORGANIZATION

The Newcastle Board of Education shall be reorganized at the beginning of the first meeting following the annual school election and certification of election of new members. A new board member elected shall be seated at the beginning of the first regular, special, or emergency school board meeting after the date of the annual school election and after the member has been certified as elected.

At the first regular, special, or emergency meeting after the annual school board election and certification of election of new members, the board shall organize itself by the election from among its members a president, a vice-president, and a clerk. At its discretion, the board may appoint a deputy clerk. The deputy clerk may perform any of the duties and exercise any of the powers of the clerk.

### Board President

The president of the board of education shall preside over all meetings of the board, appoint board members to serve on committees as needed, and sign all warrants approved to be drawn upon school funds. When a school district committee has a board member as a representative, the president shall appoint the board member.

### Board Vice-President

The vice-president of the board of education shall perform all duties of the president in the event of his or her absence or disability, including presiding over all regular, special, or emergency meetings of the board.

### Clerk

See Policy BD-R1- Board of Education Clerk (Regulation)

### Member

All the members of the board shall perform all functions necessary to the governance of Newcastle School District as specified in the Oklahoma School Code.

**REFERENCE:** 70 O.S. §5-107A,  
70 O.S. §5-119,  
70 O.S. §5-120,  
70 O.S. §5-121

**BOARD OF EDUCATION  
CLERK  
(REGULATION)**

The board of education has established the following duties for the clerk of the board of education:

1. It shall be the duty of the clerk of the board of education to attend all meetings of the board and to countersign all warrants for school moneys drawn upon the treasurer by the board; and perform such other duties as the board may direct.
2. The clerk shall, in addition to performing the duties specifically imposed upon him/her by the school code, cooperate with the superintendent of schools, the board treasurer, the minutes clerk, and the encumbrance clerk in the management of the business affairs of the school.
3. The clerk shall attest, in writing, the execution of all deeds, contracts, reports, and other instruments that are to be executed by the board of education.
4. The clerk shall furnish, whenever requested, any and all reports concerning the school affairs, on such forms and in such manner as the State Board of Education or the Superintendent of Public Instruction may require.
5. The clerk is authorized to destroy all claims, warrants, contracts, purchase orders and any other financial records, or documents, including those relating to school activity funds, on file or stored in the offices of the board of education of such district for a period of longer than five (5) years.
6. Performs such other duties as are required by the board of education.

**REFERENCE: 70 O.S. §5-119, §5-122**

## EXECUTIVE SESSIONS

The Newcastle Board of Education may, at its discretion, enter into executive session after the executive session is authorized by a vote in open session only if a proposed executive session is listed on the agenda and the specific section of law authorizing an executive session is also listed on the agenda. If new business arises within the statutory time limitations and otherwise qualifies for an executive session, it may be discussed in executive session.

The board may enter into executive session for any of the following reasons:

1. To discuss the employment, hiring, appointment, promotion, demotion, disciplining, or resignation of any or all of the employees or volunteers of the school district. 25 O.S. §307 (B) (1) [including the appointment of an individual to fill a board vacancy pursuant to 70 O.S. §5-118]
2. To discuss negotiations concerning employees and representatives of employee groups. 25 O.S. §307 (B)(2)
3. To discuss the sale, purchase, lease, acquisition, or appraisal of real property by the public body 25 O.S. §307 (B) (3)
4. To have confidential communications with its attorney concerning a pending investigation, claim, or action if the school district, with the advice of its attorney, determines that disclosure will seriously impair the ability of the district to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest 25 O.S. §307 (B) (4)
5. To hear evidence and discuss the expulsion or suspension of a student when so requested by the student, the parent, an attorney, or the legal guardian. 25 O.S. §307 (B) (5)
6. To discuss matters involving a specific handicapped child. 25 O.S. §307 (B) (6)
7. To discuss any other matter where disclosure of information would violate confidentiality requirements of state or federal laws. 25 O.S. §307 (B) (7)
8. To discuss the following, all of which should be cited 25 O.S. §307 (B) (11):
  - A. The investigation of a plan or scheme to commit an act of terrorism;
  - B. Assessments of the vulnerability of government facilities or public improvements to an act of terrorism;
  - C. Plans for deterrence or prevention of or protection from an act of terrorism;
  - D. Plans for response or remediation after an act of terrorism;

**EXECUTIVE SESSIONS (Cont.)**

- E. Information technology of the public body but only if the discussion specifically identifies:
- 1) design or functional schematics that demonstrate the relationship or connections between devices or systems;
  - 2) system configuration information;
  - 3) security monitoring and response equipment placement and configuration;
  - 4) specific location or placement of systems, components, or devices;
  - 5) system identification numbers, names, or connecting circuits;
  - 6) business continuity and disaster planning, or response plans; or
  - 7) investigation information directly related to security penetrations or denial of services; or
- F. The investigation of an act of terrorism that has already been committed.

The term "terrorism" means an act of violence resulting in damage to property or personal injury perpetrated to coerce a civilian population or government into granting illegal political or economic demands; or conduct intended to incite violence in order to create apprehension of bodily injury or damage to property in order to coerce a civilian population or government into granting illegal political or economic demands. Peaceful picketing or boycotts and other nonviolent action shall not be considered terrorism (21 O.S. §1268. 1).

No action, decision, or vote shall be taken while the board is in executive session. The board shall reconvene the open meeting after an executive session prior to adjourning the meeting.

An executive session for the purpose of discussing the purchase or appraisal of real property shall be limited to members of the public body, the attorney for the public body, and the immediate staff of the public body. No landowner, real estate salesperson, broker, developer, or any other person who may profit directly or indirectly by a proposed transaction concerning real property which is under consideration may be present or participate in the executive session, unless they are operating under an existing agreement to represent the public body.

In the interest of maintaining confidentiality of the information discussed during executive sessions, under no circumstances will audio/video recording or camera photos of executive sessions be permitted. Board members and those persons requested to enter an executive session are required to turn off all cellular telephones prior to the start of the session, unless there is a legitimate reason of personal health or safety involved.

**REFERENCE:** 25 O.S. §307  
70 O.S. §5-118  
Atty. Gen. Op. 82-114 (April 12, 1982)

## ARTIFICIAL INTELLIGENCE SYSTEMS AND TOOLS USE IN THE SCHOOL DISTRICT

The introduction of AI offers unprecedented opportunities for enhancing teaching methods, expanding learning resources, and fostering innovative educational experiences. However, Artificial Intelligence (“AI”) also presents unique risks, challenges, and responsibilities, particularly in terms of ethical use, data privacy and security, and the accuracy and integrity of academic work.

This Policy serves to responsibly harness the potential of these AI technologies while also safeguarding the interests and well-being of our students, teachers, and professional staff. Through this Policy, the District endeavors to (i) prepare our students, teachers, and professional staff for the future and (ii) equip them with the knowledge and skills to use these systems and tools wisely and ethically. The District will continue to support our teachers in incorporating AI into their teaching practices in ways that enrich the teaching and learning experience while upholding the District’s educational standards and values.

1. AI systems and tools must comply with data privacy and security laws and policies..
2. AI systems and tools will serve to enhance the District’s commitment to high-quality learning.
3. Safeguards are essential to the use of AI systems and tools to minimize bias, promote fairness, and preserve the rigor and integrity of learning,
4. The use of AI systems and tools by students, teachers and professional staff must account for the context of teaching and learning and should be adopted, implemented and utilized in ways that maximize equity of access, use and benefit.

### **Student Use Guidelines:**

Certain assignments may permit, encourage or require the use of AI systems and tools. In each case, it will be clearly stated in the assignment or specified by the teacher. Use beyond the specified guidelines of the teacher or assignment should be understood as prohibited. It is each student’s responsibility to assess the validity and applicability of any AI output that is submitted with an assignment.

1. Students are allowed to use AI for explanations of concepts, exploration of new topics of interest, and seeking guidance on research directions. However, students should be mindful that some AI is prone to “hallucinations”, false answers/information, or outdated information. Accordingly, AI can generate erroneous, misleading, and/or biased information. Thus, students must always verify the information provided by AI using reliable sources such as textbooks, scientific papers, and reputable educational websites. Students must verify that any response from an AI tool that they intend to rely on, or use is appropriate, accurate, not a violation of any other individual or entity’s property or privacy rights, and consistent with the District’s academic policies.
2. Students should not use AI to cheat, plagiarize, or be academically dishonest.
3. Students should only submit or share work generated by any AI as their own with proper attribution, including properly citing or referencing the AI tool used in their created content.
4. When communicating with AI, students should utilize respectful and appropriate communication, and avoid harassment, bullying, or offensive language.

**ARTIFICIAL INTELLIGENCE (cont.)**

5. Students should not use or create AI generated content for the purposes of harassment, bullying, shaming, or humiliation. Any AI generated content that depicts likenesses of current or former NPS staff or students in inappropriate ways is expressly prohibited.
6. Students should not use AI to engage in any illegal activity, including hacking, spreading malware, phishing, fraud, or any other activity that violates the law.
7. Students should not upload or input any personal, confidential, proprietary, or sensitive information into any AI tool. Examples include passwords and other personal information such as names, likenesses, social security numbers, credit card or bank account numbers.
8. Offenses or violations of this Policy will be addressed by the teacher and professional staff. Procedures should be clearly established in the student discipline code or academic integrity policies.
9. Students should not generate or alter images, videos, audio, or likenesses (commonly referred to as “deepfakes”) that falsely depict a person in: sexual or illicit situations; criminal or unethical behavior; compromising, humiliating, or degrading scenarios; any conduct intended to harm reputation or credibility.
10. Student should not share, upload, save, forward or possess AI-generated or AI-altered content that violates this policy, regardless of whether the individual was the original creator.
11. Students should not use AI to impersonate another person, falsify evidence, fabricate statements, or mislead others in a manner that could cause emotional, reputational, or legal harm.

The school maintains zero tolerance for the misuse or abuse of artificial intelligence to create, alter, or distribute content that is deceptive, defamatory, harassing, threatening, sexually explicit, or otherwise harmful.

**Staff Use Guidelines:**

1. Teachers and professional staff may consult AI for ideas, outlines and to enhance the educational experience, such as supplementing lesson plans, providing differentiated instruction, and aiding in curriculum development.
2. Teachers and professional staff should not use AI to cheat, plagiarize, or be academically dishonest.
3. Teachers and professional staff must ensure that their use of any AI tool complies with applicable laws such as those governing data and student privacy and District policies, including, without limitation, those regarding student information. All tools are compliant if no protected information is entered into the tool.
4. When communicating with AI, teachers and professional staff should utilize respectful and appropriate communication, and avoid harassment, bullying, or offensive language.
5. Teachers and professional staff should not use or create AI generated content for the purposes of harassment, bullying, shaming, or humiliation. Any AI generated content that depicts likenesses of current or former NPS staff or students in inappropriate ways is expressly prohibited.

**ARTIFICIAL INTELLIGENCE (cont.)**

6. Teachers and professional staff should not use AI to engage in any illegal activity, including hacking, spreading malware, phishing, fraud, or any other activity that violates the law.
7. Teachers and professional staff should not upload or input any confidential, proprietary, or sensitive information, including any such District or student information into any AI tool. Examples include passwords, personal information such as names, likeness, social security numbers, credit card or bank account numbers and other credentials, personnel material, information from non-public District documents, including those identified as or understood to be confidential or sensitive (based on their nature or context) or any other non-public District information that might be harmful to the District if disclosed.
8. Teachers and district/site professional staff should guide students in using AI.
9. Teachers and professional staff should carefully evaluate the appropriateness of AI for educational purposes on a case-by-case basis, considering their appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.
10. Teachers and professional staff must supervise student use of AI to ensure it is being used appropriately and constructively in the learning process.
11. Teachers who suspect plagiarism or use of AI that violates district policy should first have a conversation with a student to ensure that they understand expectations for acceptable use. Teachers should consult with administration to determine appropriate steps to investigate any possible violation of policy. AI detection tools will not be the basis of information relied upon in an investigation when it is believed that policy has been violated with regard to the use of AI by students.

**District Level Guidelines:**

Approved tools and their uses should be determined by the appropriate school district personnel after consideration of security, privacy, data usage, and academic integrity and quality standards, regulations, and values.

## ATTENDANCE POLICY (REGULATION)

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. However, it is important for those students who are ill to stay home when sick. Students who have a fever or a measured temperature greater than or equal to 100 degrees Fahrenheit should not be at school or school activities.

### ABSENCES

Students are expected to attend all classes if possible and are expected to attend a minimum of ninety percent (90%) of scheduled class days per academic year. In order to receive credit for a course, a student may not exceed eight (8) absences coded as “unverified absent” or “verified absence”.

Absences from scheduled classes due to participation in school-sponsored or endorsed activities shall be excused absences but shall not exceed ten (10) days unless approved by the Superintendent or the Superintendent’s designee. Any deviation from the ten (10) days absence rule shall not exceed five (5) days. Absences due to activities for which the student is attempting to earn or has earned the right to compete on a state or national level and absences due to participation in a remote Internet-based course approved by the Board shall not be considered for purposes of the ten (10) day limitation. Additionally, the sponsor of an extra-curricular activity may submit a request for an exception to the principal when a student has a GPA for the current semester of 2.0 or higher.

Excused absence will be granted for the following reasons:

1. Personal or family illnesses
2. Medical appointments
3. Death in the family or a funeral
4. Legal matters, including service on a grand, multicounty grand, or petit jury \*
5. Extenuating circumstances deemed necessary by the principal
6. Observance of holidays required by the student’s religious affiliation.
7. Documented participation in 10 4-H activities each school year.
8. Documented speech therapy, occupational therapy, or any other service related to the child’s Individualized Education Program (IEP).

It is the responsibility of the parent to notify the school if a child is to be absent for one of the above reasons in a reasonable amount of time. The school will contact those students’ parents who do not call. If no contact is made, the parent must send a note or call the day the child returns before the student can be excused.

Items 7-8 are statutorily excused absences which will require notification to the school district prior to the absence and documentation from the 4-H educator or service provider after the absence to identify the absence as excused.

Students will be given the opportunity to make up any schoolwork missed while they are participating in activities or programs sponsored by 4-H. Grades cannot be adversely affected for lack of attendance or participation due to their participation in activities or programs sponsored by 4-H so long as the district was notified prior to the absence and the appropriate documentation was provided by the 4-H educator after the absence which substantiates the student’s attendance at the 4-H event or activity.

**ATTENDANCE POLICY, REGULATION (Cont.)**

Students will not be provided an excused 4-H absence for any student who participates in an activity or program sponsored by 4-H if the 4-H activity occurs during the scheduled statewide student assessment window set by the State Board of Education or if the student has been disciplined or suspended by the school district and a condition of the punishment would preclude the student from participating in any school fieldtrips or extracurricular activities.

Students who are absent from class due to an excused absence shall be allowed to make-up assignments and tests missed and shall be allowed one school day to make-up work for each day missed due to absence, unless granted more time by the teacher. However, when a student has an excused absence and fails to timely make-up the work, the student will receive a zero as a result of his/her failure to make-up the work.

Student absences due to a severe, chronic, or life-threatening physical or mental illness, injury, or trauma will be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable school site so long as the determination of eligibility is made by the district's medical exemption review committee. The district's medical exemption review committee will be designated by the superintendent on a yearly basis and shall report student absences that are medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a distance learning program or virtual online program approved by the school district and are meeting the following attendance requirements:
  - a. The student has completed instructional activities on no less than ninety (90%) of the time that services were provided in a virtual or distance learning format to include online logins to curriculum or programs, offline activities, completed assignments, testing, face-to-face communications or meetings with school personnel via teleconference, videoconference, email, text, or phone,
  - b. The student is on pace for on-time completion of the course as required by the school district,
  - c. The student has completed instructional activities within the time that services were provided in a virtual or distance learning format during the academic year; or
2. They have a medical condition that incapacitates the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.
3. They are participating in a released time program held by an independent entity off school premises for no more than three class periods per week or a maximum of 125 class periods per school year that provide:
  - a. The student's parent or legal guardian provides written consent prior to the student's participation in the released time course;
  - b. No school funds other than de minimis administrative costs are expended and no school district personnel equipment or resources are involved in providing the instruction;
  - c. The independent entity maintains attendance records and makes the records available to the school district and board of education;
  - d. Transportation is provided to and from the place of instruction by the independent entity, the student or the student's parent or legal guardian;

**ATTENDANCE POLICY, REGULATION (Cont.)**

- e. The independent entity or the student's parent or legal guardian indemnifies the school district and holds it harmless with regard to any liability arising from conduct that does not occur on school property under the control or supervision of the school district and the independent entity maintains adequate insurance for that purpose;
- f. The student assumes responsibility for any missed school work; and
- g. The student may not be excused to participate in a released time course during any class in which the subject matter being taught is subject to the assessment requirements of Section 1210.508 of Title 70.

School Activity

1. The student will be allowed to be absent from the classroom for a maximum of ten days per semester to participate in activities sponsored by the school.
2. The student will be allowed to make up any work missed while participating.

Unexcused Absence

This is any absence that does not fall within one of the above categories. Eight (8) unexcused absences will result in that student not receiving credit in that class for the semester.

Truancy

~~A student is considered truant when absent from the classroom without the knowledge of either the school or the parent~~ **Truancy is defined as an absence without permission of parents or school or if the parent does not compel the student to attend school. All truanancies are subject to other discipline such as detention, suspension or other consequences. Each teacher is asked to report all suspected truancy incidents to the principal. Any student or students participating in an unauthorized skip day or walk out will be subject to the regulation covering truancy and/or referred to the district attorney.**

The district may take reasonable measures to enforce the provisions of the compulsory attendance laws to ensure that all students attend school on a consistent basis. During the times when school is in session, the district's attendance officer or any District administrator may detain and assume temporary custody of any student enrolled in the district who is subject to the compulsory attendance laws, who is found away from home, and who is absent from school without excuse.

The district's attendance officers are the building principals, and they are responsible for enforcing the attendance requirements. The building principal shall maintain a record of student attendance and shall notify a student's parent or guardian of the student's unexcused absence. If a student has four (4) or more unexcused absences within a nine-week period or is absent without a valid excuse for eight (8) or more days per semester, the principal shall advise the student's parent or guardian and report the absences to the county's district attorney, pursuant to Title 10A of the Oklahoma Statutes.

Tardies

The policy for the time out of class will apply any time a student arrives after the bell has rung or leaves before the class period is complete. Tardies will be recorded each nine weeks (four and a half weeks at the high school). Tardy regulations may vary from school site to school site. Student handbooks should be consulted for details for each school site.

**ATTENDANCE POLICY, REGULATION (Cont.)**

Appeals

Appeals dealing with attendances and tardies must be made to a principal-appointed committee. A written request for an appeal must be made to the Appeal Committee within four (4) days prior to the end of the current semester. The committee shall determine, at the end of the term, if there are extenuating circumstances for the student’s failure to meet attendance requirements and shall provide the student and the student’s parents or guardians with notice as to its decision. The decision of the committee shall be final.

Chronic Absenteeism

Chronic absentee means a student who is absent 10 percent or more of the school days in the school year exclusive of a significant medical condition, when the total number of days the student is absent is divided by the total number of days the student is enrolled, and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

A significant medical condition means a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma. Any COVID-19 related absences due to a child’s medical needs will be considered a significant medical condition.

- \* **LEGAL REFERENCE:**     **38 O.S. §37**
- 70 O.S. § 10-105**
- 70 O.S. § 3-145.8**
- 70 O.S. § 11-101.3**

## CONCUSSIONS AND HEAD INJURIES

The Newcastle Public School Board of Education recognizes that concussions and head injuries are commonly reported injuries in contact sports.

Concussions are serious injuries with negative outcomes that can affect an individual physically, emotionally, behaviorally, and/or cognitively, with the potential for long-term impacts on brain development. While concussions have many causes, these brain injuries are commonly sustained by youth participating in athletics or other recreational activities. The purpose of this policy is to maximize safety with respect to sports and recreation-related concussions by educating staff, team and game officials, athletes, and parents/guardians about concussions; providing guidance on how to prevent and manage concussions; and supporting youth returning to activities after a concussion, in accordance with Oklahoma state law (70 O.S. § 24-155). This policy will be reviewed on an annual basis. The athletic director and athletic trainer will be responsible for reviewing requirements of state law against this concussion policy and for seeking any technical assistance needed for policy review and revision. The athletic trainers, coaches, and school nurses will be responsible for implementation of this policy.

On an annual basis, a concussion/ head injury information sheet will be completed and returned to the district by the youth athlete and the youth athlete's parent or guardian prior to the youth athlete's participation in practice or competition. In addition, on an annual basis, each coach must complete a concussion training course by a provider approved by the Oklahoma State Department of Health. The athletic director shall provide written instructions to all coaches to ensure that no youth athletes participate in practice or competition prior to the receipt of a concussion/ head injury. Any coach or staff allowing a youth athlete to participate in practice or competition prior to the receipt of a signed concussion/ head injury information sheet shall be disciplined and could possibly result in removal of all coaching responsibilities.

1. A youth athlete/student who is suspected of sustaining a concussion or head injury during a practice or game or school activity shall be removed from participation at that time.
2. Any youth athlete/student removed from participation shall not be allowed to participate until the athlete/student is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to participation from that health care provider.
  - a. A healthcare provider is defined as a physician (MD or DO), physician assistant (PA-C), advanced practice nurse or nurse practitioner (APRN or NP-C) , or athletic trainer (ATC) who is licensed, certified, or otherwise authorized by the laws of the state to practice healthcare.
3. The athletic trainer or school nurse (if non-athletic) will be responsible for initial and follow-up communication with district staff and the athlete's/student's parent/guardian, documenting injury circumstances and follow-up, and, when appropriate, enacting the Emergency Action Plan.

"Return to Learn" (RTL) guidelines shall be provided to teachers and relevant school personnel pertaining to athletes returning to the classroom after sustaining a concussion or head injury. Graduated "Return to Play" (RTP) shall be provided to coaches and staff members pertaining to youth athletes returning to activity after sustaining a head injury or concussion.

All paperwork related to head injuries and concussions will be kept on file within the following offices:

1. Athletic Trainer and/or Athletic Director
2. School Nurse (if non-athletic)

**CONCUSSIONS AND HEAD INJURIES (cont.)**

Failure to remove an athlete from the field of play who is suspected of having a possible concussion will result in disciplinary action as required by Oklahoma Statute 70 O.S. 2011, Section 24-155.

1. 1st Violation – Required completion of additional training.
2. 2nd Violation – Suspension of the coach until appearance in front of the **Governing Board**. **The Governing Board will make a recommendation of action/penalty to the District Administration that could possibly result in the removal of all coaching responsibilities.**
3. **The Governing Board will consist of the District Athletic Director, Site Athletic Director, Head Principal, the Head Athletic Trainer, and any other administration deemed necessary.**

All school personnel must follow all return to learn and return to play instructions given by the health provider. An athlete or student participant (if non-athletic) parent/guardian is not eligible to give consent for the athlete/student to return to activities. Verbal clearance is not acceptable. The athletic trainer or school nurse (if non-athletic) will be responsible for collecting records of written clearance, maintaining records, and involving necessary personnel to coordinate appropriate support(s) for an athlete/student (if non-athletic) to return to activities.

Additional free online concussion training programs are available at the Center for Disease Control at <http://www.cdc.gov/HeadsUp/index.html> and at the National Federation of State High School Associations at <http://nfhslearn.com/?courseID-38000>.

Return to learn guidelines are located at:  
[http://www.cdc.gov/headsup/pdfs/schools/tbi\\_classroom\\_tips\\_for\\_teachers-a.pdf](http://www.cdc.gov/headsup/pdfs/schools/tbi_classroom_tips_for_teachers-a.pdf).

Graduated return to participation guidelines are located at:  
[http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion\\_fact\\_sheet\\_for\\_schools.pdf](http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion_fact_sheet_for_schools.pdf)

**REFERENCE: 70 O.S. §24-155**

**CONCUSSION AND HEAD INJURY ACKNOWLEDGMENT  
AND INFORMATION SHEET**

In compliance with Oklahoma Statute Section 24-155 of Title 70, this acknowledgement form is to confirm that you have read and understand the Concussion Fact Sheet provided to you by Newcastle School District related to potential concussions and head injuries occurring during participation in athletics.

I, \_\_\_\_\_, as a student-athlete who participates in Newcastle School District's athletic programs and I, \_\_\_\_\_ as the parent/legal guardian, have read the information material provided to us by Newcastle School District related to concussions and head injuries occurring during participation in athletic programs and understand the content and warnings.

\_\_\_\_\_  
SIGNATURE OF STUDENT-ATHLETE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF PARENT/LEGAL GUARDIAN

\_\_\_\_\_  
DATE

This form should be completed annually prior to the athlete's first practice and/or competition and be kept on file for one year beyond the date of signature in the principal's office or the office designated by the principal.

## CONCUSSION/HEAD INJURY FACT SHEET FOR STUDENT ATHLETES AND PARENTS

### WHAT IS A CONCUSSION?

- A concussion is a brain injury
- It can be caused by either a direct or indirect blow to the head, or via a whiplash effect to the head
- It can change the way your brain normally works
- It can occur during practice or games in any sport
- It can happen even if you have not been knocked out
- It is a serious medical condition, not a “ding”

### WHAT ARE THE SYMPTOMS OF A CONCUSSION?

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy or groggy
- Concentration or memory problems
- Confusion
- Feeling “not right”

### WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

- Tell your athletic trainer, coaches or parents. Never ignore a bump or blow to the head even if you feel fine. Tell your coach, also, if one of your teammates may have a concussion.
- Get a medical checkup. An athletic trainer or doctor (MD or DO) can tell you if you have a concussion and when you are OK to return to play.
- Give yourself time to get better. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to suffer a second concussion. Additional concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

### HOW CAN I PREVENT A CONCUSSION?

- Follow the district’s rules for safety and the rules of the sport.
- Practice good sportsmanship.
- Use the proper equipment, including personal protective equipment, such as helmets, padding, shin guards and eye and mouth guards. **IN ORDER FOR EQUIPMENT TO PROTECT YOU**, it must be the right equipment for the game, position and activity. It must be worn correctly and used every time you play.

**CONCUSSION/HEAD INJURY FACT SHEET FOR STUDENT  
ATHLETES AND PARENTS (cont.)**

FOR MORE INFORMATION VISIT:

[www.cdc.gov/TraumaticBraininjury/](http://www.cdc.gov/TraumaticBraininjury/)

<https://www.oata.net/resources>

<https://www.ossaa.com/OSSAA>

[www.nfhslearn.com](http://www.nfhslearn.com)

**IT'S BETTER TO MISS ONE GAME THAN THE WHOLE  
SEASON!**

## RETURN TO LEARN GUIDELINES

A student's best chance of full recovery from a concussion involves two critical components: cognitive and physical rest. Continued research has focused on the fact that cognitive rest is essential to the quick resolution of concussion symptoms.

Cognitive stimulation can include: driving, playing video games, using computers and other electronic devices, text messaging, cell phone use, loud and/or bright environments, watching television, reading and studying. All these activities must be limited, and in most cases, completely avoided.

Physical activity such as physical education, sports activities, and strength and/or cardiovascular conditioning must be regulated and/or avoided while recovering from a concussion.

Each student's journey through the Return to Academics (RTA) and Return to Play (RTP) protocols is individualized. Not all diagnosed concussions require academic accommodations. RTA and RTP may run in collaboration with each other, but each should be considered independent of each other and designed specifically for the injured party.

### Points of Emphasis:

It is important to note that recovery from a concussion is a very individualized process. Caution must be taken not to compare students with concussions as they progress through the recovery process. The information below is provided to teachers, parents, and students as a guide to assist with concussion recovery.

- For the academic protocol to be initiated, the student must be evaluated by a qualified medical professional (MD, DO, PA-C, NP, or ATC) and documentation must be provided to the school.
- It is important that once the student has returned to school, they report to the athletic trainer daily, in order to monitor symptoms as well as to determine progression to the next stage with the return to academic guidelines.
- For every day the student is within stages 1-3 (see stages below), it is recommended that they be granted the same number of days to complete missed academic work.
- The student should be granted adequate time to complete missed academic work based upon the amount of time needed for complete recovery.
- As the student's recovery progresses through stages 1-3, teachers should be prepared to apply "mastery learning" criteria with their subject matter. By identifying essential academic work, the student's recovery will be aided by reducing workloads, which in turn will help to reduce anxiety levels related to the perceived volume of work that will be required once they are medically cleared to resume a full academic load.
- In reference to eligibility, a student athlete will keep the same status as before the concussive event until protocol is complete.
- If the student cannot complete all, or an agreed upon portion of missed assignments (homework, quizzes, tests, or projects), the teacher has the right to assign the student a grade of incomplete (I) for the nine weeks, semester, or final grade.

**If the student is evaluated by a personal physician, please share this information with the physician during the initial visit.**

**RETURN TO LEARN GUIDELINES (cont.)****Stage 1: No school attendance, emphasize cognitive rest**Characteristics

- Severe symptoms at rest
- Abnormal diagnostic test results
- Symptoms may include but are not limited to:
  - Headache, dizziness, nausea, trouble remembering, feeling like they're in a fog, sensitivity to light and sound.
  - Students may complain of intense and continuous/frequent headaches
  - Students may not be able to read for more than 10 minutes without an increase in symptoms
- Provide students with copies of class notes (teacher or student generated)
- No tests, quizzes, or homework
- Grades will be frozen; all assignments missed will be entered as EXEMPT (X) while on Stage 1
- Parents reporting athlete's symptoms to site Certified Athletic Trainer (ATC) daily, via email

Progress to stage 2 when:

- Student has returned to school
- Decreased sensitivity to light or noise
- Decreased intensity and frequency of headaches

**\*If the student remains in Stage 1 longer than 1 week, it may be necessary to schedule a conference with all teachers, the counselor, and the student's parents in order to discuss impact on school performance. The student will need to be referred to an MD or DO specializing in concussion management if not already under the care of one.**

\*It is important that once the student has returned to school that they report to the athletic trainer daily in order to monitor symptoms, as well as to determine progression to the next stage within the return to academics guidelines.

**Stage 2: Option for modified daily class schedule**Characteristics

- Mild symptoms at rest, possibly increasing with physical and mental activity
- Abnormal diagnostic testing scores
- Athlete reporting to the site Certified Athletic Trainer daily for evaluations

Example 1: First day might be afternoon class attendance, with the next day being morning class attendance, repeat as symptoms warrant.

**RETURN TO LEARN GUIDELINES (cont.)**

Example 2: First half of each class, with the final half of each class period spent in the counselor's office, so that the athlete may relax and recover before their next class.

- Option: Reduce weight of backpack or provide second set of textbooks (arranged by counselor)
- Option: Obtain a "five-minute pass" in order to avoid noisy, crowded hallways between class periods
- Wear sunglasses when viewing Smart Boards (as needed) or in classrooms that are brightly lit.
- No tests, quizzes, daily work, or homework; very limited in-class work, with assistance from the teacher or a classmate, may be assigned so long as it doesn't cause symptoms to increase.
- Provide student with copies of class notes (teacher or student generated)
- Grades will be entered as EXEMPT (X) while on Stage 2, unless able to complete very limited in-class work with the assistance from the teacher or a classmate; grades entered during this stage should not negatively affect the athlete's overall grade in the class.
- Excused from physical education classes and sports activities; this includes but isn't limited to non-school related sports activities
- Report daily to athletic trainer

Progress to stage 3 when:

- Each of the students' classes have been attended at least once
- School activity does not increase symptoms
- Overall symptoms continue to decrease

**\*If the student is not able to progress to stage 3 after an extended period of time, where is it unlikely the student will be able to makeup required work, the principal and counselor will discuss with the student and their parent(s)/guardian(s), possible class withdrawal, homebound, class load modification, and/or a 504 plan.**

**Stage 3: Full day of school**Characteristics:

- Symptom free at rest; mild-to-moderate symptoms with mental and physical activity.
- Student athlete should be taking notes on their own at this point and may participate in group projects (with accommodations if needed)
- Normal levels of classwork permitted with limited assistance from teachers or classmates. Athlete may begin to use class time to make up any missed work from previous stages with assistance from teachers or classmates if needed.
- Limited to normal levels of homework may be assigned with open-ended due dates; teacher/classmate assistance if needed
- Limited quizzes may be taken over the course of several class periods with no time limit for completion; quizzes may also be sent home to be completed over the course of several days, and/or a weekend at the discretion of the teacher, counselor, and principal.

**RETURN TO LEARN GUIDELINES (cont.)**

- Very limited tests may be taken over the course of several class periods with no time limit for completion; athletes may also be given time to take those very limited tests in the testing center, or Counselor's Office, over the course of several class periods, with the tests broken into small portions.
- Assignments may be graded at this point, but they should not negatively affect the athlete's grade; if the graded assignment does have a negative impact, the athlete will be permitted to make up the assignment(s) in question.
- Sporting activity monitored by athletic trainer
- Report daily to athletic trainer

Progress to stage 4 when:

- Symptom free with mental and physical activity
- Student should report any return of symptoms with mental or physical activity
- Diagnostic test scores have normalized and/or symptoms have resolved completely

**\*If the student is not able to progress to stage 3 after an extended period of time, where it is unlikely the student will be able to makeup required work, the principal and counselor will discuss with the student and their parent(s)/guardian(s), possible class withdrawal, homebound, class load modification, and/or a 504 plan.**

**Stage 4: Full academic load**

- Resumption of current academic responsibilities once diagnostic testing scores have normalized and/or symptoms have resolved completely as determined by the appropriate health care professional
- In cooperation with counselors and teachers, create a plan for possible modification and the gradual completion of any missed tests, quizzes, and homework that the athlete was unable to make up during stage 3.
- The teacher has the discretion to apply "mastery learning" criteria for their subject matter; meaning that they may choose the most important portions of an assignment then allow the athlete to make up only that portion of the assignment and receive full credit.
- Students are not required to make up missed physical education classes due to a concussion.
- Students are not required to make up missed practices or workouts due to a concussion.

**\*\*\*Students who are unable to complete stage 4 after an extended period of time and are unable to make up required work (either all or an agreed upon portion of missed assignments) may be assigned a grade of INCOMPLETE (I) by their teacher.**

**\*\*\*In the event of an INCOMPLETE grade, the teacher will communicate with the student, their parent(s)/guardian(s), the student's counselor, and principal, regarding the incomplete grade for the nine weeks, semester, or final grade.**

**If you have questions, please contact the student's counselor, principal, or the athletic trainer.**

**STUDENT CONDUCT AND SUSPENSION OF STUDENTS**

Students shall adhere to all rules, regulations, and policies formulated by the Administration and the Board. Students shall at all times respect the rights of fellow students and of District personnel and shall not provoke any other individual or inflict physical harm upon another; courtesy and good manners should be the key to a student's conduct at school. The school is a community with rules and regulations. Those who enjoy the rights and privileges provided must also accept the responsibilities that membership demands, including respect for and adherence to school rules. A good attitude towards teachers, staff, and fellow students will make school enjoyable for all. Students shall respect District property and the property of others and may be required to pay for damages intentionally inflicted on District property or the property of others.

Students who engage in conduct or activities which are prohibited by this policy may be subjected to disciplinary action up to and including suspension from school. The disciplinary action taken shall depend upon the nature and severity of the violation and the student's past record of violations, if any. While students are (a) in attendance at school or any function authorized or sponsored by the district; (b) in transit to or from school or any function authorized or sponsored by the district; or (c) on any property subject to the control and authority of the District, students are prohibited from engaging in the following conduct or activities:

1. Any conduct, the purpose of which is to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any other activity sponsored or approved by the board of education.
2. Physical, emotional, or mental abuse of, or threat of harm to, any person on school owned or controlled property or at any school attended, sponsored, or supervised event or function. This includes antisemitism, which is a certain perception of Jews, which may be expressed as hatred toward Jews.
3. Use or possession of tobacco, tobacco products, vapor products/e-cigarettes, or other smoking paraphernalia;
4. Using, consuming, possessing, or being under the influence of, selling, transferring, distributing, or bartering any alcoholic beverage or low-point beer as defined by state law;
5. Using, consuming, possessing, or being under the influence of, selling, transferring, distributing, or bartering any narcotic drug, stimulant, barbiturate, depressant, hallucinogenic, opiate, inhalant, counterfeit drug, or any other controlled dangerous substance as defined by federal or state law or regulation including any substance which is capable of being ingested, inhaled, or absorbed into the body and affecting the central nervous system, vision, hearing, or other sensory or motor function.
6. Using, possessing, selling, transferring, distributing, or bartering any drug paraphernalia;
7. Using wireless telecommunication devices during school hours without the permission of the principal;
8. Possessing, using, transferring possession of, or aiding, accompanying, or assisting another student to use any type of weapon, which term includes but is not limited to: guns; rifles; pistols; shotguns; any device which throws, discharges, or fires objects, bullets, or shells; knives; explosive or incendiary devices, including fireworks; hand chains; metal knuckles; or any object that is used as a weapon or dangerous instrument, and any facsimile weapon;
9. Possession of a firearm shall result in out-of-school suspension of not less than one year (See policy FNCGA) This may be modified by the administration on a case-by-case basis;

**STUDENT CONDUCT AND SUSPENSION OF STUDENTS (Cont.)**

10. Willful disobedience of a request of any school official. Disobeying, showing disrespect for, defying the authority of, or being insubordinate to a teacher, administrator, or other District employee, including bus drivers, secretaries, custodians, and cafeteria workers;
11. Leaving school grounds or activities at unauthorized times without permission;
12. Refusing to identify or falsely identifying one's self to District personnel;
13. Entering, without authority, into classrooms or other restricted school premises;
14. Engaging in hazing or conduct which endangers or jeopardizes the safety of other persons;
15. Engaging in bullying which is defined as any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students or school personnel that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student;
  - A. Electronic Communication is defined as the communication of any written, verbal, pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile, or cellular telephone or other wireless communication device, or a computer.
16. Engaging in threatening or harassing behavior or any harassment based on national origin, color, age, religion, gender, gender expression or identity, sexual orientation, veteran status, or disability, including verbal or written, which is defined as any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property;
17. Using profanity, vulgar language or expressions, or obscene gestures;
18. Committing acts of sexual harassment or sexual assaults;
19. Assaulting, battering, inflicting bodily injury on, or fighting with another person;
20. Students in grades six through twelve found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of the suspension may be modified by the school district superintendent or designee on a case-by-case basis.
21. Creating or attempting to create a classroom disturbance, acting in a disorderly manner, disturbing the peace, or inciting, encouraging, prompting, or participating in attempts to interfere with or disrupt the normal educational process, including making bomb threats or the abuse of fire alarms or safety equipment;
22. Showing disrespect, damaging, vandalizing, cutting, defacing, or destroying any real or personal property belonging to the district or any other person;

**STUDENT CONDUCT AND SUSPENSION OF STUDENTS (Cont.)**

23. Engaging in extortion, theft, arson, gambling, immoral behavior, forgery, possession of stolen property, and cheating; ~~and~~
24. Violating the District's policies, Administrative Regulations, Student Handbook provisions, rules, practices, or state law, including in appropriate use of technology;
25. Possession/distribution of or engaging in the original or relayed transmission of obscene material or child pornography which includes but is not limited to the uncovered genitals, buttocks, or female breasts of persons under the age of 18, via electronic media in the form of digital images, videos, or other electronic images. This provision applies to those students that originate the transmission as well as those students who distribute or post it in any manner other than to submit it to appropriate school or law enforcement authorities. School officials will provide all such material to appropriate law enforcement authorities;
26. Making a materially false statement in bad faith against another student or faculty member;

Any student conduct or activity which does not a) occur on school property, b) while the student is in transit to or from school or a school function, or c) on any property subject to the control and authority of the District shall be prohibited if such conduct or activity a) is a continuation of activity which began on school property, b) adversely affects or poses a threat to the physical or emotional safety and well-being of other students, employees, or school property, or c) disrupts school operations.

In addition to disciplinary actions, the district, acting through the Superintendent or a principal, may refer matters to local law enforcement for investigation and prosecution and may pursue criminal complaints and/or charges when a student's actions are criminal in nature. There will be no tolerance for students or teachers who make false reports or claims concerning any of the previously listed offenses.

The district will provide instruction and guidance to students and employees with respect to prevention and prohibition of improper conduct, including harassment and bullying, during the course of each year. To the extent feasible, District will implement suggestions of the Safe School Committee(s) in providing this instruction.

**Suspension of Students**

The authority to suspend a student from a school in the school district is delegated to the respective building principals.

1. Any student may be suspended for **any of the offenses listed above.**
2. A full suspension shall not extend beyond the present semester and the succeeding semester except for violations of the Gun-Free Schools Act which provides suspensions for up to one calendar year. (See policy FNCGA.)
3. Except under circumstances that require the immediate removal of a student or students, the parent(s) or legal guardian(s) shall be informed before a student is released from school.
4. Any student who has been adjudicated as a delinquent and has been removed from a public or private school in this state or any other state for such an act, will not be enrolled in a regular classroom setting in the district but may be provided an alternative education solution until such time as that student no longer poses a threat to self, other students, or faculty.

**STUDENT CONDUCT AND SUSPENSION OF STUDENTS (Cont.)**

5. Students suspended out-of-school who are on an individualized education plan (“IEP”) pursuant to IDEA, P.L. No. 101-476 shall be provided the education and related services in accordance with the student’s IEP.
6. A student who has been suspended for a violent offense that is directed towards a classroom teacher shall not be allowed to return to that teacher’s classroom without the approval of that teacher.

**Procedural Steps to Suspension**

Before a student can be deprived by way of suspension of the student’s right to an education, the student has the right to notice of the alleged misconduct and an opportunity to respond to the allegations. The appropriate administrator shall have a conference with the student and shall provide the student with notice of the alleged misconduct and an opportunity to respond to the allegations. The administrator shall keep written records of each suspension conference identifying the date of the conference, the names of the persons present, the duration of the conference, and a summary of the statements of the persons present. When determining whether cause exists for suspension or determining the length of a suspension, the student’s prior history of disciplinary infractions during the current school year may be considered, particularly when similar infractions have occurred, and other forms of discipline have not deterred such behavior. The administrator shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention. Except for suspensions for possession of a firearm which may be for a period of one (1) year, no suspension shall be longer than the remainder of the current semester and the succeeding semester.

**Out-of-school suspension:**

- A. Both the student and the parent(s) shall be notified of the suspension, the grounds therefor, and the right to appeal the suspension. A student suspended out-of-school will be placed in a supervised, structured environment in either a home-based schoolwork assignment setting or another appropriate setting.
- B. If a student is suspended out-of-school, the district will provide an education plan. The plan shall set out the procedure for education and shall address academic credit for work satisfactorily completed. A copy of the plan shall be provided to the student’s parents or guardian, and the parents or guardian shall be responsible for the provision of a supervised, structured environment in which the parent or guardian shall place the student and bear responsibility for monitoring the student’s educational progress until the student is readmitted to school.

**Appeal of Suspension:**

A short-term suspension is any suspension for ten (10) or fewer days. A long-term suspension is a suspension for more than ten (10) days.

**A. Short Term Suspensions:**

1. A student may appeal an administrator’s decision as to a short-term suspension to a Suspension Appeal Committee by submitting a written request for an appeal to the Superintendent within three (3) days after receipt of the administrator’s decision. If a timely request for an appeal is not received, the administrator’s decision shall be final.

**STUDENT CONDUCT AND SUSPENSION OF STUDENTS (Cont.)**

2. Upon receiving a request for an appeal, the Superintendent or designee shall appoint a Suspension Appeal Committee comprised of three certified employees and shall designate a chairperson for the Committee. No employee may serve on the Committee who was a witness to the student's conduct or who has the student in his/her class for the current school semester.
3. A hearing shall be scheduled during regular school hours, and the student and/or the student's parent or guardian shall be notified in writing of the date, time, and place of the hearing. The student may be represented by legal counsel at the hearing. The administrator who recommended the suspension shall attend the hearing and may be represented by legal counsel.
4. The Committee shall conduct an informal hearing as to the student's suspension which shall include a presentation by the administrator as to the student's conduct, the policy, rule, or regulation violated by the student's conduct, and any evidence and/or witnesses that support the principal's decision to suspend the student. The student and/or the student's parent or guardian shall then be given an opportunity to respond to the testimony and evidence presented and to present any evidence and/or witnesses in support of the student's position.
5. At the conclusion of the hearing, the Committee shall deliberate outside the hearing of the administrator and the student and shall render a decision as to the guilt or innocence of the student and the reasonableness of the term of the suspension. The chairperson of the Committee shall insure that a copy of the written decision is mailed to the student or the student's parent or guardian and provided to the administrator.
6. The Committee's decision shall be final and unappealable. The student and the student's parent(s) shall be notified within five (5) days of the decision.

**B. Long Term Suspensions:**

1. A student may appeal a long-term suspension to the Suspension Review Committee by submitting a written request for an appeal to the Superintendent within three (3) days after receipt of the building administrator's decision to impose a long-term suspension.
2. Upon receiving a timely request for an appeal, the Superintendent or designee shall schedule a hearing to be held during regular school hour and conducted by the Suspension Review Committee. The Suspension Review Committee shall consist of a panel of three administrators who were not involved in the student discipline. The Superintendent or designee shall notify the student and/or the student's parent or guardian in writing of the date, time, and place of the hearing. The student may be represented by legal counsel at the hearing. The administrator who recommended the suspension shall attend the hearing and may be represented by District's legal counsel.
3. The Suspension Review Committee shall conduct an informal hearing as to the student's suspension which shall include a presentation by the administrator as to the student's conduct, the policy, rule, or regulation violated by the student's conduct, and any evidence and/or witnesses that support the principal's decision to suspend the student. The student and/or the student's parent or guardian shall then be given an opportunity to respond to the testimony and evidence presented and to present any evidence and/or witnesses in support of the student's position.

**STUDENT CONDUCT AND SUSPENSION OF STUDENTS (Cont.)**

4. After the conclusion of the hearing, the Suspension Review Committee may deliberate in private and render a decision as to the guilt or innocence of the student and the reasonableness of the term of the suspension. The Suspension Review Committee shall issue a decision to uphold, modify, or revoke the suspension decision of the principal. The Superintendent or designee shall insure that a copy of the written decision of the Suspension Review Committee is mailed to the student or the student's parent or guardian and provided to the administrator recommending the suspension.
5. Within five (5) days of receipt of the decision of the Suspension Review Committee, a student or the student's parent or guardian may submit to the Superintendent a written appeal of the decision of the Suspension Review Committee to the Board of Education. The appeal shall state the reason for the appeal and any applicable facts.
6. An appeal of the decision of the Suspension Review Committee to the Board of Education must specify the portion of the Suspension Review Committee's decision which is being appealed. The parent/student may appeal one or both of the following:
  - a. The finding of guilt of the charge(s) by the principal or designee for which the student was suspended; and/or
  - b. The reasonableness and length of the suspension.If no appeal is received within the five (5) calendar-day period, the decision of the Suspension Review Committee will be final and non-appealable.
7. Upon receipt of a timely appeal of the decision of the Suspension Review Committee, the Superintendent will provide each Board member the evidence submitted to the Suspension Review Committee, and the written statements of the student and administration, if submitted.
8. Each Board member shall review the information provided individually.
9. At the next available board meeting, the Superintendent shall place an item on the agenda to consider and vote on the appeal of the long-term suspension. Board members may vote on the appeal based on their review of the record. If, at the meeting, the Board wants to discuss the appeal among themselves, it must be discussed in open meeting unless the student or parent(s) have requested such discussion to be in executive session. If not already in open session, the Board shall then return to open session prior to taking any action on the appeal.
10. The Board shall render a decision stating whether the decision of the Suspension Review Committee is to be upheld, overturned, or modified. The decision of the Board shall be final.
11. Pending an appeal hearing on a long-term suspension, the student may attend school subject to "in-house" restrictions. However, if the administrator who determined to suspend the student believes that the attendance of the student would be dangerous to other students, teachers, or school property or would substantially interfere with the educational process, the student may be prohibited from attending school pending the appeal hearing.

**STUDENT CONDUCT AND SUSPENSION OF STUDENTS (Cont.)****Effect of Suspension:**

Except as otherwise provided, a student who has been suspended shall not be allowed on district property. When a student is suspended from school, the administration shall develop and provide to the student and/or the student's parent or guardian an education plan which includes assignments in core unit subjects that should be completed and returned to the school on a regular basis. The student will receive full credit for all work correctly performed.

**Extra-curricular Activities:**

A student may not attend or participate in any school activities, including all extra-curricular functions, while suspended from school. A suspension is effective until the next school day following the ending date of the suspension (i.e. if suspended from school through Thursday, suspension is effective until next school day, Monday.)

No school board member, administrator, or teacher may be held civilly liable for any action taken in good faith, which is authorized by law under the provisions of this policy.

**REFERENCE:** 10 O.S. §7005-1.2  
10 O.S. §7303-5.3  
10 O.S. §7307-1.2  
37 O.S. §163.2  
70 O.S. §24-101.3, §24-102, §24-103, et seq.

**NOTE:** 70 O.S. §24-101.3 (E) states that a student who has been suspended from a public or private school in the state of Oklahoma or another state for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students shall not be entitled to enroll in a public school of this state, and no public school shall be required to enroll such student, until the terms of the suspension have been met or the time of suspension has expired.

***THIS POLICY REQUIRED BY LAW.***

## SCHOOL AND CLASSROOM VISITORS

Parents and patrons of the community are encouraged to attend school sponsored activities. The Newcastle Board of Education believes that parent involvement is one of the ingredients of a successful school. Student safety is the primary objective and thus parents and other visitors must:

- a. Provide a valid photo I.D. upon the request of school employees and sign in at the main office before entering any other part of the school. School office personnel will provide all visitors with an official “visitor’s badge” from the Raptor system once the visitor has used his or her ID to verify they should have access to the building. This all must take place before allowing visitors to proceed to any location in the building. This may be different in situations where the school is hosting special events and in such cases, a supplemental badge may be issued, but the visitor is still required to pre-register for the event based on the parameters set forth by the school site.
- b. Wear the ID badge on outer clothing where it may be easily visible, except in the case of the site hosting a special event. It is preferred that all visitors check out at the office before leaving.
- c. Have an appointment or invitation to a special event at the school to visit a classroom during regular school hours. Special events require pre-registration. Otherwise, visitors are not permitted to simply visit the building and be allowed access to the classroom or any other area of the school building or campus.

Parents are requested not to send or allow siblings to visit students in the classroom. The Newcastle School District has a “No Visitor” policy when school is in session for school-aged relatives and friends of students. This also applies to students who are not currently enrolled or are enrolled in another district.

Staff members are not normally expected to have personal visitors during the school day.

Newcastle teachers and staff members are asked to approach any unfamiliar person in the building who is not wearing an ID badge or visitor’s tag and offer to assist him or her. Upon determination that the visitor has not been authorized to be in the building, the teacher or staff member should direct the person to the office for the appropriate visitor tag and also notify the office immediately so that the visitor can be expected.

The superintendent, other administrators or principal of any school shall have the authority to order any person out of the school building and off the school property when it appears that the presence of such person is a threat to the peaceful conduct of school business, school activities, and/or school classes. This authority shall extend to the removal of any individual attending an official school activity or field trip where students are present, including an activity or field trip not on school property, when the superintendent or principal determines that a threat to the peaceful conduct of students exists. Any person who refuses to leave the school building or grounds after being ordered to do so by the superintendent, other administrator or principal, shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than \$500.00 or by imprisonment in the county jail for not more than 90 days, or by both such fine and imprisonment.

Any person who is requested to leave the premises shall be unable to return to the premises without the written permission of the administration for a period of six months. An appeal may be filed by the individual as per district policy GJ-P.

**REFERENCE:** 70 O.S. §24-131  
21 O.S. §§ 1375, 1376

***THIS POLICY REQUIRED BY LAW.***

**SCHOOL VISITORS  
(GRIEVANCE/APEALS PROCESS)**

Any person who has been removed from a Newcastle Public School site or from a school activity or event whether held on or off the premises shall be given written notice of the procedures for requesting a hearing and filing a grievance or appeal with the board of education by their receipt of a copy of this policy.

**Filing a Grievance or Appeal**

Within five (5) working days of being directed to leave premises, the individual (“complainant”) may request a hearing before the board of education regarding their removal from school premises. The request shall be submitted in writing to the superintendent. Such request shall be mailed certified mail, return receipt requested. If the complainant fails to request a hearing within five (5) working days of being directed to leave the premises, the right to a hearing shall be deemed to be waived.

Upon receipt of the complainant’s request for a hearing, the administration shall prepare a written summary of the reason(s) why the individual was directed to leave school premises. The written summary may include the date, time, place, witness statements, and reasoning behind the administrator’s decision to direct the individual to leave school premises. The written summary prepared by the administration shall be mailed to the complainant no later than ten (10) days prior to the date set for hearing before the board of education.

**Hearing**

The hearing shall be conducted by the board of education as follows:

1. The administration shall present each of the board members with a copy of the written summary provided to the complainant;
2. The complainant shall present each of the board members with a copy of a written response to the administration’s paperwork;
3. Members of the board of education shall be afforded the opportunity to ask questions related to the summary and response;
4. The board of education shall vote to accept, amend, or reject the recommendation of the administration with regard to the directive to complainant<sup>1</sup>.

The decision of the board of education shall be final and unappealable.

***THIS POLICY REQUIRED BY LAW.***

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<sup>1</sup>Agenda language will need to reflect the individual’s name.

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 434 - 99999, Fund(s): General Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	434	02/10/2026	50351	OKLAHOMA BPA	Advisor Dues for State Leadership Conference	75.00
				BPA Advisor Dues for State Leadership Conference	11-412-1000-811-316-8100-000-505	02/10/2026 75.00
11	435	02/10/2026	50412	SOUTHWESTERN OK STATE UNIVERSITY	Career Fair Registration	50.00
				Career fair registration for SWOSU	11-000-2571-860-000-0000-000-050	02/10/2026 50.00
11	436	02/10/2026	51821	Arvest Bank Operations Inc	OAPT Summer Conference 2026	1,831.00
				OAPT Conference June 7-10 Food for Mark Sneed \$265.50 Yolanda Wilson \$265.50	11-082-2573-580-000-0000-000-050	02/10/2026 531.00
				OAPT Conference June 6-10 Hotel Mark Sneed -\$500.00 Yolanda Wilson -\$500.00 Incidentals -\$150.00 per room	11-082-2573-580-000-0000-000-050	02/10/2026 1,300.00
11	437	02/10/2026	8257	OK ASSN OF PUPIL TRANSPORTATION	OAPT Summer Conference 2026	510.00
				Registration for July 7-10 OAPT Conference Mark Sneed - \$150.00 Yolanda Wilson \$200.00	11-082-2573-860-000-0000-000-050	02/10/2026 350.00
				Classes for July 7-10 OAPT Conference - 2 classes ea. Mark Sneed - \$80.00 Yolanda Wilson \$80.00	11-082-2573-860-000-0000-000-050	02/10/2026 160.00
11	438	02/10/2026	47944	Amazon	Science Material 7th grade	500.00
				materials for 7th grade science	11-022-1000-681-123-2276-000-505	02/10/2026 500.00
11	439	02/10/2026	47944	Amazon	TI CALCULATORS FOR STATE TESTING	200.00
				TI Calculators for state testing	11-022-1000-614-100-0000-000-505	02/10/2026 200.00
11	440	02/10/2026	47944	Amazon	ACT Prep Books	600.00
				ACT Prep books	11-074-1000-641-100-0000-000-705	02/10/2026 600.00
11	441	02/12/2026	51771	Titan Audio Visual LLC	Graduation AV	15,000.00
				Graduation AV	11-033-2199-441-000-0000-000-705	02/12/2026 15,000.00
11	442	02/12/2026	47944	Amazon	Classroom Allowance	110.00
				Classroom Allowance	11-031-1000-619-100-0000-000-105	02/12/2026 110.00
11	443	02/16/2026	51821	Arvest Bank Operations Inc	Aviation Competition Travel	1,000.00
				Hotel Incidentals and meals.	11-409-1000-580-318-5010-000-705	02/16/2026 1,000.00
11	444	02/16/2026	47944	Amazon	classroom supplies	100.00
				classroom supplies	11-031-1000-619-100-0000-000-505	02/16/2026 100.00
11	445	02/17/2026	51821	Arvest Bank Operations Inc	Classroom Allowance	110.00
				Highlighters, Sharpies, colored paper, writing materials, poster paper, etc.	11-031-1000-619-100-0000-000-505	02/17/2026 110.00
11	446	02/17/2026	344	CCOSA	Women in School Leadership Conference	4,650.00
				Registration for Dr. Walker, Tammy Bolles, Lynda Chmil, Kiley Rios, Cindy Trent, Kaisha Mathis, Chelsea Queen, Ashley Riley, Amanda Townley @ \$350.00 each, Paulla Bowden, and Yolanda Wilson @ \$750 each.	11-082-2573-860-000-0000-000-050	02/17/2026 3,250.00
					11-082-2573-860-000-0000-000-105	02/17/2026 700.00
					11-082-2573-860-000-0000-000-110	02/17/2026 700.00
11	447	02/17/2026	51987	Embrace Software, Inc	SIS-SOS Renewal	500.00
				SIS-SSO Renewal	11-021-2410-653-000-0000-000-705	02/17/2026 500.00
11	448	02/17/2026	33892	Oklahoma Schools Insurance Group	Deductible for 1/3/26 Accident	1,000.00
				Deductible for 1/3/26 accident	11-009-2740-612-000-0000-000-050	02/17/2026 1,000.00

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 434 - 99999, Fund(s): General Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	449	02/17/2026	47944	Amazon	Books	339.89
			11-021-2575-641-000-0000-000-705		Books 02/17/2026	339.89
11	450	02/17/2026	47944	Amazon	Kid Zone Supplies	711.07
			11-080-2199-619-000-0000-000-110		sensory play equipment, play equipment, craft supplies for Racer Kid Zone 02/17/2026	711.07
11	451	02/18/2026	191	Okla State School Boards Assoc Inc	Training for Jeremy Gilbertson	580.00
			11-000-2319-860-000-0000-000-050		Jeremy Gilbertson training: Exec Session-Legal & practical1pt; Understanding agenda1pt; Sanctions booster clubs1pt; Money talk Tues, school finance basics1pt; Money Talk Tues, School Budgets1pt; Student Handbook2pt; Board & Supt roles & responsibilities1pt; Measuring what matters1pt; The school boards role in employment1pt 02/18/2026	580.00
11	452	02/18/2026	47944	Amazon	Classroom Allowance	110.00
			11-031-1000-619-100-0000-000-505		Buying Pencils, Expo Markers, Eraser Caps, Composition Notebooks, Miscellaneous office supplies. 02/18/2026	110.00
11	453	02/18/2026	51821	Arvest Bank Operations Inc	Business Cards for Mr. Jeff Brickman	40.00
			11-000-2530-550-000-0000-000-050		Jeff Brickman, Athletic Director business cards 02/18/2026	40.00
11	454	02/18/2026	47944	Amazon	Supplies	1,200.00
			11-412-1000-619-315-8700-000-705		Supplies 02/18/2026	1,200.00
11	455	02/20/2026	51766	FSS Content Topco LP	25-26 library allocation	3,058.68
			11-071-2220-640-000-0000-000-110		25-26 library allocation 02/20/2026	3,058.68
11	456	02/20/2026	47944	Amazon	Classroom Allowance	110.00
			11-031-1000-619-100-0000-000-705		Dictionaries and Thesauruses 02/20/2026	110.00
11	457	02/20/2026	191	Okla State School Boards Assoc Inc	Legal training over student handbooks	100.00
			11-082-2573-860-239-0000-000-050		Legal training for Atchley, Hampton, Mathis on student handbooks 02/20/2026	100.00
11	458	02/23/2026	47944	Amazon	Classroom Allowance	110.00
			11-031-1000-619-100-0000-000-705		Chromebook chargers, paper, scissors, prizes, poster clips 02/23/2026	110.00
11	459	02/23/2026	51766	FSS Content Topco LP	Books for the Middle School Library	786.68
			11-073-2220-641-000-0000-000-505		Using remaining balance on allocated funds to purchase books and reading materials for the Middle School Library 02/23/2026	786.68
11	460	02/23/2026	51821	Arvest Bank Operations Inc	Employee wellness appt.	1,000.00
			11-000-2574-336-000-0000-000-050		Employee visit to physician for "fit to return" appointment to verify wellness to perform essential job functions. 02/23/2026	1,000.00
11	461	02/23/2026	319	HAWTHORNE EDUC. SERV.	Rating Scales for Evaluations	200.00
			11-621-1000-614-239-0000-000-105		ABES Rating Scale 13+ 02/23/2026	200.00
11	462	02/23/2026	47944	Amazon	Classroom Allowance	68.51
			11-031-1000-619-100-0000-000-105		Classroom supplies with classroom allowance 02/23/2026	68.51

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 434 - 99999, Fund(s): General Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount	
11	463	02/25/2026	47944	Amazon	First Aid Kit for storm rooms	247.52	
				First aid kits for storm rooms	11-000-2670-616-000-0000-000-110	02/25/2026	76.16
					11-000-2670-616-000-0000-000-505	02/25/2026	76.16
					11-000-2670-616-000-0000-000-705	02/25/2026	95.20
11	464	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance (Pens, Markers, Pencils)	11-031-1000-619-100-0000-000-505	02/25/2026	110.00
11	465	02/25/2026	47944	Amazon	Library Allocation	600.00	
				Library Allocation- Books	11-072-2220-641-000-0000-000-105	02/25/2026	600.00
11	466	02/25/2026	51821	Arvest Bank Operations Inc	Replacement Raptor iPad floor stands	2,385.00	
				Replacement Raptor iPad kiosk stands (5 count)	11-000-2340-653-000-0000-000-105	02/25/2026	954.00
					11-000-2340-653-000-0000-000-110	02/25/2026	477.00
					11-000-2340-653-000-0000-000-505	02/25/2026	477.00
					11-000-2340-653-000-0000-000-705	02/25/2026	477.00
11	467	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				paper, pens, markers, sticky notes, and other misc items for instructional and testing use	11-031-1000-619-100-0000-000-505	02/25/2026	110.00
11	468	02/25/2026	713	VIRCO MFG. CORP.	Furniture for Band Room	122,334.00	
				Furniture for Band Room	11-000-1000-731-100-0000-000-705	02/25/2026	122,334.00
11	469	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	02/25/2026	110.00
11	470	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-705	02/25/2026	110.00
11	471	02/25/2026	47944	Amazon	Classroom Allowance	108.57	
				Classroom maps for Geography. Extra power strips for my classroom.	11-031-1000-619-100-0000-000-505	02/25/2026	108.57
11	472	02/25/2026	537	Hobby Lobby Stores, Inc.	classroom allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-505	02/25/2026	110.00
11	473	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	02/25/2026	110.00
11	474	02/25/2026	51989	Dallas Brnch Intl Dyslexia Asso	Conference Registration	275.00	
				Conference RegistrationDDOK & IDA Dallas Regional Dyslexia ConferenceCarole Holmes (member) and Tonya Walker (non-member)	11-367-2213-860-239-0000-000-105	02/25/2026	275.00
11	475	02/25/2026	47944	Amazon	Classroom Allowance	105.00	
				Classroom Allowance - dry erase markers, alcohol wipes, manila folders, and glue sticks	11-031-1000-619-100-0000-000-705	02/25/2026	105.00
11	476	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	02/25/2026	110.00
11	477	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	02/25/2026	110.00
11	478	02/25/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Needs, Instructional materials, dissection kit- frog (12)	11-031-1000-619-100-0000-000-105	02/25/2026	110.00
11	479	02/25/2026	47944	Amazon	classroom allowance	110.00	
				classroom allowance	11-031-1000-619-100-0000-000-705	02/25/2026	110.00

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 434 - 99999, Fund(s): General Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	480	02/25/2026	5134	EAI EDUCATION.COM	Calculators	28,712.73
				11-000-1000-619-100-0000-000-705	Calculators 02/25/2026	28,712.73
11	481	02/25/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-105	Classroom Allowance 02/25/2026	110.00
11	482	02/25/2026	47944	Amazon	classroom allowance	110.00
				11-031-1000-619-100-0000-000-105	Classroom supplies 02/25/2026	110.00
11	483	02/25/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-105	Classroom Allowance 02/25/2026	110.00
11	484	02/26/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-505	Classroom allowance:pens, classroom organization items, miscellaneous classroom supplies 02/26/2026	110.00
11	485	02/26/2026	51358	Tractor Bobs LLC	Maverick HD 60" Kawasaki FX730 23.5HP	8,000.00
				11-017-2630-656-000-0000-000-705	Maverick Bad Boy Zero Turn Mower for Baseball / Softball 02/26/2026	8,000.00
11	486	02/26/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-110	Paint sticks, expo markers, chalk, pens, glasses, etc 02/26/2026	110.00
11	487	02/26/2026	51460	Chance Scott	Parking Reimbursement for BPA SLC	50.00
				11-412-1000-930-316-8100-000-505	Parking reimbursement for BPA State Leadership Conference in Tulsa 02/26/2026	50.00
11	488	02/26/2026	51821	Arvest Bank Operations Inc	BPA State Leadership Conference Hotel and meals	700.00
				11-412-1000-580-316-8100-000-505	Hotel for3days and 2 nights \$450Meals \$250 02/26/2026	700.00
11	489	02/26/2026	51821	Arvest Bank Operations Inc	OKBPA State Leadership Conference Expenses	1,100.00
				11-412-1000-580-316-8100-000-705	Hotel: \$700 Parking: \$50 Food: \$150 Fuel: \$100 Registration: \$100 02/26/2026	1,100.00
11	490	02/26/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-505	Classroom Allowance 02/26/2026	110.00
11	491	02/26/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-505	Classroom Allowance 02/26/2026	110.00
11	492	02/26/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-505	Classroom Allowance 02/26/2026	110.00
11	493	02/26/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-505	Classroom Allowance 02/26/2026	110.00
11	494	03/02/2026	51821	Arvest Bank Operations Inc	OYE Meals and Lodging	1,500.00
				11-412-1000-580-311-8000-000-705	OYE Meals and Lodging 3/15-3/20 03/02/2026	1,500.00
11	495	03/02/2026	51821	Arvest Bank Operations Inc	Classroom allowance	110.00
				11-031-1000-619-100-0000-000-705	Classroom allowance 03/02/2026	110.00
11	496	03/02/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-705	Classroom Allowance 03/02/2026	110.00
11	497	03/02/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-505	Rolling White Board 24"x36",55 piece 100% wool scraps 03/02/2026	110.00
11	498	03/02/2026	47944	Amazon	Classroom Allowance	110.00
				11-031-1000-619-100-0000-000-505	Classroom Allowance 03/02/2026	110.00

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 434 - 99999, Fund(s): General Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount	
11	499	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance (Stem toys, play -doh, colored paper, crafts, etc)	11-031-1000-619-100-0000-000-110	03/02/2026	110.00
11	500	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				classroom allowance	11-031-1000-619-100-0000-000-110	03/02/2026	110.00
11	501	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-110	03/02/2026	110.00
11	502	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Magnetic whiteboards with erasers and magnetic pocket charts to be used by students and teacher - pocket charts will go on large whiteboard for vocabulary cards.	11-031-1000-619-100-0000-000-110	03/02/2026	110.00
11	503	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-705	03/02/2026	110.00
11	504	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom supplies	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	505	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Supplies	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	506	03/02/2026	51019	Teachers Pay Teachers	Classroom Allowance	110.00	
				Wonders Aligned Units 1-6 Supplemental Curriculum, Data analysis resources	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	507	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	508	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	509	03/02/2026	47944	Amazon	Classroom allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	510	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	511	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	512	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	513	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	514	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	515	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	516	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	517	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Supplies	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	518	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00
11	519	03/02/2026	47944	Amazon	Classroom Allowance	110.00	
				Classroom Allowance	11-031-1000-619-100-0000-000-105	03/02/2026	110.00

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 434 - 99999, Fund(s): General Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	520	03/02/2026	47944	Amazon	Classroom Allowance	110.00
				Classroom Allowance	11-031-1000-619-100-0000-000-105	110.00
					03/02/2026	110.00
11	521	03/02/2026	47944	Amazon	Classroom Allowance	110.00
				Classroom Allowance	11-031-1000-619-100-0000-000-705	110.00
					03/02/2026	110.00
11	522	03/03/2026	47944	Amazon	Classroom Allowance	109.90
				80 Pcs Mini Duck with Car 8 Color Figurine Funny Yellow Ducks Driving Micro Garden Landscape Cake Decoration Potted Plants DIY Craft Charms for Party Gift	11-031-1000-619-100-0000-000-105	19.99
				60 Pcs Mini Resin Ducks, Tiny Ducks to Hide, Little Plastic Animal Figurines Small Miniature Figures Bulk Glow in The Dark	11-000-0000-000-000-0000-000-105	19.98
				240 Pcs Glitter Mini Resin Ducks, Colorful Tiny Small Plastic Ducks Figures to Hide Little Resin Animals Bulk for Miniature Landscape Aquarium Potted Dollhouse Fairy Garden Accessories Decorations	11-000-0000-000-000-0000-000-105	11.99
				300 PCS Party Favor for Kids Goodie Bags Stuffers, Prize Box Toys for Kids Classroom Bulk, Small Fidget Toys Pinata Fillers, Treasure Chest for Students Rewards, Carnival Prizes, Birthday Gifts	11-000-0000-000-000-0000-000-105	22.99
				Stress Balls for Adults, Stress Cube Fidget Toys, Sensory Toys, Enhanced Grip Strength Squeeze Toys, Valentines, Easter, Party Favors, Square Shape Stress Cube Stress Relief Toys for Adult	11-000-0000-000-000-0000-000-105	13.99
				Schylling NeeDoh Original - Sensory Fidget Toy - Assorted Colors - Ages 3 to Adult , 1 Count ( Pack of 1)	11-000-0000-000-000-0000-000-105	5.99
				Mattel KerPlunk Kids Game, Easy-to-Learn Family Game for 2 to 4 Players, Don't Let The Marbles Fall	11-000-0000-000-000-0000-000-105	14.97
11	523	03/03/2026	47944	Amazon	Classroom allowance	110.00
				Classroom allowance	11-031-1000-619-100-0000-000-110	110.00
					03/03/2026	110.00
11	524	03/03/2026	47944	Amazon	classroom allowance	110.00
				classroom allowance	11-031-1000-619-100-0000-000-110	110.00
					03/03/2026	110.00
11	525	03/03/2026	47944	Amazon	Student Writing Utencils	37.00
				Dryerase markers, triangular pencils, chart markers	11-024-1000-619-100-0000-000-110	37.00
					03/03/2026	37.00
11	526	03/05/2026	51766	FSS Content Topco LP	Spanish books	641.40
				Books for Spanish	11-021-1000-644-100-2132-000-705	641.40
					03/05/2026	641.40
11	527	03/05/2026	470	Jostens, Inc.	(563) Cap and Gown for Seniors (27)	1,600.00
				Cap and Gown for Seniors(27)	11-563-2490-619-000-0000-000-705	1,600.00
					03/05/2026	1,600.00
11	528	03/05/2026	33335	GILLIAM MUSIC	New band instruments;	40,650.00
				Drum Line, with cases, covers, carriers, and harnesses (4 snare drums, 2 tenor drums, 6 bass drums)	11-000-1000-655-100-1195-000-705	18,000.00
				5-Octave Marimba, Yamaha	11-000-1000-655-100-1195-000-705	17,050.00
				Concert Gong	11-000-1000-655-100-1195-000-705	1,200.00
				Euphoniums	11-000-1000-655-100-1195-000-705	4,400.00
					03/05/2026	4,400.00

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 434 - 99999, Fund(s): General Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount	
11	529	03/05/2026	51821	Arvest Bank Operations Inc	Contest Registration	1,000.00	
				Contest and Interscholastic Fees	11-412-1000-810-311-8000-000-705	03/05/2026	1,000.00
11	530	03/05/2026	51821	Arvest Bank Operations Inc	SMORE renewal	150.00	
				SMORE renewal	11-021-2199-619-000-0000-000-705	03/05/2026	150.00
11	531	03/05/2026	51821	Arvest Bank Operations Inc	CN Equipment	621.45	
				Child Nutrition Equipment - Fan replacement, Food thermometers, serving line bulbs pans.	11-018-3140-651-700-0000-000-050	03/05/2026	621.45
11	532	03/06/2026	51821	Arvest Bank Operations Inc	Deposit Penske	1,000.00	
				Deposit for Band Truck #468842	11-009-1000-764-100-1195-000-705	03/06/2026	1,000.00
11	533	03/06/2026	52114	Joe Cooper Chevrolet	New 2026 Suburbans	138,880.00	
				New 2026 Suburban	11-009-2650-761-000-0000-000-050	03/06/2026	69,440.00
				New 2026 Suburban SPED	11-009-2740-761-239-0000-000-050	03/06/2026	69,440.00
11	534	03/06/2026	52115	Joe Cooper Ford of Yukon LLC	New 2026 Ford F150 Truck	35,680.00	
				New 2026 Ford F150 Truck	11-009-2650-764-000-0000-000-050	03/06/2026	35,680.00
11	535	03/06/2026	52116	Supreme Trailer Sales	Trailer	75,000.00	
				Cimarron Trailer	11-000-1000-766-311-8000-000-705	03/06/2026	75,000.00
11	536	03/06/2026	47944	Amazon	Tennis Ball Chair Floor Protector	4,069.45	
				Tennis ball Chair floor protectors	11-000-2620-618-000-0000-000-705	03/06/2026	4,069.45

<b>Non-Payroll Total:</b>	<b>\$505,487.85</b>
<b>Payroll Total:</b>	<b>\$83,576.20</b>
<b>Balance Forward:</b>	<b>\$19,462,151.33</b>
<b>Report Total:</b>	<b>\$20,051,215.38</b>

Change Order Listing

Options: Fund(s): General Fund, Year: 2025-2026, ReferenceDate: PO Date, Date Range: 2/5/2026 - 3/6/2026, PO Range: 1 - 433, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
8	07/01/2025	9234	City of Newcastle	School Resource Officer contract	31,000.00
			Increase PO # 11-8 to finish out remainder of the school year.	11-000-2660-344-000-0000-000-050 03/05/2026	31,000.00
200	08/26/2025	51203	Justin Garrett	CPR Class	1,500.00
			Increase PO # 11-200 for CPR class	11-000-2574-337-000-0000-000-050 03/05/2026	1,500.00
246	09/18/2025	50352	Business Professionals of America	Student BPA Membership Dues 25/26	16.00
			Increase PO # 11-246 \$10 for National Advisor Dues\$6 for Oklahoma Advisor Dues	11-412-1000-811-316-8100-000-505 02/10/2026	16.00
273	10/02/2025	51766	FSS Content Topco LP	books and materials for the library collection	-9.70
			books, materials, and processing for student use to add to the library collection	11-073-2220-641-000-0000-000-505 10/02/2025 03/04/2026	-9.70
321	11/07/2025	344	CCOSA	OASSP/OMLEA Registrations	269.00
			Increase PO# 11-321 for Atchley to attend OASSP/OMLEA to present at the conference	11-541-2573-860-000-0000-000-050 02/05/2026	269.00
326	11/11/2025	51821	Arvest Bank Operations Inc	Postcards	-26.00
			postcards for ECC	11-024-2530-619-000-0000-000-110 11/11/2025 02/20/2026	-26.00
366	12/16/2025	5144	CHAD CARGILL CONSULTING	(563) ACT Prep Course for JOM students	-520.00
			(563) ACT Prep Course for JOM students	11-563-2199-337-000-0000-000-705 12/16/2025 03/04/2026	-520.00
423	02/03/2026	47882	OK Assoc School Business Officials	Spring Conference Registration (Shasta & Gracie)	300.00
			Spring Conference L.Chmil & K Ferguson	11-082-2511-860-000-0000-000-050 02/11/2026	300.00

<b>Non-Payroll Total:</b>	<b>\$32,529.30</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$32,529.30</b>

**Project Totals**

000	NON-CATEGORICAL	32,500.00
024	ECC BUDGET	-26.00
073	MS Library Budget	-9.70
082	Staff Training and Travel	300.00
412	VOCATIONAL ASSISTANCE GRANT	16.00
541	Part A, Supporting Effective Instruction	269.00
563	J O'Malley Program	-520.00

**Unit Totals**

050	DISTRICTWIDE	33,069.00
110	EARLY CHILDHOOD	-26.00
505	MIDDLE SCHOOL	6.30
705	HIGH SCHOOL	-520.00

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 139 - 99999, Fund(s): Building Fund

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	139	02/20/2026	51821	Arvest Bank Operations Inc	Supplies for bb/sb field	2,663.68
					drying agent/mound clay/field conditioner for bb/sb field	2,663.68
			21-017-2630-710-000-0000-000-705		02/20/2026	
21	140	02/25/2026	540	CORY'S AUDIO VISUAL SERVICES LLC	Service Call for Repair-HS Gym Audio system	1,000.00
					Service Call for HS Gym audio system	1,000.00
			21-017-2640-432-000-0000-000-705		02/25/2026	
21	141	02/25/2026	51975	Merit Network Solutions, Inc.	Access Control cabling at HS	4,625.00
					Access control cabling for HS new addition	4,625.00
			21-000-2620-653-000-0000-000-705		02/25/2026	
21	142	03/02/2026	5730	eei Group LLC	HS NEW GYM, PU Heater Repair	1,616.85
					Service & parts to repair High School New Gym package unit	1,616.85
			21-010-2620-433-000-0000-000-705		03/02/2026	
21	143	03/03/2026	47944	Amazon	D batteries for ECC Paper towel dispenser	178.10
					D batteries for ECC Paper towel dispenser	178.10
			21-011-2620-618-000-0000-000-050		03/03/2026	
21	144	03/05/2026	47918	Tri City Glass and Door LLC	Window replacement Elementary	251.01
					Window replacement Elementary billing the parents.	251.01
			21-011-2620-459-000-0000-000-105		03/05/2026	
21	145	03/06/2026	51358	Tractor Bobs LLC	Air filter housing for bad boy mower	225.00
					Air filter housing for bad boy mower	225.00
			21-011-2640-618-000-0000-000-050		03/06/2026	
21	146	03/06/2026	51983	Dustin Mulliniks	repair of sewer line at bb/sb field	3,240.00
					repair of sewer line at bb/sb field	3,240.00
			21-011-2630-437-000-0000-000-050		03/06/2026	
<b>Non-Payroll Total:</b>						<b>\$13,799.64</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$13,799.64</b>

Change Order Listing

Options: Fund(s): Building Fund, Year: 2025-2026, ReferenceDate: PO Date, Date Range: 2/5/2026 - 3/6/2026, PO Range: 1 - 138, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
7	07/01/2025	8309	Sherwin Williams	Paint/Supplies	1,000.00
	Increase PO# 21-7	21-011-2620-618-000-0000-000-050		03/03/2026	1,000.00
9	07/01/2025	51750	City Electric Supply Company	Electrical supplies	5,000.00
	increase PO 21-9	21-011-2620-618-000-0000-000-050		03/06/2026	5,000.00
21	07/01/2025	586	KONE Inc	Elevator Inspections	1,000.00
	Increase PO# 21-21	21-012-2670-438-000-0000-000-050		02/10/2026	1,000.00
26	07/01/2025	9305	Clayton J. White	Fire alarm repair	2,000.00
	Increase PO# 21-26	21-012-2670-438-000-0000-000-050		02/10/2026	2,000.00
29	07/01/2025	603	Treat's Janitorial Supply	Custodial supplies	10,000.00
	Increase PO # 21-29	21-011-2620-618-000-0000-000-050		02/23/2026	10,000.00
31	07/01/2025	33315	J & W Tire	Tires/Repairs	1,000.00
	Increase PO 21-31 for new tires on maintenance pickup	21-011-2650-439-000-0000-000-050		02/26/2026	1,000.00
33	07/01/2025	8937	L & W SUPPLY CORPORATION	Ceiling tile supplies	3,500.00
	Increase PO# 21-33	21-011-2620-618-000-0000-000-050		02/10/2026	3,500.00
38	07/01/2025	9234	City of Newcastle	District water	32,000.00
	Increase PO # 21-38Increased water cost	21-011-2620-411-000-0000-000-050		03/05/2026	32,000.00
40	07/01/2025	4607	Clearwater Enterprises LLC	District natural gas utilities	5,000.00
	Increase PO# 21- 40	21-011-2620-410-000-0000-000-050		02/20/2026	5,000.00
44	07/01/2025	461	Johnstone Supply	District HVAC Parts/Supplies	1,500.00
	Increase PO# 2026-21-44 for district HVAC parts	21-010-2620-618-000-0000-000-050		02/10/2026	1,500.00
49	07/01/2025	5730	eei Group LLC	District HVAC Parts/Supplies	1,000.00
	Increase PO# 2026-21-49 for district HVAC service & parts	21-010-2620-618-000-0000-000-050		02/10/2026	1,000.00
60	07/01/2025	943	HINTON REFRIDGERATION CO.	District Refrigeration Service	1,000.00
	Increase PO# 2026-21-60 for district HVAC/R service	21-010-2620-438-000-0000-000-050		02/10/2026	1,000.00

<b>Non-Payroll Total:</b>	<b>\$64,000.00</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$64,000.00</b>

**Project Totals**

010	HVAC - Scott	3,500.00
011	Maintenance - General	57,500.00
012	Fire/ Safety/ Security - Joe	3,000.00

**Unit Totals**

050	DISTRICTWIDE	64,000.00
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## Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 26 - 99999, Fund(s): 2022 DISTRICT BOND FUND

32

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
32	26	02/16/2026	52030	Pro Grade Flooring LLC	Carpet for Elementary Specials Hallway rooms	16,339.45
					Carpet for Elementary Specials Hallway rooms	16,339.45
			32-011-2620-459-000-0000-000-105		02/16/2026	16,339.45
32	27	03/05/2026	33335	GILLIAM MUSIC	New band instruments	35,634.00
					Concert Chimes	6,250.00
			32-000-1000-655-100-1195-000-705		03/05/2026	6,250.00
					Concert Snare Drums	1,050.00
			32-000-1000-655-100-1195-000-705		03/05/2026	1,050.00
					Euphoniums	22,314.00
			32-000-1000-655-100-1195-000-705		03/05/2026	22,314.00
					Bass Clarinets	4,300.00
			32-000-1000-655-100-1195-000-705		03/05/2026	4,300.00
					Piccolos	1,720.00
			32-000-1000-655-100-1195-000-705		03/05/2026	1,720.00
32	28	03/06/2026	51546	Palen Music Center Inc	New Band Instruments	62,375.00
					New Drum Set	3,100.00
			32-000-1000-735-100-1195-000-705		03/06/2026	3,100.00
					Bass Guitar	1,850.00
			32-000-1000-735-100-1195-000-705		03/06/2026	1,850.00
					Bass Guitar Amp	925.00
			32-000-1000-735-100-1195-000-705		03/06/2026	925.00
					Electric Guitar	2,000.00
			32-000-1000-735-100-1195-000-705		03/06/2026	2,000.00
					Guitar Amp	1,775.00
			32-000-1000-735-100-1195-000-705		03/06/2026	1,775.00
					Electric Keyboard	600.00
			32-000-1000-735-100-1195-000-705		03/06/2026	600.00
					Keyboard Stand	100.00
			32-000-1000-735-100-1195-000-705		03/06/2026	100.00
					Keyboard Case	400.00
			32-000-1000-735-100-1195-000-705		03/06/2026	400.00
					Keyboard Bench	50.00
			32-000-1000-735-100-1195-000-705		03/06/2026	50.00
					Keyboard Amp	700.00
			32-000-1000-735-100-1195-000-705		03/06/2026	700.00
					French Horns	29,400.00
			32-000-1000-735-100-1195-000-705		03/06/2026	29,400.00
					Bass Clarinets	10,000.00
			32-000-1000-735-100-1195-000-705		03/06/2026	10,000.00
					Tenor Saxophones	10,400.00
			32-000-1000-735-100-1195-000-705		03/06/2026	10,400.00
					Mixer / Mount	1,075.00
			32-000-1000-735-100-1195-000-705		03/06/2026	1,075.00
<b>Non-Payroll Total:</b>						<b>\$114,348.45</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$114,348.45</b>

Encumbrance Register

Options: Year: 2025-2026, Date Range: 2/5/2026 - 3/6/2026, PO Range: 58 - 99999, Fund(s): Technology Bond Fund 39

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
39	58	02/23/2026	4577	APPLE, INC.	New Raptor Kiosk iPads	1,645.00
				Replacement Raptor Kiosk iPads (5 count)	39-013-2230-653-000-0000-000-050 02/23/2026	1,645.00

<b>Non-Payroll Total:</b>	<b>\$1,645.00</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Balance Forward:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$1,645.00</b>

Change Order Listing

**Options:** Fund(s): Technology Bond Fund 39, Year: 2025-2026, ReferenceDate: PO Date, Date Range: 2/5/2026 - 3/6/2026, PO Range: 1 - 57, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
7	07/02/2025	8483	XPRESSMYSELF.COM LLC	Asset Tiger - Inventory System	-400.00
			Asset Tiger - Inventory System	07/02/2025 02/06/2026	-400.00
		39-000-2230-653-000-0000-000-050			
46	10/21/2025	2766	CDW LLC	Surface Pro's (5 count) / Surface Laptop	-402.80
			Surface Pro's (5 count) with keyboards and Surface Laptop (IT Dept)	10/21/2025 02/06/2026	-402.80
		39-013-2230-653-000-0000-000-050			
52	12/15/2025	51821	Arvest Bank Operations Inc	Asset Tiger (Inventory)	-75.00
			Asset Tiger Inventory	12/15/2025 02/06/2026	-75.00
		39-013-2340-653-000-0000-000-050			

<b>Non-Payroll Total:</b>	<b>(\$877.80)</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>(\$877.80)</b>

**Project Totals**

000	NON-CATEGORICAL	-400.00
013	Technology	-477.80

**Unit Totals**

050	DISTRICTWIDE	-877.80
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**Newcastle Public Schools  
Payroll Summary  
March 10, 2026**

Monthly Payroll FY26 (02/26/2026)	\$1,570,734.26
Extra Duty Payroll (3/12/2026)	\$66,192.09
National Board Certification (3/12/2026)	\$5,000.00



# NEWCASTLE PUBLIC SCHOOLS

## Purpose of Activity Fund Account

Original  
 Amended

Account Name: Middle School Track Account #: \_\_\_\_\_ Site #: 505

### Scheduled Fundraising Events:

<i>Description</i>	<i>Month Planned</i>
<u>Jogathon</u>	<u>March</u>
<u>Clothing sales</u>	<u>March</u>
_____	_____

### General Revenue: (Indicate Amended Items with an "\*\*")

Donations are automatically approved. List other methods of generating revenue:


Jogathon and clothing sales, board approved fundraisers

### Expenditures: (How the revenue will be spent) (Indicate Amended items with a "\*\*")

Snacks for meets, metals, end of year banquet, clothing

Brooke Heskeu

Sponsor Name

  
Sponsor Signature

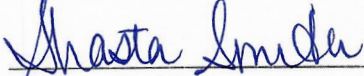
Supervisor Signature if Applicable  
(Principal or Athletic Director)

3/6/26

Date Submitted

25-26

School Year

  
Activity Fund Custodian Signature

Chief Financial Officer Signature

Date Approved by Board of Education

## Newcastle Public Schools

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 1/31/2026

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Series - 1000						
Source - 1110 Ad Valorem (Current)						
11 General Fund	\$0.00	\$4,350,017.88	\$0.00	\$4,350,017.88	N/A	\$592,306.24
<b>Source - 1110 Ad Valorem (Current)</b>	<b>\$0.00</b>	<b>\$4,350,017.88</b>	<b>\$0.00</b>	<b>\$4,350,017.88</b>	<b>N/A</b>	<b>\$592,306.24</b>
<b>Total</b>						
Source - 1120 Ad Valorem (Prior Years)						
11 General Fund	\$0.00	\$117,102.85	\$0.00	\$117,102.85	N/A	\$11,039.39
<b>Source - 1120 Ad Valorem (Prior Years)</b>	<b>\$0.00</b>	<b>\$117,102.85</b>	<b>\$0.00</b>	<b>\$117,102.85</b>	<b>N/A</b>	<b>\$11,039.39</b>
<b>Total</b>						
Source - 1130 Revenue in Lieu of Taxes						
11 General Fund	\$0.00	\$419.85	\$0.00	\$419.85	N/A	\$0.00
<b>Source - 1130 Revenue in Lieu of Taxes</b>	<b>\$0.00</b>	<b>\$419.85</b>	<b>\$0.00</b>	<b>\$419.85</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Total</b>						
Source - 1310 Interest Earnings						
11 General Fund	\$0.00	\$286,713.15	\$0.00	\$286,713.15	N/A	\$49,297.65
<b>Source - 1310 Interest Earnings Total</b>	<b>\$0.00</b>	<b>\$286,713.15</b>	<b>\$0.00</b>	<b>\$286,713.15</b>	<b>N/A</b>	<b>\$49,297.65</b>
Source - 1352 Interest on Unapportioned Tax						
11 General Fund	\$0.00	\$97.63	\$0.00	\$97.63	N/A	\$0.00
<b>Source - 1352 Interest on Unapportioned Tax Total</b>	<b>\$0.00</b>	<b>\$97.63</b>	<b>\$0.00</b>	<b>\$97.63</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 1390 OTHER EARNINGS ON INVESTMENTS						
11 General Fund	\$0.00	\$1,581.54	\$0.00	\$1,581.54	N/A	\$213.83
<b>Source - 1390 OTHER EARNINGS ON INVESTMENTS Total</b>	<b>\$0.00</b>	<b>\$1,581.54</b>	<b>\$0.00</b>	<b>\$1,581.54</b>	<b>N/A</b>	<b>\$213.83</b>
Source - 1530 DAMAGES TO SCHOOL PROPERTY						
11 General Fund	\$0.00	\$14,454.31	\$0.00	\$14,454.31	N/A	\$0.00
<b>Source - 1530 DAMAGES TO SCHOOL PROPERTY Total</b>	<b>\$0.00</b>	<b>\$14,454.31</b>	<b>\$0.00</b>	<b>\$14,454.31</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 1590 MISCELLANEOUS REIMBURSEMENTS						
11 General Fund	\$0.00	\$341,542.99	\$0.00	\$341,542.99	N/A	\$38,416.75
<b>Source - 1590 MISCELLANEOUS REIMBURSEMENTS Total</b>	<b>\$0.00</b>	<b>\$341,542.99</b>	<b>\$0.00</b>	<b>\$341,542.99</b>	<b>N/A</b>	<b>\$38,416.75</b>
Source - 1660 Mineral Royalties / Lease Revenue						
11 General Fund	\$0.00	\$41.92	\$0.00	\$41.92	N/A	\$13.73
<b>Source - 1660 Mineral Royalties / Lease Revenue Total</b>	<b>\$0.00</b>	<b>\$41.92</b>	<b>\$0.00</b>	<b>\$41.92</b>	<b>N/A</b>	<b>\$13.73</b>
Source - 1710 CNP / Student Meals						
11 General Fund	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
<b>Source - 1710 CNP / Student Meals Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 1720 CNP / A La Carte or Catering						
11 General Fund	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
<b>Source - 1720 CNP / A La Carte or Catering Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 1730 CNP / Adult Meals						
11 General Fund	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
<b>Source - 1730 CNP / Adult Meals Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 1790 CNP / Other District Revenue						
11 General Fund	\$0.00	\$25,000.00	\$0.00	\$25,000.00	N/A	\$0.00
<b>Source - 1790 CNP / Other District Revenue Total</b>	<b>\$0.00</b>	<b>\$25,000.00</b>	<b>\$0.00</b>	<b>\$25,000.00</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Series - 1000 Total</b>	<b>\$0.00</b>	<b>\$5,136,972.12</b>	<b>\$0.00</b>	<b>\$5,136,972.12</b>	<b>N/A</b>	<b>\$691,287.59</b>
Series - 2000						
Source - 2100 County 4 Mil						
11 General Fund	\$0.00	\$393,601.41	\$0.00	\$393,601.41	N/A	\$33,851.14
<b>Source - 2100 County 4 Mil Total</b>	<b>\$0.00</b>	<b>\$393,601.41</b>	<b>\$0.00</b>	<b>\$393,601.41</b>	<b>N/A</b>	<b>\$33,851.14</b>
Source - 2200 County Mortgage						
11 General Fund	\$0.00	\$89,547.20	\$0.00	\$89,547.20	N/A	\$1,654.12
<b>Source - 2200 County Mortgage Total</b>	<b>\$0.00</b>	<b>\$89,547.20</b>	<b>\$0.00</b>	<b>\$89,547.20</b>	<b>N/A</b>	<b>\$1,654.12</b>

## Newcastle Public Schools

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 1/31/2026

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
<b>Series - 2000 Total</b>	<b>\$0.00</b>	<b>\$483,148.61</b>	<b>\$0.00</b>	<b>\$483,148.61</b>	<b>N/A</b>	<b>\$35,505.26</b>
Series - 3000						
Source - 3110 Gross Production						
11 General Fund	\$0.00	\$607,357.78	\$0.00	\$607,357.78	N/A	\$129,818.50
<b>Source - 3110 Gross Production Total</b>	<b>\$0.00</b>	<b>\$607,357.78</b>	<b>\$0.00</b>	<b>\$607,357.78</b>	<b>N/A</b>	<b>\$129,818.50</b>
Source - 3120 Motor Vehicle						
11 General Fund	\$0.00	\$614,135.29	\$0.00	\$614,135.29	N/A	\$100,117.53
<b>Source - 3120 Motor Vehicle Total</b>	<b>\$0.00</b>	<b>\$614,135.29</b>	<b>\$0.00</b>	<b>\$614,135.29</b>	<b>N/A</b>	<b>\$100,117.53</b>
Source - 3130 Rural Electric						
11 General Fund	\$0.00	\$196,171.00	\$0.00	\$196,171.00	N/A	\$24,407.59
<b>Source - 3130 Rural Electric Total</b>	<b>\$0.00</b>	<b>\$196,171.00</b>	<b>\$0.00</b>	<b>\$196,171.00</b>	<b>N/A</b>	<b>\$24,407.59</b>
Source - 3140 School Land						
11 General Fund	\$0.00	\$349,633.26	\$0.00	\$349,633.26	N/A	\$136,885.16
<b>Source - 3140 School Land Total</b>	<b>\$0.00</b>	<b>\$349,633.26</b>	<b>\$0.00</b>	<b>\$349,633.26</b>	<b>N/A</b>	<b>\$136,885.16</b>
Source - 3150 Vehicle Tax						
11 General Fund	\$0.00	\$1,199.25	\$0.00	\$1,199.25	N/A	\$0.00
<b>Source - 3150 Vehicle Tax Total</b>	<b>\$0.00</b>	<b>\$1,199.25</b>	<b>\$0.00</b>	<b>\$1,199.25</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3210 State Aid						
11 General Fund	\$0.00	\$3,530,029.39	\$0.00	\$3,530,029.39	N/A	\$602,768.41
<b>Source - 3210 State Aid Total</b>	<b>\$0.00</b>	<b>\$3,530,029.39</b>	<b>\$0.00</b>	<b>\$3,530,029.39</b>	<b>N/A</b>	<b>\$602,768.41</b>
Source - 3250 Flex Benefit Allowance						
11 General Fund	\$0.00	\$1,158,825.46	\$0.00	\$1,158,825.46	N/A	\$215,036.14
<b>Source - 3250 Flex Benefit Allowance Total</b>	<b>\$0.00</b>	<b>\$1,158,825.46</b>	<b>\$0.00</b>	<b>\$1,158,825.46</b>	<b>N/A</b>	<b>\$215,036.14</b>
Source - 3310 Alternative Education						
11 General Fund	\$0.00	\$7,927.27	\$0.00	\$7,927.27	N/A	\$7,927.27
<b>Source - 3310 Alternative Education Total</b>	<b>\$0.00</b>	<b>\$7,927.27</b>	<b>\$0.00</b>	<b>\$7,927.27</b>	<b>N/A</b>	<b>\$7,927.27</b>
Source - 3413 .						
11 General Fund	\$0.00	\$4,000.00	\$0.00	\$4,000.00	N/A	\$0.00
<b>Source - 3413 . Total</b>	<b>\$0.00</b>	<b>\$4,000.00</b>	<b>\$0.00</b>	<b>\$4,000.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3414 GREAT EXPECTATION SUMMER INST.						
11 General Fund	\$0.00	\$3,498.00	\$0.00	\$3,498.00	N/A	\$0.00
<b>Source - 3414 GREAT EXPECTATION SUMMER INST. Total</b>	<b>\$0.00</b>	<b>\$3,498.00</b>	<b>\$0.00</b>	<b>\$3,498.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3415 READING SUFFICIENCY						
11 General Fund	\$0.00	\$24,520.59	\$0.00	\$24,520.59	N/A	\$0.00
<b>Source - 3415 READING SUFFICIENCY Total</b>	<b>\$0.00</b>	<b>\$24,520.59</b>	<b>\$0.00</b>	<b>\$24,520.59</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3420 State Textbook						
11 General Fund	\$0.00	\$91,744.27	\$0.00	\$91,744.27	N/A	\$15,767.12
<b>Source - 3420 State Textbook Total</b>	<b>\$0.00</b>	<b>\$91,744.27</b>	<b>\$0.00</b>	<b>\$91,744.27</b>	<b>N/A</b>	<b>\$15,767.12</b>
Source - 3436 School Resource Officer Program						
11 General Fund	\$0.00	\$93,041.47	\$0.00	\$93,041.47	N/A	\$0.00
<b>Source - 3436 School Resource Officer Program Total</b>	<b>\$0.00</b>	<b>\$93,041.47</b>	<b>\$0.00</b>	<b>\$93,041.47</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3438 Teacher Empowerment Revolving Fund						
11 General Fund	\$0.00	\$98,500.00	\$0.00	\$98,500.00	N/A	\$0.00
<b>Source - 3438 Teacher Empowerment Revolving Fund Total</b>	<b>\$0.00</b>	<b>\$98,500.00</b>	<b>\$0.00</b>	<b>\$98,500.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3610 ADDITIONAL HOMESTEAD REIM.						
11 General Fund	\$0.00	\$39,192.67	\$0.00	\$39,192.67	N/A	\$0.00
<b>Source - 3610 ADDITIONAL HOMESTEAD REIM. Total</b>	<b>\$0.00</b>	<b>\$39,192.67</b>	<b>\$0.00</b>	<b>\$39,192.67</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3720 STATE MATCHING						
11 General Fund	\$0.00	\$4,677.93	\$0.00	\$4,677.93	N/A	\$4,677.93
<b>Source - 3720 STATE MATCHING Total</b>	<b>\$0.00</b>	<b>\$4,677.93</b>	<b>\$0.00</b>	<b>\$4,677.93</b>	<b>N/A</b>	<b>\$4,677.93</b>
Source - 3811 Career Tech Salary						

## Newcastle Public Schools

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 1/31/2026

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
11 General Fund	\$0.00	\$10,210.00	\$0.00	\$10,210.00	N/A	\$0.00
<b>Source - 3811 Career Tech Salary Total</b>	<b>\$0.00</b>	<b>\$10,210.00</b>	<b>\$0.00</b>	<b>\$10,210.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3812 Career Tech Program						
11 General Fund	\$0.00	\$30,624.00	\$0.00	\$30,624.00	N/A	\$0.00
<b>Source - 3812 Career Tech Program Total</b>	<b>\$0.00</b>	<b>\$30,624.00</b>	<b>\$0.00</b>	<b>\$30,624.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 3857 WELFARE-TO-WORK						
11 General Fund	\$0.00	\$27,499.98	\$0.00	\$27,499.98	N/A	\$4,583.33
<b>Source - 3857 WELFARE-TO-WORK Total</b>	<b>\$0.00</b>	<b>\$27,499.98</b>	<b>\$0.00</b>	<b>\$27,499.98</b>	<b>N/A</b>	<b>\$4,583.33</b>
<b>Series - 3000 Total</b>	<b>\$0.00</b>	<b>\$6,892,787.61</b>	<b>\$0.00</b>	<b>\$6,892,787.61</b>	<b>N/A</b>	<b>\$1,241,988.98</b>
Series - 4000						
Source - 4140 Title V - Indian Ed						
11 General Fund	\$0.00	\$52,119.63	\$0.00	\$52,119.63	N/A	\$35,710.07
<b>Source - 4140 Title V - Indian Ed Total</b>	<b>\$0.00</b>	<b>\$52,119.63</b>	<b>\$0.00</b>	<b>\$52,119.63</b>	<b>N/A</b>	<b>\$35,710.07</b>
Source - 4210 Title I - Part A						
11 General Fund	\$0.00	\$192,376.00	\$0.00	\$192,376.00	N/A	\$50,950.17
<b>Source - 4210 Title I - Part A Total</b>	<b>\$0.00</b>	<b>\$192,376.00</b>	<b>\$0.00</b>	<b>\$192,376.00</b>	<b>N/A</b>	<b>\$50,950.17</b>
Source - 4271 Title II - Part A						
11 General Fund	\$0.00	\$46,874.55	\$0.00	\$46,874.55	N/A	\$15,477.12
<b>Source - 4271 Title II - Part A Total</b>	<b>\$0.00</b>	<b>\$46,874.55</b>	<b>\$0.00</b>	<b>\$46,874.55</b>	<b>N/A</b>	<b>\$15,477.12</b>
Source - 4310 IDEA - Part B Flowthrough						
11 General Fund	\$0.00	\$285,924.10	\$0.00	\$285,924.10	N/A	\$93,145.70
<b>Source - 4310 IDEA - Part B Flowthrough Total</b>	<b>\$0.00</b>	<b>\$285,924.10</b>	<b>\$0.00</b>	<b>\$285,924.10</b>	<b>N/A</b>	<b>\$93,145.70</b>
Source - 4340 IDEA - Part B Pre-K						
11 General Fund	\$0.00	\$8,700.35	\$0.00	\$8,700.35	N/A	\$3,866.27
<b>Source - 4340 IDEA - Part B Pre-K Total</b>	<b>\$0.00</b>	<b>\$8,700.35</b>	<b>\$0.00</b>	<b>\$8,700.35</b>	<b>N/A</b>	<b>\$3,866.27</b>
Source - 4442 Title IV - Part A - SSAE						
11 General Fund	\$0.00	\$13,689.00	\$0.00	\$13,689.00	N/A	\$8,052.50
<b>Source - 4442 Title IV - Part A - SSAE Total</b>	<b>\$0.00</b>	<b>\$13,689.00</b>	<b>\$0.00</b>	<b>\$13,689.00</b>	<b>N/A</b>	<b>\$8,052.50</b>
Source - 4470 Title V - RLIS						
11 General Fund	\$0.00	\$13,742.03	\$0.00	\$13,742.03	N/A	\$0.00
<b>Source - 4470 Title V - RLIS Total</b>	<b>\$0.00</b>	<b>\$13,742.03</b>	<b>\$0.00</b>	<b>\$13,742.03</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 4550 Johnson O'Malley						
11 General Fund	\$0.00	\$17,771.47	\$0.00	\$17,771.47	N/A	\$0.00
<b>Source - 4550 Johnson O'Malley Total</b>	<b>\$0.00</b>	<b>\$17,771.47</b>	<b>\$0.00</b>	<b>\$17,771.47</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 4689 OTHER FEDERAL GRANTS						
11 General Fund	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
<b>Source - 4689 OTHER FEDERAL GRANTS Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>N/A</b>	<b>\$0.00</b>
Source - 4710 CNP Federal Lunch						
11 General Fund	\$0.00	\$229,584.08	\$0.00	\$229,584.08	N/A	\$38,324.11
<b>Source - 4710 CNP Federal Lunch Total</b>	<b>\$0.00</b>	<b>\$229,584.08</b>	<b>\$0.00</b>	<b>\$229,584.08</b>	<b>N/A</b>	<b>\$38,324.11</b>
Source - 4720 CNP Federal Breakfast						
11 General Fund	\$0.00	\$68,990.84	\$0.00	\$68,990.84	N/A	\$11,293.14
<b>Source - 4720 CNP Federal Breakfast Total</b>	<b>\$0.00</b>	<b>\$68,990.84</b>	<b>\$0.00</b>	<b>\$68,990.84</b>	<b>N/A</b>	<b>\$11,293.14</b>
Source - 4821 Carl Perkins Grant						
11 General Fund	\$0.00	\$8,254.59	\$0.00	\$8,254.59	N/A	\$1,772.96
<b>Source - 4821 Carl Perkins Grant Total</b>	<b>\$0.00</b>	<b>\$8,254.59</b>	<b>\$0.00</b>	<b>\$8,254.59</b>	<b>N/A</b>	<b>\$1,772.96</b>
<b>Series - 4000 Total</b>	<b>\$0.00</b>	<b>\$938,026.64</b>	<b>\$0.00</b>	<b>\$938,026.64</b>	<b>N/A</b>	<b>\$258,592.04</b>
Series - 5000						
Source - 5160 Activity Fund Collections						
11 General Fund	\$0.00	\$40,538.75	\$0.00	\$40,538.75	N/A	\$1,473.11
<b>Source - 5160 Activity Fund Collections Total</b>	<b>\$0.00</b>	<b>\$40,538.75</b>	<b>\$0.00</b>	<b>\$40,538.75</b>	<b>N/A</b>	<b>\$1,473.11</b>

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 1/31/2026

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Source - 5600 Correcting Entries						
11 General Fund	\$0.00	\$1,926.69	\$0.00	\$1,926.69	N/A	\$0.00
<b>Source - 5600 Correcting Entries Total</b>	<b>\$0.00</b>	<b>\$1,926.69</b>	<b>\$0.00</b>	<b>\$1,926.69</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Series - 5000 Total</b>	<b>\$0.00</b>	<b>\$42,465.44</b>	<b>\$0.00</b>	<b>\$42,465.44</b>	<b>N/A</b>	<b>\$1,473.11</b>
Series - 6000						
Source - 6110 Fund Balance						
11 General Fund	\$0.00	\$6,784,746.31	\$0.00	\$6,784,746.31	N/A	\$0.00
<b>Source - 6110 Fund Balance Total</b>	<b>\$0.00</b>	<b>\$6,784,746.31</b>	<b>\$0.00</b>	<b>\$6,784,746.31</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Series - 6000 Total</b>	<b>\$0.00</b>	<b>\$6,784,746.31</b>	<b>\$0.00</b>	<b>\$6,784,746.31</b>	<b>N/A</b>	<b>\$0.00</b>
<b>Report Total</b>	<b>\$0.00</b>	<b>\$20,278,146.73</b>	<b>\$0.00</b>	<b>\$20,278,146.73</b>	<b>N/A</b>	<b>\$2,228,846.98</b>

**Newcastle Public Schools  
Revenue/Expenditure Summary**

**Activity Fund-  
Athletics**

**Options:** Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 801 ATHLETICS-GENERAL							
Program - 000 NON-PROGRAM							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,415.00	(\$3,415.00)
<b>Total Program - 000 NON-PROGRAM</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,415.00</b>	<b>(\$3,415.00)</b>
Program - 801 ATHLETIC-GENERAL							
050 DISTRICTWIDE	\$0.00	\$0.00	\$0.00	\$403.38	(\$403.38)	\$596.62	(\$1,000.00)
505 MIDDLE SCHOOL	\$0.00	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00
705 HIGH SCHOOL	\$0.00	\$63,513.72	\$26,219.73	\$16,809.73	\$72,923.72	\$2,638.15	\$70,285.57
<b>Total Program - 801 ATHLETIC-GENERAL</b>	<b>\$0.00</b>	<b>\$64,113.72</b>	<b>\$26,219.73</b>	<b>\$17,213.11</b>	<b>\$73,120.34</b>	<b>\$3,234.77</b>	<b>\$69,885.57</b>
Program - 811 BASKETBALL-BOYS							
505 MIDDLE SCHOOL	\$0.00	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$4,500.00	(\$4,500.00)	\$0.00	(\$4,500.00)
<b>Total Program - 811 BASKETBALL-BOYS</b>	<b>\$0.00</b>	<b>\$600.00</b>	<b>\$0.00</b>	<b>\$4,500.00</b>	<b>(\$3,900.00)</b>	<b>\$0.00</b>	<b>(\$3,900.00)</b>
Program - 812 BASKETBALL-GIRLS							
505 MIDDLE SCHOOL	\$0.00	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$4,500.00	(\$4,500.00)	\$0.00	(\$4,500.00)
<b>Total Program - 812 BASKETBALL-GIRLS</b>	<b>\$0.00</b>	<b>\$400.00</b>	<b>\$0.00</b>	<b>\$4,500.00</b>	<b>(\$4,100.00)</b>	<b>\$0.00</b>	<b>(\$4,100.00)</b>
Program - 813 CHEER							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$890.00	(\$890.00)
<b>Total Program - 813 CHEER</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$890.00</b>	<b>(\$890.00)</b>
Program - 814 CROSS COUNTRY							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$440.00	(\$440.00)	\$0.00	(\$440.00)
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$2,243.00	(\$2,243.00)	\$400.00	(\$2,643.00)
<b>Total Program - 814 CROSS COUNTRY</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,683.00</b>	<b>(\$2,683.00)</b>	<b>\$400.00</b>	<b>(\$3,083.00)</b>
Program - 815 FAST PITCH							
050 DISTRICTWIDE	\$0.00	\$888.75	\$0.00	\$0.00	\$888.75	\$0.00	\$888.75
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	\$200.00	(\$450.00)
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$2,319.74	(\$2,319.74)	\$660.00	(\$2,979.74)
<b>Total Program - 815 FAST PITCH</b>	<b>\$0.00</b>	<b>\$888.75</b>	<b>\$0.00</b>	<b>\$2,569.74</b>	<b>(\$1,680.99)</b>	<b>\$860.00</b>	<b>(\$2,540.99)</b>
Program - 816 FOOTBALL							
705 HIGH SCHOOL	\$0.00	\$10,254.50	\$0.00	\$11,463.91	(\$1,209.41)	\$1,001.09	(\$2,210.50)
<b>Total Program - 816 FOOTBALL</b>	<b>\$0.00</b>	<b>\$10,254.50</b>	<b>\$0.00</b>	<b>\$11,463.91</b>	<b>(\$1,209.41)</b>	<b>\$1,001.09</b>	<b>(\$2,210.50)</b>
Program - 819 SLOW PITCH							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$5,181.51	(\$5,181.51)	\$0.00	(\$5,181.51)
<b>Total Program - 819 SLOW PITCH</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,181.51</b>	<b>(\$5,181.51)</b>	<b>\$0.00</b>	<b>(\$5,181.51)</b>
Program - 823 TRACK							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$260.00	(\$260.00)	\$9,635.00	(\$9,895.00)
<b>Total Program - 823 TRACK</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$260.00</b>	<b>(\$260.00)</b>	<b>\$9,635.00</b>	<b>(\$9,895.00)</b>
Program - 824 VOLLEYBALL							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$141.99	(\$141.99)	\$0.00	(\$141.99)
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$165.00	(\$165.00)	\$0.00	(\$165.00)
<b>Total Program - 824 VOLLEYBALL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$306.99</b>	<b>(\$306.99)</b>	<b>\$0.00</b>	<b>(\$306.99)</b>
Program - 825 WRESTLING							
505 MIDDLE SCHOOL	\$0.00	\$2,200.00	\$0.00	\$299.00	\$1,901.00	\$0.00	\$1,901.00
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$559.00	(\$559.00)	\$10,000.00	(\$10,559.00)
<b>Total Program - 825 WRESTLING</b>	<b>\$0.00</b>	<b>\$2,200.00</b>	<b>\$0.00</b>	<b>\$858.00</b>	<b>\$1,342.00</b>	<b>\$10,000.00</b>	<b>(\$8,658.00)</b>
Program - 900 NON ATHLETIC PROG							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,625.00	(\$3,625.00)
<b>Total Program - 900 NON ATHLETIC PROG</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,625.00</b>	<b>(\$3,625.00)</b>
<b>Total Project - 801 ATHLETICS-GENERAL</b>	<b>\$0.00</b>	<b>\$78,456.97</b>	<b>\$26,219.73</b>	<b>\$49,536.26</b>	<b>\$55,140.44</b>	<b>\$33,060.86</b>	<b>\$22,079.58</b>
Project - 802 ATHLETIC-GATE							
Program - 000 NON-PROGRAM							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00	(\$200.00)
<b>Total Program - 000 NON-PROGRAM</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$200.00</b>	<b>(\$200.00)</b>
Program - 802 ATHLETIC-GATE							
000 Non Specified Site	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.71	(\$1.71)
050 DISTRICTWIDE	\$0.00	\$0.00	\$0.00	\$696.00	(\$696.00)	\$104.00	(\$800.00)

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 802 ATHLETIC-GATE							
Program - 802 ATHLETIC-GATE							
705 HIGH SCHOOL	\$0.00	\$3,593.00	\$37,393.38	\$13,425.67	\$27,560.71	\$3,640.15	\$23,920.56
<b>Total Program - 802 ATHLETIC-GATE</b>	<b>\$0.00</b>	<b>\$3,593.00</b>	<b>\$37,393.38</b>	<b>\$14,121.67</b>	<b>\$26,864.71</b>	<b>\$3,745.86</b>	<b>\$23,118.85</b>
Program - 804 Sweet Pea Tournament							
050 DISTRICTWIDE	\$0.00	\$0.00	\$0.00	\$1,823.00	(\$1,823.00)	\$0.00	(\$1,823.00)
<b>Total Program - 804 Sweet Pea Tournament</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,823.00</b>	<b>(\$1,823.00)</b>	<b>\$0.00</b>	<b>(\$1,823.00)</b>
Program - 810 BASEBALL							
705 HIGH SCHOOL	\$0.00	\$140.00	\$0.00	\$500.00	(\$360.00)	\$975.95	(\$1,335.95)
<b>Total Program - 810 BASEBALL</b>	<b>\$0.00</b>	<b>\$140.00</b>	<b>\$0.00</b>	<b>\$500.00</b>	<b>(\$360.00)</b>	<b>\$975.95</b>	<b>(\$1,335.95)</b>
Program - 811 BASKETBALL-BOYS							
505 MIDDLE SCHOOL	\$0.00	\$11,683.00	\$0.00	\$3,940.00	\$7,743.00	\$1,040.00	\$6,703.00
705 HIGH SCHOOL	\$0.00	\$5,561.00	\$0.00	\$2,881.02	\$2,679.98	\$504.86	\$2,175.12
<b>Total Program - 811 BASKETBALL-BOYS</b>	<b>\$0.00</b>	<b>\$17,244.00</b>	<b>\$0.00</b>	<b>\$6,821.02</b>	<b>\$10,422.98</b>	<b>\$1,544.86</b>	<b>\$8,878.12</b>
Program - 812 BASKETBALL-GIRLS							
505 MIDDLE SCHOOL	\$0.00	\$9,289.00	\$0.00	\$3,602.50	\$5,686.50	\$1,377.50	\$4,309.00
705 HIGH SCHOOL	\$0.00	\$5,561.00	\$0.00	\$2,415.15	\$3,145.85	\$604.85	\$2,541.00
<b>Total Program - 812 BASKETBALL-GIRLS</b>	<b>\$0.00</b>	<b>\$14,850.00</b>	<b>\$0.00</b>	<b>\$6,017.65</b>	<b>\$8,832.35</b>	<b>\$1,982.35</b>	<b>\$6,850.00</b>
Program - 813 CHEER							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$83.33	(\$83.33)	\$0.00	(\$83.33)
<b>Total Program - 813 CHEER</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$83.33</b>	<b>(\$83.33)</b>	<b>\$0.00</b>	<b>(\$83.33)</b>
Program - 814 CROSS COUNTRY							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$612.85	(\$612.85)	\$70.50	(\$683.35)
<b>Total Program - 814 CROSS COUNTRY</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$612.85</b>	<b>(\$612.85)</b>	<b>\$70.50</b>	<b>(\$683.35)</b>
Program - 815 FAST PITCH							
000 Non Specified Site	\$0.00	\$0.00	\$0.00	\$91.37	(\$91.37)	\$0.00	(\$91.37)
505 MIDDLE SCHOOL	\$0.00	\$2,620.00	\$0.00	\$1,260.00	\$1,360.00	\$0.00	\$1,360.00
705 HIGH SCHOOL	\$0.00	\$3,941.00	\$0.00	\$5,669.46	(\$1,728.46)	\$934.96	(\$2,663.42)
<b>Total Program - 815 FAST PITCH</b>	<b>\$0.00</b>	<b>\$6,561.00</b>	<b>\$0.00</b>	<b>\$7,020.83</b>	<b>(\$459.83)</b>	<b>\$934.96</b>	<b>(\$1,394.79)</b>
Program - 816 FOOTBALL							
505 MIDDLE SCHOOL	\$0.00	\$7,499.00	\$0.00	\$0.00	\$7,499.00	\$1,130.00	\$6,369.00
705 HIGH SCHOOL	\$0.00	\$50,207.00	\$0.00	\$44,224.85	\$5,982.15	\$711.51	\$5,270.64
<b>Total Program - 816 FOOTBALL</b>	<b>\$0.00</b>	<b>\$57,706.00</b>	<b>\$0.00</b>	<b>\$44,224.85</b>	<b>\$13,481.15</b>	<b>\$1,841.51</b>	<b>\$11,639.64</b>
Program - 817 GOLF-BOYS							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$625.00	(\$625.00)
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,732.00	(\$1,732.00)
<b>Total Program - 817 GOLF-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,357.00</b>	<b>(\$2,357.00)</b>
Program - 818 GIRLS-GOLF							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$525.00	(\$525.00)
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00	(\$900.00)
<b>Total Program - 818 GIRLS-GOLF</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,425.00</b>	<b>(\$1,425.00)</b>
Program - 824 VOLLEYBALL							
505 MIDDLE SCHOOL	\$0.00	\$3,853.00	\$0.00	\$870.00	\$2,983.00	\$0.00	\$2,983.00
705 HIGH SCHOOL	\$0.00	\$3,582.00	\$0.00	\$5,300.91	(\$1,718.91)	\$323.00	(\$2,041.91)
<b>Total Program - 824 VOLLEYBALL</b>	<b>\$0.00</b>	<b>\$7,435.00</b>	<b>\$0.00</b>	<b>\$6,170.91</b>	<b>\$1,264.09</b>	<b>\$323.00</b>	<b>\$941.09</b>
Program - 825 WRESTLING							
505 MIDDLE SCHOOL	\$0.00	\$5,339.00	\$0.00	\$3,023.49	\$2,315.51	\$2,255.00	\$60.51
705 HIGH SCHOOL	\$0.00	\$2,155.00	\$0.00	\$2,312.75	(\$157.75)	\$3,282.25	(\$3,440.00)
<b>Total Program - 825 WRESTLING</b>	<b>\$0.00</b>	<b>\$7,494.00</b>	<b>\$0.00</b>	<b>\$5,336.24</b>	<b>\$2,157.76</b>	<b>\$5,537.25</b>	<b>(\$3,379.49)</b>
Program - 826 HS Pom							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$443.33	(\$443.33)	\$0.00	(\$443.33)
<b>Total Program - 826 HS Pom</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$443.33</b>	<b>(\$443.33)</b>	<b>\$0.00</b>	<b>(\$443.33)</b>
<b>Total Project - 802 ATHLETIC-GATE</b>	<b>\$0.00</b>	<b>\$115,023.00</b>	<b>\$37,393.38</b>	<b>\$93,175.68</b>	<b>\$59,240.70</b>	<b>\$20,938.24</b>	<b>\$38,302.46</b>
Project - 803 ATHLETICS-TRAINER							
Program - 803 ATHLETIC-TRAINER							
705 HIGH SCHOOL	\$0.00	\$0.00	\$4,520.01	\$0.00	\$4,520.01	\$0.00	\$4,520.01
<b>Total Program - 803 ATHLETIC-TRAINER</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,520.01</b>	<b>\$0.00</b>	<b>\$4,520.01</b>	<b>\$0.00</b>	<b>\$4,520.01</b>

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 803 ATHLETICS-TRAINER							
<b>Total Project - 803 ATHLETICS-TRAINER</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,520.01</b>	<b>\$0.00</b>	<b>\$4,520.01</b>	<b>\$0.00</b>	<b>\$4,520.01</b>
Project - 804 Sweet Pea Tournament							
Program - 804 Sweet Pea Tournament							
705 HIGH SCHOOL	\$0.00	\$6,800.00	\$49.68	\$2,762.50	\$4,087.18	\$2,475.00	\$1,612.18
<b>Total Program - 804 Sweet Pea Tournament</b>	<b>\$0.00</b>	<b>\$6,800.00</b>	<b>\$49.68</b>	<b>\$2,762.50</b>	<b>\$4,087.18</b>	<b>\$2,475.00</b>	<b>\$1,612.18</b>
<b>Total Project - 804 Sweet Pea Tournament</b>	<b>\$0.00</b>	<b>\$6,800.00</b>	<b>\$49.68</b>	<b>\$2,762.50</b>	<b>\$4,087.18</b>	<b>\$2,475.00</b>	<b>\$1,612.18</b>
Project - 805 Uniform/Team Items							
Program - 805 Uniform/Team Items							
705 HIGH SCHOOL	\$0.00	\$0.00	\$4,895.59	\$0.00	\$4,895.59	\$0.00	\$4,895.59
<b>Total Program - 805 Uniform/Team Items</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,895.59</b>	<b>\$0.00</b>	<b>\$4,895.59</b>	<b>\$0.00</b>	<b>\$4,895.59</b>
Project - 816 FOOTBALL							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$1,006.00	(\$1,006.00)	\$0.00	(\$1,006.00)
<b>Total Program - 816 FOOTBALL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,006.00</b>	<b>(\$1,006.00)</b>	<b>\$0.00</b>	<b>(\$1,006.00)</b>
<b>Total Project - 805 Uniform/Team Items</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,895.59</b>	<b>\$1,006.00</b>	<b>\$3,889.59</b>	<b>\$0.00</b>	<b>\$3,889.59</b>
Project - 810 BASEBALL							
Program - 810 BASEBALL							
705 HIGH SCHOOL	\$0.00	\$0.00	\$1,489.36	\$0.00	\$1,489.36	\$0.00	\$1,489.36
<b>Total Program - 810 BASEBALL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,489.36</b>	<b>\$0.00</b>	<b>\$1,489.36</b>	<b>\$0.00</b>	<b>\$1,489.36</b>
<b>Total Project - 810 BASEBALL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,489.36</b>	<b>\$0.00</b>	<b>\$1,489.36</b>	<b>\$0.00</b>	<b>\$1,489.36</b>
Project - 811 BASKETBALL-BOYS							
Program - 811 BASKETBALL-BOYS							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$2,130.80	\$0.00	\$2,130.80	\$0.00	\$2,130.80
705 HIGH SCHOOL	\$0.00	\$0.00	\$3,640.75	\$1,530.00	\$2,110.75	\$0.00	\$2,110.75
<b>Total Program - 811 BASKETBALL-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,771.55</b>	<b>\$1,530.00</b>	<b>\$4,241.55</b>	<b>\$0.00</b>	<b>\$4,241.55</b>
<b>Total Project - 811 BASKETBALL-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,771.55</b>	<b>\$1,530.00</b>	<b>\$4,241.55</b>	<b>\$0.00</b>	<b>\$4,241.55</b>
Project - 812 BASKETBALL-GIRLS							
Program - 812 BASKETBALL-GIRLS							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$3,224.07	\$0.00	\$3,224.07	\$2,600.00	\$624.07
705 HIGH SCHOOL	\$0.00	\$0.00	\$8,768.13	\$2,351.84	\$6,416.29	\$1,672.16	\$4,744.13
<b>Total Program - 812 BASKETBALL-GIRLS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$11,992.20</b>	<b>\$2,351.84</b>	<b>\$9,640.36</b>	<b>\$4,272.16</b>	<b>\$5,368.20</b>
<b>Total Project - 812 BASKETBALL-GIRLS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$11,992.20</b>	<b>\$2,351.84</b>	<b>\$9,640.36</b>	<b>\$4,272.16</b>	<b>\$5,368.20</b>
Project - 813 CHEER							
Program - 813 CHEER							
505 MIDDLE SCHOOL	\$0.00	\$4,218.00	\$16,261.25	\$8,915.13	\$11,564.12	\$102.00	\$11,462.12
705 HIGH SCHOOL	\$0.00	\$17,568.87	\$17,280.83	\$19,212.22	\$15,637.48	\$6,349.96	\$9,287.52
<b>Total Program - 813 CHEER</b>	<b>\$0.00</b>	<b>\$21,786.87</b>	<b>\$33,542.08</b>	<b>\$28,127.35</b>	<b>\$27,201.60</b>	<b>\$6,451.96</b>	<b>\$20,749.64</b>
Project - 815 FAST PITCH							
Program - 815 FAST PITCH							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$230.00	(\$230.00)	\$0.00	(\$230.00)
<b>Total Program - 815 FAST PITCH</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$230.00</b>	<b>(\$230.00)</b>	<b>\$0.00</b>	<b>(\$230.00)</b>
<b>Total Project - 813 CHEER</b>	<b>\$0.00</b>	<b>\$21,786.87</b>	<b>\$33,542.08</b>	<b>\$28,357.35</b>	<b>\$26,971.60</b>	<b>\$6,451.96</b>	<b>\$20,519.64</b>
Project - 814 CROSS COUNTRY							
Program - 814 CROSS COUNTRY							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$1,425.00	\$904.89	\$520.11	\$0.00	\$520.11
705 HIGH SCHOOL	\$0.00	\$498.87	\$4,116.20	\$3,286.37	\$1,328.70	\$0.00	\$1,328.70
<b>Total Program - 814 CROSS COUNTRY</b>	<b>\$0.00</b>	<b>\$498.87</b>	<b>\$5,541.20</b>	<b>\$4,191.26</b>	<b>\$1,848.81</b>	<b>\$0.00</b>	<b>\$1,848.81</b>
<b>Total Project - 814 CROSS COUNTRY</b>	<b>\$0.00</b>	<b>\$498.87</b>	<b>\$5,541.20</b>	<b>\$4,191.26</b>	<b>\$1,848.81</b>	<b>\$0.00</b>	<b>\$1,848.81</b>
Project - 815 FAST PITCH							
Program - 815 FAST PITCH							
705 HIGH SCHOOL	\$0.00	\$2,000.00	\$0.00	\$1,681.48	\$318.52	\$318.52	\$0.00
<b>Total Program - 815 FAST PITCH</b>	<b>\$0.00</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$1,681.48</b>	<b>\$318.52</b>	<b>\$318.52</b>	<b>\$0.00</b>
<b>Total Project - 815 FAST PITCH</b>	<b>\$0.00</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$1,681.48</b>	<b>\$318.52</b>	<b>\$318.52</b>	<b>\$0.00</b>
Project - 816 FOOTBALL							
Program - 816 FOOTBALL							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$300.32	\$0.00	\$300.32	\$0.00	\$300.32
705 HIGH SCHOOL	\$0.00	\$21,801.84	\$33,950.75	\$37,797.18	\$17,955.41	\$13,216.29	\$4,739.12
<b>Total Program - 816 FOOTBALL</b>	<b>\$0.00</b>	<b>\$21,801.84</b>	<b>\$34,251.07</b>	<b>\$37,797.18</b>	<b>\$18,255.73</b>	<b>\$13,216.29</b>	<b>\$5,039.44</b>

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 816 FOOTBALL							
<b>Total Project - 816 FOOTBALL</b>	<b>\$0.00</b>	<b>\$21,801.84</b>	<b>\$34,251.07</b>	<b>\$37,797.18</b>	<b>\$18,255.73</b>	<b>\$13,216.29</b>	<b>\$5,039.44</b>
Project - 817 GOLF-BOYS							
Program - 817 GOLF-BOYS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.71	\$0.00	\$0.71	\$0.00	\$0.71
<b>Total Program - 817 GOLF-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.71</b>	<b>\$0.00</b>	<b>\$0.71</b>	<b>\$0.00</b>	<b>\$0.71</b>
<b>Total Project - 817 GOLF-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.71</b>	<b>\$0.00</b>	<b>\$0.71</b>	<b>\$0.00</b>	<b>\$0.71</b>
Project - 818 GOLF-GIRLS							
Program - 818 GIRLS-GOLF							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$603.06	\$0.00	\$603.06	\$0.00	\$603.06
705 HIGH SCHOOL	\$0.00	\$0.00	\$2,131.12	\$80.00	\$2,051.12	\$80.00	\$1,971.12
<b>Total Program - 818 GIRLS-GOLF</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,734.18</b>	<b>\$80.00</b>	<b>\$2,654.18</b>	<b>\$80.00</b>	<b>\$2,574.18</b>
<b>Total Project - 818 GOLF-GIRLS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,734.18</b>	<b>\$80.00</b>	<b>\$2,654.18</b>	<b>\$80.00</b>	<b>\$2,574.18</b>
Project - 820 SOCCER-BOYS							
Program - 820 SOCCER-BOYS							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$47.50	\$0.00	\$47.50	\$0.00	\$47.50
705 HIGH SCHOOL	\$0.00	\$0.00	\$2,844.06	\$0.00	\$2,844.06	\$0.00	\$2,844.06
<b>Total Program - 820 SOCCER-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,891.56</b>	<b>\$0.00</b>	<b>\$2,891.56</b>	<b>\$0.00</b>	<b>\$2,891.56</b>
<b>Total Project - 820 SOCCER-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,891.56</b>	<b>\$0.00</b>	<b>\$2,891.56</b>	<b>\$0.00</b>	<b>\$2,891.56</b>
Project - 821 SOCCER-GIRLS							
Program - 821 SOCCER-GIRLS							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$47.50	\$0.00	\$47.50	\$0.00	\$47.50
705 HIGH SCHOOL	\$0.00	\$0.00	\$2,519.96	\$458.00	\$2,061.96	\$656.12	\$1,405.84
<b>Total Program - 821 SOCCER-GIRLS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,567.46</b>	<b>\$458.00</b>	<b>\$2,109.46</b>	<b>\$656.12</b>	<b>\$1,453.34</b>
<b>Total Project - 821 SOCCER-GIRLS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,567.46</b>	<b>\$458.00</b>	<b>\$2,109.46</b>	<b>\$656.12</b>	<b>\$1,453.34</b>
Project - 823 TRACK							
Program - 823 TRACK							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$457.50	\$0.00	\$457.50	\$0.00	\$457.50
705 HIGH SCHOOL	\$0.00	\$164.00	\$6,412.47	\$1,838.80	\$4,737.67	\$1,596.20	\$3,141.47
<b>Total Program - 823 TRACK</b>	<b>\$0.00</b>	<b>\$164.00</b>	<b>\$6,869.97</b>	<b>\$1,838.80</b>	<b>\$5,195.17</b>	<b>\$1,596.20</b>	<b>\$3,598.97</b>
Program - 900 NON ATHLETIC PROG							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	(\$500.00)
<b>Total Program - 900 NON ATHLETIC PROG</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$500.00</b>	<b>(\$500.00)</b>
<b>Total Project - 823 TRACK</b>	<b>\$0.00</b>	<b>\$164.00</b>	<b>\$6,869.97</b>	<b>\$1,838.80</b>	<b>\$5,195.17</b>	<b>\$2,096.20</b>	<b>\$3,098.97</b>
Project - 824 VOLLEYBALL							
Program - 824 VOLLEYBALL							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$175.00	\$0.00	\$175.00	\$0.00	\$175.00
705 HIGH SCHOOL	\$0.00	\$0.00	\$112.50	\$0.00	\$112.50	\$0.00	\$112.50
<b>Total Program - 824 VOLLEYBALL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$287.50</b>	<b>\$0.00</b>	<b>\$287.50</b>	<b>\$0.00</b>	<b>\$287.50</b>
<b>Total Project - 824 VOLLEYBALL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$287.50</b>	<b>\$0.00</b>	<b>\$287.50</b>	<b>\$0.00</b>	<b>\$287.50</b>
Project - 825 WRESTLING							
Program - 825 WRESTLING							
505 MIDDLE SCHOOL	\$0.00	\$120.00	\$26.00	\$0.00	\$146.00	\$0.00	\$146.00
705 HIGH SCHOOL	\$0.00	\$125.00	\$727.73	\$95.00	\$757.73	\$300.00	\$457.73
<b>Total Program - 825 WRESTLING</b>	<b>\$0.00</b>	<b>\$245.00</b>	<b>\$753.73</b>	<b>\$95.00</b>	<b>\$903.73</b>	<b>\$300.00</b>	<b>\$603.73</b>
<b>Total Project - 825 WRESTLING</b>	<b>\$0.00</b>	<b>\$245.00</b>	<b>\$753.73</b>	<b>\$95.00</b>	<b>\$903.73</b>	<b>\$300.00</b>	<b>\$603.73</b>
Project - 826 HS Pom							
Program - 826 HS Pom							
705 HIGH SCHOOL	\$0.00	\$2,898.21	\$5,691.17	\$4,746.21	\$3,843.17	\$2,913.59	\$929.58
<b>Total Program - 826 HS Pom</b>	<b>\$0.00</b>	<b>\$2,898.21</b>	<b>\$5,691.17</b>	<b>\$4,746.21</b>	<b>\$3,843.17</b>	<b>\$2,913.59</b>	<b>\$929.58</b>
<b>Total Project - 826 HS Pom</b>	<b>\$0.00</b>	<b>\$2,898.21</b>	<b>\$5,691.17</b>	<b>\$4,746.21</b>	<b>\$3,843.17</b>	<b>\$2,913.59</b>	<b>\$929.58</b>
<b>Total</b>	<b>\$0.00</b>	<b>\$249,674.76</b>	<b>\$187,462.13</b>	<b>\$229,607.56</b>	<b>\$207,529.33</b>	<b>\$86,778.94</b>	<b>\$120,750.39</b>

## Newcastle Public Schools Revenue/Expenditure Summary

## Activity Fund - Non-Athletics

Options: Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 100 CAFETERIA							
000 Non Specified Site	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70.04	(\$70.04)
050 DISTRICTWIDE	\$0.00	\$0.00	\$0.00	\$31.22	(\$31.22)	\$0.00	(\$31.22)
110 EARLY CHILDHOOD	\$0.00	\$0.00	\$0.00	\$17.30	(\$17.30)	\$0.00	(\$17.30)
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$202.80	(\$202.80)	\$0.00	(\$202.80)
<b>Total Project - 100 CAFETERIA</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$251.32</b>	<b>(\$251.32)</b>	<b>\$70.04</b>	<b>(\$321.36)</b>
Project - 901 ACTIVITY FEES							
050 DISTRICTWIDE	\$0.00	\$32,105.48	\$7,679.03	\$11,431.02	\$28,353.49	\$2,317.48	\$26,036.01
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$25.00	(\$25.00)	\$25.00	(\$50.00)
<b>Total Project - 901 ACTIVITY FEES</b>	<b>\$0.00</b>	<b>\$32,105.48</b>	<b>\$7,679.03</b>	<b>\$11,456.02</b>	<b>\$28,328.49</b>	<b>\$2,342.48</b>	<b>\$25,986.01</b>
Project - 902 ADMINISTRATION							
050 DISTRICTWIDE	\$0.00	\$22,668.32	\$220,725.83	\$9,574.87	\$233,819.28	\$7,451.10	\$226,368.18
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,800.00	(\$2,800.00)
<b>Total Project - 902 ADMINISTRATION</b>	<b>\$0.00</b>	<b>\$22,668.32</b>	<b>\$220,725.83</b>	<b>\$9,574.87</b>	<b>\$233,819.28</b>	<b>\$10,251.10</b>	<b>\$223,568.18</b>
Project - 903 GFUND COLLECTIONS							
050 DISTRICTWIDE	\$0.00	\$120.00	\$0.00	\$0.00	\$120.00	\$0.00	\$120.00
<b>Total Project - 903 GFUND COLLECTIONS</b>	<b>\$0.00</b>	<b>\$120.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$120.00</b>	<b>\$0.00</b>	<b>\$120.00</b>
Project - 904 DAMAGE DEPOSIT							
050 DISTRICTWIDE	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	\$0.00	\$800.00
<b>Total Project - 904 DAMAGE DEPOSIT</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$800.00</b>	<b>\$0.00</b>	<b>\$800.00</b>	<b>\$0.00</b>	<b>\$800.00</b>
Project - 905 RACER KID ZONE							
110 EARLY CHILDHOOD	\$0.00	\$80,278.78	\$38,850.36	\$3,450.36	\$115,678.78	\$1,617.58	\$114,061.20
<b>Total Project - 905 RACER KID ZONE</b>	<b>\$0.00</b>	<b>\$80,278.78</b>	<b>\$38,850.36</b>	<b>\$3,450.36</b>	<b>\$115,678.78</b>	<b>\$1,617.58</b>	<b>\$114,061.20</b>
Project - 906 Tri-City Learning Academy							
050 DISTRICTWIDE	\$0.00	\$4,600.00	\$45,768.66	\$20,967.89	\$29,400.77	\$14,260.47	\$15,140.30
<b>Total Project - 906 Tri-City Learning Academy</b>	<b>\$0.00</b>	<b>\$4,600.00</b>	<b>\$45,768.66</b>	<b>\$20,967.89</b>	<b>\$29,400.77</b>	<b>\$14,260.47</b>	<b>\$15,140.30</b>
Project - 910 ART							
105 ELEMENTARY SCHOOL	\$0.00	\$542.09	\$314.04	\$73.02	\$783.11	\$14.98	\$768.13
505 MIDDLE SCHOOL	\$0.00	\$200.00	\$1,063.03	\$553.70	\$709.33	\$621.30	\$88.03
705 HIGH SCHOOL	\$0.00	\$0.00	\$598.07	\$0.00	\$598.07	\$0.00	\$598.07
<b>Total Project - 910 ART</b>	<b>\$0.00</b>	<b>\$742.09</b>	<b>\$1,975.14</b>	<b>\$626.72</b>	<b>\$2,090.51</b>	<b>\$636.28</b>	<b>\$1,454.23</b>
Project - 911 BAND							
705 HIGH SCHOOL	\$0.00	\$0.00	\$63.70	\$0.00	\$63.70	\$0.00	\$63.70
<b>Total Project - 911 BAND</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$63.70</b>	<b>\$0.00</b>	<b>\$63.70</b>	<b>\$0.00</b>	<b>\$63.70</b>
Project - 913 CLUB-BPA							
505 MIDDLE SCHOOL	\$0.00	\$854.00	\$169.80	\$876.00	\$147.80	\$0.00	\$147.80
705 HIGH SCHOOL	\$0.00	\$151.00	\$1,643.79	\$0.00	\$1,794.79	\$0.00	\$1,794.79
<b>Total Project - 913 CLUB-BPA</b>	<b>\$0.00</b>	<b>\$1,005.00</b>	<b>\$1,813.59</b>	<b>\$876.00</b>	<b>\$1,942.59</b>	<b>\$0.00</b>	<b>\$1,942.59</b>
Project - 914 CLUB-CREATIVE WRITING							
705 HIGH SCHOOL	\$0.00	\$330.00	\$0.00	\$240.00	\$90.00	\$0.00	\$90.00
<b>Total Project - 914 CLUB-CREATIVE WRITING</b>	<b>\$0.00</b>	<b>\$330.00</b>	<b>\$0.00</b>	<b>\$240.00</b>	<b>\$90.00</b>	<b>\$0.00</b>	<b>\$90.00</b>
Project - 915 CLUB-FCCLA							
705 HIGH SCHOOL	\$0.00	\$5,600.00	\$3,655.02	\$1,947.29	\$7,307.73	\$321.71	\$6,986.02
<b>Total Project - 915 CLUB-FCCLA</b>	<b>\$0.00</b>	<b>\$5,600.00</b>	<b>\$3,655.02</b>	<b>\$1,947.29</b>	<b>\$7,307.73</b>	<b>\$321.71</b>	<b>\$6,986.02</b>
Project - 916 CLUB-FFA							
705 HIGH SCHOOL	\$0.00	\$50,835.40	\$5,840.07	\$41,405.59	\$15,269.88	\$6,419.33	\$8,850.55
<b>Total Project - 916 CLUB-FFA</b>	<b>\$0.00</b>	<b>\$50,835.40</b>	<b>\$5,840.07</b>	<b>\$41,405.59</b>	<b>\$15,269.88</b>	<b>\$6,419.33</b>	<b>\$8,850.55</b>
Project - 917 CLUB-SCIENCE							
705 HIGH SCHOOL	\$0.00	\$0.00	\$881.15	\$0.00	\$881.15	\$0.00	\$881.15
<b>Total Project - 917 CLUB-SCIENCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$881.15</b>	<b>\$0.00</b>	<b>\$881.15</b>	<b>\$0.00</b>	<b>\$881.15</b>
Project - 918 CLUB-SPANISH							
705 HIGH SCHOOL	\$0.00	\$0.00	\$1,221.70	\$0.00	\$1,221.70	\$0.00	\$1,221.70
<b>Total Project - 918 CLUB-SPANISH</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,221.70</b>	<b>\$0.00</b>	<b>\$1,221.70</b>	<b>\$0.00</b>	<b>\$1,221.70</b>
Project - 919 DRAMA							
705 HIGH SCHOOL	\$0.00	\$2,144.70	\$6,577.84	\$2,969.29	\$5,753.25	\$1,655.71	\$4,097.54
<b>Total Project - 919 DRAMA</b>	<b>\$0.00</b>	<b>\$2,144.70</b>	<b>\$6,577.84</b>	<b>\$2,969.29</b>	<b>\$5,753.25</b>	<b>\$1,655.71</b>	<b>\$4,097.54</b>
Project - 921 ES-BEAUTIFICATION							

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 921 ES-BEAUTIFICATION							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$4,524.22	\$4,524.22	\$0.00	\$0.00	\$0.00
<b>Total Project - 921 ES-BEAUTIFICATION</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,524.22</b>	<b>\$4,524.22</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Project - 922 ES-CAMP GODDARD							
105 ELEMENTARY SCHOOL	\$0.00	\$44,494.01	\$7,600.07	\$35,203.09	\$16,890.99	\$2,827.51	\$14,063.48
<b>Total Project - 922 ES-CAMP GODDARD</b>	<b>\$0.00</b>	<b>\$44,494.01</b>	<b>\$7,600.07</b>	<b>\$35,203.09</b>	<b>\$16,890.99</b>	<b>\$2,827.51</b>	<b>\$14,063.48</b>
Project - 923 ES-FUNDRAISER							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$24,873.01	\$9,920.56	\$14,952.45	\$14,952.45	\$0.00
<b>Total Project - 923 ES-FUNDRAISER</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$24,873.01</b>	<b>\$9,920.56</b>	<b>\$14,952.45</b>	<b>\$14,952.45</b>	<b>\$0.00</b>
Project - 924 ES-LITERACY							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$506.36	\$0.00	\$506.36	\$0.00	\$506.36
<b>Total Project - 924 ES-LITERACY</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$506.36</b>	<b>\$0.00</b>	<b>\$506.36</b>	<b>\$0.00</b>	<b>\$506.36</b>
Project - 925 DISTRICT SPECIAL OLYMPICS							
050 DISTRICTWIDE	\$0.00	\$1,660.00	\$1,517.39	\$2,073.18	\$1,104.21	\$100.00	\$1,004.21
<b>Total Project - 925 DISTRICT SPECIAL OLYMPICS</b>	<b>\$0.00</b>	<b>\$1,660.00</b>	<b>\$1,517.39</b>	<b>\$2,073.18</b>	<b>\$1,104.21</b>	<b>\$100.00</b>	<b>\$1,004.21</b>
Project - 926 GIFTED TALENTED							
105 ELEMENTARY SCHOOL	\$0.00	\$1,010.00	\$84.54	\$0.00	\$1,094.54	\$0.00	\$1,094.54
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$14.00	\$0.00	\$14.00	\$0.00	\$14.00
705 HIGH SCHOOL	\$0.00	\$0.00	\$66.82	\$0.00	\$66.82	\$0.00	\$66.82
<b>Total Project - 926 GIFTED TALENTED</b>	<b>\$0.00</b>	<b>\$1,010.00</b>	<b>\$165.36</b>	<b>\$0.00</b>	<b>\$1,175.36</b>	<b>\$0.00</b>	<b>\$1,175.36</b>
Project - 927 HONOR SOCIETY							
505 MIDDLE SCHOOL	\$0.00	\$1,873.00	\$1,844.97	\$0.00	\$3,717.97	\$0.00	\$3,717.97
705 HIGH SCHOOL	\$0.00	\$770.00	\$3,947.05	\$613.41	\$4,103.64	\$98.59	\$4,005.05
<b>Total Project - 927 HONOR SOCIETY</b>	<b>\$0.00</b>	<b>\$2,643.00</b>	<b>\$5,792.02</b>	<b>\$613.41</b>	<b>\$7,821.61</b>	<b>\$98.59</b>	<b>\$7,723.02</b>
Project - 928 HOSPITALITY							
110 EARLY CHILDHOOD	\$0.00	\$0.00	\$109.02	\$0.00	\$109.02	\$0.00	\$109.02
<b>Total Project - 928 HOSPITALITY</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$109.02</b>	<b>\$0.00</b>	<b>\$109.02</b>	<b>\$0.00</b>	<b>\$109.02</b>
Project - 929 HS-TESTING							
705 HIGH SCHOOL	\$0.00	\$439.62	\$2,501.43	\$274.86	\$2,666.19	\$500.00	\$2,166.19
<b>Total Project - 929 HS-TESTING</b>	<b>\$0.00</b>	<b>\$439.62</b>	<b>\$2,501.43</b>	<b>\$274.86</b>	<b>\$2,666.19</b>	<b>\$500.00</b>	<b>\$2,166.19</b>
Project - 931 LIBRARY							
105 ELEMENTARY SCHOOL	\$0.00	\$10,057.66	\$8,758.75	\$6,734.78	\$12,081.63	\$1,828.33	\$10,253.30
110 EARLY CHILDHOOD	\$0.00	\$5,417.92	\$7,154.11	\$3,305.51	\$9,266.52	\$981.37	\$8,285.15
505 MIDDLE SCHOOL	\$0.00	\$2,976.05	\$1,305.80	\$1,887.17	\$2,394.68	\$0.00	\$2,394.68
705 HIGH SCHOOL	\$0.00	\$1,986.89	\$1,473.28	\$2,220.24	\$1,239.93	\$12.13	\$1,227.80
<b>Total Project - 931 LIBRARY</b>	<b>\$0.00</b>	<b>\$20,438.52</b>	<b>\$18,691.94</b>	<b>\$14,147.70</b>	<b>\$24,982.76</b>	<b>\$2,821.83</b>	<b>\$22,160.93</b>
Project - 934 MS-STUDENT STORE							
505 MIDDLE SCHOOL	\$0.00	\$510.00	\$3,640.39	\$1,624.01	\$2,526.38	\$595.59	\$1,930.79
<b>Total Project - 934 MS-STUDENT STORE</b>	<b>\$0.00</b>	<b>\$510.00</b>	<b>\$3,640.39</b>	<b>\$1,624.01</b>	<b>\$2,526.38</b>	<b>\$595.59</b>	<b>\$1,930.79</b>
Project - 935 NATIVE ED ENRICHMENT							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$982.26	\$0.00	\$982.26	\$0.00	\$982.26
705 HIGH SCHOOL	\$0.00	\$0.00	\$417.38	\$0.00	\$417.38	\$0.00	\$417.38
<b>Total Project - 935 NATIVE ED ENRICHMENT</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,399.64</b>	<b>\$0.00</b>	<b>\$1,399.64</b>	<b>\$0.00</b>	<b>\$1,399.64</b>
Project - 936 PE							
105 ELEMENTARY SCHOOL	\$0.00	\$4,030.00	\$15,664.95	\$2,382.89	\$17,312.06	\$179.15	\$17,132.91
110 EARLY CHILDHOOD	\$0.00	\$0.00	\$2,291.74	\$0.00	\$2,291.74	\$200.00	\$2,091.74
<b>Total Project - 936 PE</b>	<b>\$0.00</b>	<b>\$4,030.00</b>	<b>\$17,956.69</b>	<b>\$2,382.89</b>	<b>\$19,603.80</b>	<b>\$379.15</b>	<b>\$19,224.65</b>
Project - 937 PETTY CASH							
110 EARLY CHILDHOOD	\$0.00	\$75.00	\$0.00	\$0.00	\$75.00	\$0.00	\$75.00
<b>Total Project - 937 PETTY CASH</b>	<b>\$0.00</b>	<b>\$75.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$75.00</b>	<b>\$0.00</b>	<b>\$75.00</b>
Project - 939 PRINCIPALS							
050 DISTRICTWIDE	\$0.00	\$88.75	\$0.00	\$0.00	\$88.75	\$0.00	\$88.75
105 ELEMENTARY SCHOOL	\$0.00	\$11,572.74	\$5,538.15	\$3,691.91	\$13,418.98	\$94.09	\$13,324.89
110 EARLY CHILDHOOD	\$0.00	\$38,824.21	\$8,972.09	\$22,523.41	\$25,272.89	\$1,512.98	\$23,759.91
505 MIDDLE SCHOOL	\$0.00	\$12,025.20	\$11,540.85	\$2,748.28	\$20,817.77	\$414.65	\$20,403.12
705 HIGH SCHOOL	\$0.00	\$10,639.17	\$12,434.88	\$18,143.89	\$4,930.16	\$1,815.40	\$3,114.76
<b>Total Project - 939 PRINCIPALS</b>	<b>\$0.00</b>	<b>\$73,150.07</b>	<b>\$38,485.97</b>	<b>\$47,107.49</b>	<b>\$64,528.55</b>	<b>\$3,837.12</b>	<b>\$60,691.43</b>

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 942 STUCO							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$4,658.25	\$0.00	\$4,658.25	\$0.00	\$4,658.25
705 HIGH SCHOOL	\$0.00	\$3,271.00	\$15,425.86	\$3,226.71	\$15,470.15	\$151.09	\$15,319.06
<b>Total Project - 942 STUCO</b>	<b>\$0.00</b>	<b>\$3,271.00</b>	<b>\$20,084.11</b>	<b>\$3,226.71</b>	<b>\$20,128.40</b>	<b>\$151.09</b>	<b>\$19,977.31</b>
Project - 943 TECHNOLOGY							
505 MIDDLE SCHOOL	\$0.00	\$774.00	\$3,493.69	\$507.62	\$3,760.07	\$11.67	\$3,748.40
<b>Total Project - 943 TECHNOLOGY</b>	<b>\$0.00</b>	<b>\$774.00</b>	<b>\$3,493.69</b>	<b>\$507.62</b>	<b>\$3,760.07</b>	<b>\$11.67</b>	<b>\$3,748.40</b>
Project - 944 VOCAL MUSIC							
105 ELEMENTARY SCHOOL	\$0.00	\$186.00	\$5,872.34	\$125.40	\$5,932.94	\$24.60	\$5,908.34
705 HIGH SCHOOL	\$0.00	\$0.00	\$15,845.47	\$818.19	\$15,027.28	\$491.00	\$14,536.28
<b>Total Project - 944 VOCAL MUSIC</b>	<b>\$0.00</b>	<b>\$186.00</b>	<b>\$21,717.81</b>	<b>\$943.59</b>	<b>\$20,960.22</b>	<b>\$515.60</b>	<b>\$20,444.62</b>
Project - 945 YEARBOOK							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$24,508.34	\$58.97	\$24,449.37	\$4.00	\$24,445.37
110 EARLY CHILDHOOD	\$0.00	\$0.00	\$4,684.17	\$1,743.80	\$2,940.37	\$0.00	\$2,940.37
505 MIDDLE SCHOOL	\$0.00	\$1,201.38	\$3,133.60	\$249.46	\$4,085.52	\$0.00	\$4,085.52
705 HIGH SCHOOL	\$0.00	\$0.00	\$7,039.12	\$0.00	\$7,039.12	\$0.00	\$7,039.12
<b>Total Project - 945 YEARBOOK</b>	<b>\$0.00</b>	<b>\$1,201.38</b>	<b>\$39,365.23</b>	<b>\$2,052.23</b>	<b>\$38,514.38</b>	<b>\$4.00</b>	<b>\$38,510.38</b>
Project - 946 ROBOTICS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$16,115.36	\$0.00	\$16,115.36	\$0.00	\$16,115.36
<b>Total Project - 946 ROBOTICS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$16,115.36</b>	<b>\$0.00</b>	<b>\$16,115.36</b>	<b>\$0.00</b>	<b>\$16,115.36</b>
Project - 947 Club-SOAR (Multicultural Club)							
705 HIGH SCHOOL	\$0.00	\$0.00	\$534.81	\$0.00	\$534.81	\$0.00	\$534.81
<b>Total Project - 947 Club-SOAR (Multicultural Club)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$534.81</b>	<b>\$0.00</b>	<b>\$534.81</b>	<b>\$0.00</b>	<b>\$534.81</b>
Project - 948 MS Broadcasting							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$707.93	\$0.00	\$707.93	\$0.00	\$707.93
<b>Total Project - 948 MS Broadcasting</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$707.93</b>	<b>\$0.00</b>	<b>\$707.93</b>	<b>\$0.00</b>	<b>\$707.93</b>
Project - 950 District SPED Activity Fund							
050 DISTRICTWIDE	\$0.00	\$11,882.29	\$1,563.79	\$6,286.04	\$7,160.04	\$1,702.58	\$5,457.46
705 HIGH SCHOOL	\$0.00	\$308.20	\$0.00	\$0.00	\$308.20	\$0.00	\$308.20
<b>Total Project - 950 District SPED Activity Fund</b>	<b>\$0.00</b>	<b>\$12,190.49</b>	<b>\$1,563.79</b>	<b>\$6,286.04</b>	<b>\$7,468.24</b>	<b>\$1,702.58</b>	<b>\$5,765.66</b>
Project - 954 Justin Case Closet							
705 HIGH SCHOOL	\$0.00	\$65.00	\$895.51	\$371.08	\$589.43	\$247.69	\$341.74
<b>Total Project - 954 Justin Case Closet</b>	<b>\$0.00</b>	<b>\$65.00</b>	<b>\$895.51</b>	<b>\$371.08</b>	<b>\$589.43</b>	<b>\$247.69</b>	<b>\$341.74</b>
Project - 956 Sunshine Committee							
705 HIGH SCHOOL	\$0.00	\$400.00	\$257.95	\$246.34	\$411.61	\$0.00	\$411.61
<b>Total Project - 956 Sunshine Committee</b>	<b>\$0.00</b>	<b>\$400.00</b>	<b>\$257.95</b>	<b>\$246.34</b>	<b>\$411.61</b>	<b>\$0.00</b>	<b>\$411.61</b>
Project - 974 PROM							
705 HIGH SCHOOL	\$0.00	\$0.00	\$28,132.57	\$3,892.00	\$24,240.57	\$3,000.00	\$21,240.57
<b>Total Project - 974 PROM</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$28,132.57</b>	<b>\$3,892.00</b>	<b>\$24,240.57</b>	<b>\$3,000.00</b>	<b>\$21,240.57</b>
Project - 975 CLASS 2025							
705 HIGH SCHOOL	\$0.00	\$0.00	\$1,089.29	\$0.00	\$1,089.29	\$0.00	\$1,089.29
<b>Total Project - 975 CLASS 2025</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,089.29</b>	<b>\$0.00</b>	<b>\$1,089.29</b>	<b>\$0.00</b>	<b>\$1,089.29</b>
Project - 977 CLASS 2027							
705 HIGH SCHOOL	\$0.00	\$0.00	\$491.19	\$0.00	\$491.19	\$0.00	\$491.19
<b>Total Project - 977 CLASS 2027</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$491.19</b>	<b>\$0.00</b>	<b>\$491.19</b>	<b>\$0.00</b>	<b>\$491.19</b>
Project - 978 CLASS 2028							
705 HIGH SCHOOL	\$0.00	\$0.00	\$117.88	\$0.00	\$117.88	\$0.00	\$117.88
<b>Total Project - 978 CLASS 2028</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$117.88</b>	<b>\$0.00</b>	<b>\$117.88</b>	<b>\$0.00</b>	<b>\$117.88</b>
Project - 979 CLASS 2029							
705 HIGH SCHOOL	\$0.00	\$0.00	\$1,133.73	\$0.00	\$1,133.73	\$0.00	\$1,133.73
<b>Total Project - 979 CLASS 2029</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,133.73</b>	<b>\$0.00</b>	<b>\$1,133.73</b>	<b>\$0.00</b>	<b>\$1,133.73</b>
Project - 980 CLASS 2030							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$1,365.10	\$0.00	\$1,365.10	\$0.00	\$1,365.10
<b>Total Project - 980 CLASS 2030</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,365.10</b>	<b>\$0.00</b>	<b>\$1,365.10</b>	<b>\$0.00</b>	<b>\$1,365.10</b>
Project - 981 CLASS 2031							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$2,900.80	\$0.00	\$2,900.80	\$0.00	\$2,900.80

## Newcastle Public Schools Revenue/Expenditure Summary

**Options:** Fund: 60, Date Range: 1/1/2025 - 1/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 981 CLASS 2031							
<b>Total Project - 981 CLASS 2031</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,900.80</b>	<b>\$0.00</b>	<b>\$2,900.80</b>	<b>\$0.00</b>	<b>\$2,900.80</b>
Project - 982 CLASS 2032							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$64.05	\$0.00	\$64.05	\$0.00	\$64.05
<b>Total Project - 982 CLASS 2032</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$64.05</b>	<b>\$0.00</b>	<b>\$64.05</b>	<b>\$0.00</b>	<b>\$64.05</b>
Project - 983 CLASS 2033							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$1,261.10	\$0.00	\$1,261.10	\$0.00	\$1,261.10
<b>Total Project - 983 CLASS 2033</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,261.10</b>	<b>\$0.00</b>	<b>\$1,261.10</b>	<b>\$0.00</b>	<b>\$1,261.10</b>
Project - 984 CLASS 2034							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$1,407.82	\$0.00	\$1,407.82	\$0.00	\$1,407.82
<b>Total Project - 984 CLASS 2034</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,407.82</b>	<b>\$0.00</b>	<b>\$1,407.82</b>	<b>\$0.00</b>	<b>\$1,407.82</b>
Project - 985 CLASS 2035							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$558.26	\$0.00	\$558.26	\$0.00	\$558.26
<b>Total Project - 985 CLASS 2035</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$558.26</b>	<b>\$0.00</b>	<b>\$558.26</b>	<b>\$0.00</b>	<b>\$558.26</b>
Project - 986 CLASS 2036							
105 ELEMENTARY SCHOOL	\$0.00	\$0.00	\$153.30	\$0.00	\$153.30	\$0.00	\$153.30
<b>Total Project - 986 CLASS 2036</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$153.30</b>	<b>\$0.00</b>	<b>\$153.30</b>	<b>\$0.00</b>	<b>\$153.30</b>
Project - 987 CLASS 2037							
110 EARLY CHILDHOOD	\$0.00	\$5,844.07	\$476.30	\$2,933.65	\$3,386.72	\$266.35	\$3,120.37
<b>Total Project - 987 CLASS 2037</b>	<b>\$0.00</b>	<b>\$5,844.07</b>	<b>\$476.30</b>	<b>\$2,933.65</b>	<b>\$3,386.72</b>	<b>\$266.35</b>	<b>\$3,120.37</b>
Project - 988 CLASS 2038							
110 EARLY CHILDHOOD	\$0.00	\$4,308.77	\$188.05	\$697.51	\$3,799.31	\$679.31	\$3,120.00
<b>Total Project - 988 CLASS 2038</b>	<b>\$0.00</b>	<b>\$4,308.77</b>	<b>\$188.05</b>	<b>\$697.51</b>	<b>\$3,799.31</b>	<b>\$679.31</b>	<b>\$3,120.00</b>
Project - 989 CLASS 2039							
110 EARLY CHILDHOOD	\$0.00	\$5,254.26	\$0.00	\$3,184.47	\$2,069.79	\$1,207.64	\$862.15
<b>Total Project - 989 CLASS 2039</b>	<b>\$0.00</b>	<b>\$5,254.26</b>	<b>\$0.00</b>	<b>\$3,184.47</b>	<b>\$2,069.79</b>	<b>\$1,207.64</b>	<b>\$862.15</b>
Project - 998 CHILD NUTRITION							
050 DISTRICTWIDE	\$0.00	\$261,902.18	\$0.00	\$0.00	\$261,902.18	\$0.00	\$261,902.18
105 ELEMENTARY SCHOOL	\$0.00	\$5,331.11	\$0.00	\$0.00	\$5,331.11	\$0.00	\$5,331.11
110 EARLY CHILDHOOD	\$0.00	\$7,686.65	\$0.00	\$0.00	\$7,686.65	\$0.00	\$7,686.65
505 MIDDLE SCHOOL	\$0.00	\$12,052.40	\$0.00	\$0.00	\$12,052.40	\$0.00	\$12,052.40
705 HIGH SCHOOL	\$0.00	\$6,994.25	\$0.00	\$0.00	\$6,994.25	\$0.00	\$6,994.25
<b>Total Project - 998 CHILD NUTRITION</b>	<b>\$0.00</b>	<b>\$293,966.59</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$293,966.59</b>	<b>\$0.00</b>	<b>\$293,966.59</b>
<b>Total</b>	<b>\$0.00</b>	<b>\$676,341.55</b>	<b>\$607,691.23</b>	<b>\$235,978.00</b>	<b>\$1,048,054.78</b>	<b>\$71,472.87</b>	<b>\$976,581.91</b>

**NEWCASTLE SCHOOLS - TREASURER'S REPORT**  
**As Of January 31, 2026**

<b>GOVERNMENTAL FUNDS</b>		
<b>Bank Statements</b>		
	Checking Account 6633	\$10.00
	SuperNow Account 9996	\$16,460,195.06
	Federated Sweep 0001	\$0.00
<b>Total - Bank Statements</b>		<b>\$16,460,205.06</b>
<b>Accounting Program</b>		
	Cash Balance	\$16,461,175.06
	Wire Fee	\$30.00
	Overpayment OSIG	-\$1,000.00
<b>Adjusted Cash Balance</b>		<b>\$16,460,205.06</b>
<b>Difference Between Bank and Computer:</b>		<b>\$0.00</b>
Outstanding Warrants:		\$282,283.14
Available Cash:		\$16,177,921.92
<b>Cash Balance by Fund:</b>		
	11 General Fund	\$7,650,218.68
	21 Building Fund	\$1,473,966.77
	32 Bond Fund 2022	\$1,202,059.00
	33 2022 Transportaion Fund	\$175,955.57
	38 Transportation Fund	\$0.00
	39 Technology Fund	\$894,398.54
	41 Sinking Fund	\$5,064,576.50
<b>Total:</b>		<b>\$16,461,175.06</b>
<b>ACTIVITY FUNDS</b>		
<b>Bank Statements</b>		
	Checking Account 6082	\$1,003,009.62
	Federated Sweep 0002	\$270,302.51
<b>Total - Bank Statements</b>		<b>\$1,273,312.13</b>
<b>Accounting Program</b>		
	Cash Balance	\$1,255,584.11
	Adjustments:	
	Outstanding Warrants	\$17,728.02
<b>Adjusted Cash Balance</b>		<b>\$1,273,312.13</b>
<b>Difference Between Bank and Computer:</b>		<b>\$0.00</b>
<b>ELECTRONIC FUND TRANSFER ACCOUNTS</b>		
	EFT Payments 5844	\$31,838.01
	Payrix Deposits 6093	\$0.00
	MySchoolBucks Deposit 6907	\$0.00
<b>INVESTMENT ACCOUNTS</b>		
	Horizon Finacial Services (401A)	\$4,367.87



## EMPLOYMENT SCHEDULE "A"

March 10th, 2026

EMPLOYMENT				
Last Name	First Name	New / Replacement	Site / Assignment	Effective
		REPLACEMENT	MS/SECRETARY	2/17/2026
		REPLACEMENT	ES/BEHAVIOR INTERVENTIONIST	2/23/2026
		REPLACEMENT	CUSTODIAN/MS	2/25/2026
		NEW	SYSTEMS ADMINISTRATOR	2/23/2026
		REPLACEMENT	MS/ISI	2/16/2026
		REPLACEMENT	ECC/PARAPROFESSIONAL	3/3/2026
		REPLACEMENT	ECC/PARAPROFESSIONAL	2/10/2026
		REPLACEMENT	ECC/PARAPROFESSIONAL	2/12/2026
		REPLACEMENT	ES/FULL TIME SUBSTITUTE	2/23/2026
		REPLACEMENT	HEAD FOOTBALL COACH	6/1/2026
HOURLY / LAY COACH				
Last Name	First Name	Assignment	Site	Effective
		BUS MONITOR	DISTRICT	2/16/2026
		LUNCH MONITOR	ES	2/19/2026
REASSIGNMENTS				
Last Name	First Name	Prior Assignment	New Assignment	Effective
RESIGNATIONS				
Last Name	First Name	Assignment	Site	Effective
CANNON	KATHY	ART TEACHER	MS	5/21/2026
HALL	ABBY	COUNSELOR	HS	5/21/2026
KAMMERLOCHER	TONI	COUNSELOR	MS	5/21/2026
MORALES	ELVIA	CUSTODIAN	MS	2/25/2026
REYES	MAGALI	KID ZONE	ECC	2/10/2026
WILKEY	PAYTON	PARAPROFESSIONAL	ECC	3/12/2026
RESCINDED EMPLOYMENT / TERMINATIONS				
Last Name	First Name	Assignment	Site	Effective



**EMPLOYMENT SCHEDULE "B"**  
**2026-2027 Rehire List**  
**March 10, 2026**

ADMINISTRATION		
Name	Name	Name
ATCHLEY, JONATHAN	CRAIG, GENEVIEVE	QUEEN, CHELSEA
BINGHAM, MARSHALL	FERGUSON, KRISTI	RILEY, ASHLEY
BOLLES, TAMMY	HAMPTON, WADE	RIOS, KILEY
BOWDEN, PAULLA	HULL, ADAM	TOWNLEY, AMANDA
BRICKMAN, JEFF	MATHIS, KAISHA	TRENT, CINDY
CHMIL, LYNDA	MORMAN, LARRY	WILSON, YOLANDA

**APPROVED:**

Dr Cathy Walker, Superintendent