

AGENDA
Sterling Public Schools
Regular Virtual and Physical Meeting
Sterling Public Schools Library
400 S 2nd Street
Sterling, OK 73567
Tuesday, May 7, 2019 at 6:00 PM

This meeting will be conducted via teleconferencing, via videoconferencing, and at a physical location.

1. Roll call and call to order.
2. Invocation, Shawn Nunley and Pledge of Allegiance, Shannon Wilmeth.
3. Open meeting law statement as set forth in open meeting act title 25 OSA State Statute 301-314 and Oklahoma HB 2409 sections 301-307.
4. Recognitions - Sterling STAR Awards
5. Discussion/Approval Items
 1. Consent agenda: All of the following items, which concern reports and items of a routine nature normally approved, will be approved by one vote, unless any board member desires to have a separate vote on any or all of these items the consent agenda consists of the discussion, consideration, and approval of the following items:
 1. Approve minutes of the previous meetings.
 2. Approve financial statements.
 3. Approve transfers within activity account.
 4. Approve purchase orders and warrants for the following funds: general, building, sinking, and any change order list.
 5. Approve activity accounts.
 6. Approve resignations.
 2. Discussion and possible to vote to approve the Title I School Wide Comprehensive Plan for 2019-2020.
 3. Discussion and possible vote to approve the Parent Involvement Policy for 2019-2020.
 4. Discussion and possible vote to approve the professional development plan for the 2019-2020 school year.
 5. Discussion and possible vote to approve open transfers as presented.
 6. Discussion and possible vote to approve the 2019-2020 Application for Temporary Appropriations.
 7. Discussion and possible vote to approve a renewal speech therapy contract with Rachel Bush for the 2019-2020 school year at a flat weekly rate of \$556.00.
 8. Discussion and possible vote to approve a renewal physical therapist contract with Aimee Carter for the 2019-2020 school year at an hourly rate of \$60.00.

9. Discussion and possible vote to approve a renewal occupational therapist contract with Sherri Robertson for the 2019-2020 school year at an hourly rate of \$60.00.
10. Discussion and possible vote to approve the contract with Allied Lab, Inc. for the 2019-2020 school year. (same cost as 18-19)
11. Discussion and possible vote to approve policies DOAC (required), DBAA, DHAA, DHAB, FNG (required), FNF, FNF-R, FNFA, FNFA-R.
6. Administrative reports.
 1. Principal Reports
7. Superintendent report.
8. New business.
9. Vote to adjourn

Board Of Education Agenda- Regular Meeting

Tuesday, April 9, 2019 7:00 PM

Sterling Public Schools Library, 400 S 2nd Street, Sterling, OK 73567

Attendance Taken at 7:00 PM.

Nathan Merritt: Absent

Jeff Milam: Present

Shawn Nunley: Present

Candra Turpin: Present

Shannon Wilmeth: Present

Present: 4, Absent: 1.

1. Roll call and call to order.
2. Invocation, Shawn Nunley and Pledge of Allegiance, Jeff Milam.
3. Open meeting law statement as set forth in open meeting act title 25 OSA State Statute 301-314 and Oklahoma HB 2409 sections 301-307.
4. Recognitions - State STAR FCCLA -Breana Kerns, Grace Milam, Morgan Tidwell
5. Discussion/Approval Items
 - 5.1. Issue oath of office for new board member, Shannon Raylene Wilmeth
 - 5.2. Elect the School Board President of Sterling Public Schools.

Motion to elect Jeff Milam as the School Board President of Sterling Public Schools
Passed with a motion by Shannon Wilmeth and a second by Candra Turpin.
Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea,
Shannon Wilmeth: Yea
Yea: 4, Nay: 0, Absent: 1
 - 5.3. Elect the School Board Vice President of Sterling Public Schools.

Motion to elect Candra Turpin as the School Board Vice President of Sterling Public Schools
Passed with a motion by Shannon Wilmeth and a second by Candra Turpin.
Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea,
Shannon Wilmeth: Yea
Yea: 4, Nay: 0, Absent: 1
 - 5.4. Elect the School Clerk of Sterling Public Schools.

Motion to elect Shannon Wilmeth as the School Clerk of Sterling Public Schools
Passed with a motion by Jeff Milam and a second by Candra Turpin.
Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea,
Shannon Wilmeth: Yea
Yea: 4, Nay: 0, Absent: 1
 - 5.5. Consent agenda: All of the following items, which concern reports and items of a routine nature normally approved, will be approved by one vote, unless any board member desires to

have a separate vote on any or all of these items the consent agenda consists of the discussion, consideration, and approval of the following items:

Motion to approve the consent agenda Passed with a motion by Candra Turpin and a second by Jeff Milam.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.5.1. Approve minutes of the previous meetings.

5.5.2. Approve financial statements.

5.5.3. Approve transfers within activity account.

5.5.4. Approve purchase orders and warrants for the following funds: general, building, sinking, and any change order list.

5.5.5. Approve activity accounts.

5.5.6. Approve resignations - Guy Heldermon

5.6. Discussion and possible vote to accept the Memorandum of Understanding with Great Plains Technology Center concerning curriculum and grading.

Motion to accept the Memorandum of Understanding with Great Plains Technology Center concerning curriculum and grading. Passed with a motion by Jeff Milam and a second by Shannon Wilmeth.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.7. Discussion and possible vote to approve the Pre-Engineering & Biomedical Science Academies Joint Program Agreement with Great Plains Technology Center.

Motion to approve the Pre-Engineering & Biomedical Science Academies Joint Program Agreement with Great Plains Technology Center. Passed with a motion by Candra Turpin and a second by Jeff Milam.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.8. Discussion and possible vote to accept the appointment of a Residency Committee comprised of Sterling Public School administrators.

Motion to accept the appointment of a Residency Committee comprised of Sterling Public School administrators Passed with a motion by Candra Turpin and a second by Jeff Milam.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.9. Vote to convene into executive session for the purpose of discussing the employment of certified teachers and support personnel for the 2019-2020 school year.

Motion to convene into executive session for the purpose of discussing the employment of certified teachers and support personnel for the 2019-2020 school year at 7:22 Passed with a motion by Candra Turpin and a second by Jeff Milam.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.10. Acknowledge the return of the Board to open session and read the executive session compliance statement.

5.11. Discussion and possible vote to approve/disapprove/table the employment of certified teachers and support staff listed for the 2019-2020 school year, and to direct the Superintendent to notify teachers or support personnel that have been recommended for non-reemployment and their right to a hearing. Special Education paraprofessionals will be employed on a temporary non-continuing contract that is contingent on the need to provide paraprofessional services to special needs students for the 2019-2020 school year.

Motion to approve the employment of certified teachers and support staff listed for the 2019-2020 school year, and to direct the Superintendent to notify teachers or support personnel that have been recommended for non-reemployment and their right to a hearing. Special Education paraprofessionals will be employed on a temporary non-continuing contract that is contingent on the need to provide paraprofessional services to special needs students for the 2019-2020 school year Passed with a motion by Candra Turpin and a second by Jeff Milam.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.12. Discussion and possible vote to approve the employment of a half-time math teacher (Brett Barrett) and half-time science teacher (Luther Woolbright).

Motion to approve the employment of a half-time math teacher (Brett Barrett) and half-time science teacher (Luther Woolbright) Passed with a motion by Jeff Milam and a second by Candra Turpin.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.13. Discussion and possible vote to approve open transfers presented.

Motion to approve open transfers presented Passed with a motion by Jeff Milam and a second by Candra Turpin.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.14. Discussion and possible vote to employ Savannah Barrett, David Derrico, Morgan Emmons, Hadlee Milam as lifeguards for the 2019 season pending receipt of proper certification.

Motion to employ Savannah Barrett, David Derrico, Morgan Emmons, Hadlee Milam as lifeguards for the 2019 season pending receipt of proper certification Passed with a motion by Jeff Milam and a second by Candra Turpin.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

5.15. Discussion and possible vote to declare the two old scoreboards from Ike Williams Park as surplus.

Motion to declare the two old scoreboards from Ike Williams Park as surplus Passed with a motion by Candra Turpin and a second by Jeff Milam.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

6. Administrative reports.

6.1. Principal Reports

7. Superintendent report - Move May meeting to May 7, 2019 at 6:00 pm, Awning

8. New business. There was no new business

9. Vote to adjourn

Motion to adjourn at 8:00 Passed with a motion by Candra Turpin and a second by Jeff Milam.

Nathan Merritt: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea, Shannon Wilmeth: Yea

Yea: 4, Nay: 0, Absent: 1

Chairperson

Superintendent

Board of Education Agenda - Special Meeting

Wednesday, April 17, 2019 4:30 PM

Sterling Public Schools Library, 400 S 2nd Street, Sterling, OK 73567

Attendance Taken at 4:33 PM.

Nathan Merritt: Absent

Jeff Milam Present

Shawn Nunley: Present

Candra Turpin: Present

Shannon Wilmeth: Absent

Present: 3, Absent: 2.

1. Roll call and call to order.

2. Invocation and Pledge of Allegiance.

3. Open meeting law statement as set forth in open meeting act title 25 OSA State Statute 301- 314 and Oklahoma HB 2409 sections 301-307.

4. Discussion/Approval Items

4.1. Discussion and possible vote to employ a Vocational Agriculture Teacher for the 2019- 2020 school year.

Motion to employ a Vocational Agriculture Teacher, Kiel Rowan, for the 2019-2020 school year. This motion, made by Candra Turpin and seconded by Shawn Nunley, Passed.

Nathan Merritt: Absent, Shannon Wilmeth: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea

Yea: 3, Nay: 0, Absent: 2

5. Superintendent report. n/a

6. Vote to adjourn

Motion to adjourn at 4:45 pm. This motion, made by Shawn Nunley and seconded by Candra Turpin, Passed.

Nathan Merritt: Absent, Shannon Wilmeth: Absent, Jeff Milam: Yea, Shawn Nunley: Yea, Candra Turpin: Yea

Yea: 3, Nay: 0, Absent: 2

Chairperson

Superintendent

**TREASURER'S CASH BALANCES
AS OF APRIL 30, 2019**

FNB OF FLETCHER

CHECKING .40

ACTIVITY FUND	\$132,066.59
GENERAL FUND	\$485,141.62
BUILDING FUND	\$86,293.19
BOND FUND	\$120,236.73
BOND TRANSPORATION FUND	\$81.11
SINKING FUND	\$78,311.29
	\$902,130.53

CD'S

GENERAL FUND (#7713)		
MATURES 12/10/2019 1.25%	\$100,000.00	
GENERAL FUND (#7725)		
MATURES 10/13/2019 1.25%	\$100,000.00	
		<u>\$200,000.00</u>

TOTAL CASH @ FNB OF FLETCHER **\$1,102,130.53**

TOTAL PLEDGES AS OF 4/30/2019 **\$2,025,000.00**

LIBERTY NATIONAL BANK

GENERAL FUND MATURES (1283) 1/8/2021 2.00%	\$100,001.64
GENERAL FUND	\$785,141.62
BUILDING FUND	\$86,293.19
BOND FUND	\$120,236.73
BOND TRANSPORATION FUND	\$81.11
SINKING FUND	\$78,311.29
ACTIVITY FUND	\$132,066.29
	\$1,202,130.23

Sterling Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 4/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 11 GEN FUND-FOR OP						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT)	\$374,784.95	\$382,388.07	\$0.00	\$7,603.12	102.03%	\$36,878.12
Source - 1120 AD VALOREM TAX LEVY (PR.YRS)	\$8,000.00	\$5,751.00	\$2,249.00	\$0.00	71.89%	\$1,405.58
Source - 1130 REVENUE IN LIEU OF TAXES	\$5,000.00	\$135.63	\$4,864.37	\$0.00	2.71%	\$0.00
Source - 1290 OTHER TUITION & FEES	\$2,150.00	\$2,250.00	\$0.00	\$100.00	104.65%	\$2,250.00
Source - 1310 INTEREST EARNINGS	\$3,300.00	\$4,088.27	\$0.00	\$788.27	123.89%	\$212.34
Source - 1350 INTEREST ON TAXES	\$0.00	\$149.46	\$0.00	\$149.46	N/A	\$8.83
Source - 1410 RENTAL OF SCHOOL FACILITIES	\$4,000.00	\$950.00	\$3,050.00	\$0.00	23.75%	\$100.00
Source - 1440 SALES OF EQUIP,SERV,& MATERIAL	\$0.00	\$1,980.00	\$0.00	\$1,980.00	N/A	\$555.00
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$19,350.00	\$26,807.19	\$0.00	\$7,457.19	138.54%	\$0.00
Source - 1610 CONTRIBUTIONS/DONATIONS-PRIV.	\$8,000.00	\$31,445.00	\$0.00	\$23,445.00	393.06%	\$4,000.00
Source - 1660 MINERAL ROYALTIES/LEASE REV.	\$0.00	\$89.61	\$0.00	\$89.61	N/A	\$0.00
Source - 1710 STUDENTS' LUNCHES	\$54,324.33	\$44,610.55	\$9,713.78	\$0.00	82.12%	\$0.00
Source - 1720 ALA CARTE	\$4,894.74	\$3,426.75	\$1,467.99	\$0.00	70.01%	\$0.00
Source - 1730 ADULT LUNCHES/BREAKFASTS	\$5,362.69	\$5,202.85	\$159.84	\$0.00	97.02%	\$0.00
Series - 1000 Total	\$489,166.71	\$509,274.38	\$21,504.98	\$41,612.65	104.11%	\$45,409.87
Series - 2000						
Source - 2100 COUNTY 4 MILL AD VALOREM TAX	\$49,054.30	\$53,354.98	\$0.00	\$4,300.68	108.77%	\$6,869.95
Source - 2200 COUNTY APPORT. (MORTGAGE TAX)	\$10,422.42	\$6,178.13	\$4,244.29	\$0.00	59.28%	\$603.93
Source - 2300 RESALE OF PROPERTY FUND DIST.	\$0.00	\$2,812.55	\$0.00	\$2,812.55	N/A	\$0.00
Series - 2000 Total	\$59,476.72	\$62,345.66	\$4,244.29	\$7,113.23	104.82%	\$7,473.88
Series - 3000						
Source - 3110 GROSS PRODUCTION TAX	\$718.33	\$604.67	\$113.66	\$0.00	84.18%	\$40.26
Source - 3120 MOTOR VEHICLE COLLECTIONS	\$150,690.54	\$124,765.85	\$25,924.69	\$0.00	82.80%	\$12,985.13
Source - 3130 RURAL ELECTRIC COOP.TAX	\$64,615.49	\$56,462.58	\$8,152.91	\$0.00	87.38%	\$6,483.95
Source - 3140 STATE SCHOOL LAND EARNINGS	\$61,018.14	\$44,912.34	\$16,105.80	\$0.00	73.60%	\$4,360.63
Source - 3150 VEHICLE TAX STAMPS	\$359.41	\$329.12	\$30.29	\$0.00	91.57%	\$33.40
Source - 3210 FOUNDATION AND SALARY INCEN.	\$1,491,461.00	\$1,202,526.00	\$288,935.00	\$0.00	80.63%	\$133,614.00
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$300,572.76	\$250,496.26	\$50,076.50	\$0.00	83.34%	\$27,832.92
Source - 3415 READING SUFFICIENCE ACT	\$0.00	\$2,363.79	\$0.00	\$2,363.79	N/A	\$0.00
Source - 3420 STATE TEXTBOOK	\$18,833.64	\$15,260.83	\$3,572.81	\$0.00	81.03%	\$1,695.65
Source - 3440 DRIVER EDUCATION	\$0.00	\$1,155.00	\$0.00	\$1,155.00	N/A	\$0.00
Source - 3720 STATE MATCHING	\$1,735.11	\$805.22	\$929.89	\$0.00	46.41%	\$0.00
Source - 3811 COMP. HS VOC. SALARY REIM.	\$39,790.00	\$7,315.00	\$32,475.00	\$0.00	18.38%	\$0.00
Source - 3812 VOC. PROG. INCENTIVE ASSIST.	\$0.00	\$11,596.00	\$0.00	\$11,596.00	N/A	\$0.00
Series - 3000 Total	\$2,129,794.42	\$1,718,592.66	\$426,316.55	\$15,114.79	80.69%	\$187,045.94
Series - 4000						
Source - 4130 TITLE VIII-IMPACT AID	\$15,000.00	\$4,048.36	\$10,951.64	\$0.00	26.99%	\$313.08

Sterling Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 4/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Source - 4140 TITLE VII INDIAN EDUCATION	\$15,000.00	\$9,143.85	\$5,856.15	\$0.00	60.96%	\$3,457.09
Source - 4180 TITLE VI SMALL RURAL SCHOOL	\$29,058.00	\$33,600.40	\$0.00	\$4,542.40	115.63%	\$14,160.00
Source - 4210 TITLE I-BASIC PROGRAM	\$47,669.00	\$16,427.85	\$31,241.15	\$0.00	34.46%	\$0.00
Source - 4271 TITLE II PART A TEACHER/PRIN T	\$15,092.00	\$0.00	\$15,092.00	\$0.00	0.00%	\$0.00
Source - 4310 INDIV.WITH DISABIL.IDEA --B	\$66,000.00	\$59,098.69	\$6,901.31	\$0.00	89.54%	\$20,653.71
Source - 4340 PRESCHOOL AGES 3-5 IDEA-B	\$2,000.00	\$1,873.06	\$126.94	\$0.00	93.65%	\$0.00
Source - 4461 TITLE V PART A INNOVATIVE PGM	\$15,000.00	\$0.00	\$15,000.00	\$0.00	0.00%	\$0.00
Source - 4617 .	\$6,500.00	\$0.00	\$6,500.00	\$0.00	0.00%	\$0.00
Source - 4689 OTHER MISC. SOURCES OF FED.REV	\$4,711.00	\$0.00	\$4,711.00	\$0.00	0.00%	\$0.00
Source - 4710 LUNCHES	\$65,820.77	\$55,203.78	\$10,616.99	\$0.00	83.87%	\$5,561.37
Source - 4720 BREAKFASTS	\$31,321.66	\$23,909.51	\$7,412.15	\$0.00	76.34%	\$2,193.09
Series - 4000 Total	\$313,172.43	\$203,305.50	\$114,409.33	\$4,542.40	64.92%	\$46,338.34
Series - 5000						
Source - 5100 Return of Assets	\$15,000.00	\$0.00	\$15,000.00	\$0.00	0.00%	\$0.00
Source - 5160 ACTIVITY FUND REIMBURSEMENT	\$0.00	\$10,802.88	\$0.00	\$10,802.88	N/A	\$0.00
Source - 5600 CORRECTING ENTRY	\$0.00	\$24.10	\$0.00	\$24.10	N/A	\$0.00
Series - 5000 Total	\$15,000.00	\$10,826.98	\$15,000.00	\$10,826.98	72.18%	\$0.00
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$573,341.85	\$573,534.55	\$0.00	\$192.70	100.03%	\$0.00
Series - 6000 Total	\$573,341.85	\$573,534.55	\$0.00	\$192.70	100.03%	\$0.00
Fund - 11 GEN FUND-FOR OP Total	\$3,579,952.13	\$3,077,879.73	\$581,475.15	\$79,402.75	85.98%	\$286,268.03

Sterling Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 4/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 21 Building						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT)	\$53,564.02	\$54,650.86	\$0.00	\$1,086.84	102.03%	\$5,270.93
Source - 1120 AD VALOREM TAX LEVY (PR.YRS)	\$0.00	\$821.89	\$0.00	\$821.89	N/A	\$200.89
Source - 1130 REVENUE IN LIEU OF TAXES	\$0.00	\$19.39	\$0.00	\$19.39	N/A	\$0.00
Source - 1310 INTEREST EARNINGS	\$0.00	\$87.96	\$0.00	\$87.96	N/A	\$0.00
Series - 1000 Total	\$53,564.02	\$55,580.10	\$0.00	\$2,016.08	103.76%	\$5,471.82
Series - 4000						
Source - 4130 TITLE VIII-IMPACT AID	\$0.00	\$16,153.92	\$0.00	\$16,153.92	N/A	\$3,090.57
Series - 4000 Total	\$0.00	\$16,153.92	\$0.00	\$16,153.92	N/A	\$3,090.57
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$78,013.92	\$77,821.22	\$192.70	\$0.00	99.75%	\$0.00
Series - 6000 Total	\$78,013.92	\$77,821.22	\$192.70	\$0.00	99.75%	\$0.00
Fund - 21 Building Total	\$131,577.94	\$149,555.24	\$192.70	\$18,170.00	113.66%	\$8,562.39

Sterling Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 4/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 31 BOND FUND						
Series - 1000						
Source - 1310 INTEREST EARNINGS	\$0.00	\$263.00	\$0.00	\$263.00	N/A	\$0.00
Series - 1000 Total	\$0.00	\$263.00	\$0.00	\$263.00	N/A	\$0.00
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$295,089.13	\$295,089.13	\$0.00	\$0.00	100.00%	\$0.00
Series - 6000 Total	\$295,089.13	\$295,089.13	\$0.00	\$0.00	100.00%	\$0.00
Fund - 31 BOND FUND Total	\$295,089.13	\$295,352.13	\$0.00	\$263.00	100.09%	\$0.00

Sterling Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 4/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 32 BOND FUND/ TRANS / 2018						
Series - 1000						
Source - 1310 INTEREST EARNINGS	\$0.00	\$69.41	\$0.00	\$69.41	N/A	\$0.00
Series - 1000 Total	\$0.00	\$69.41	\$0.00	\$69.41	N/A	\$0.00
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$90,027.19	\$90,027.19	\$0.00	\$0.00	100.00%	\$0.00
Series - 6000 Total	\$90,027.19	\$90,027.19	\$0.00	\$0.00	100.00%	\$0.00
Fund - 32 BOND FUND/ TRANS / 2018 Total	\$90,027.19	\$90,096.60	\$0.00	\$69.41	100.08%	\$0.00

Sterling Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 4/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 41 Sinking						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT)	\$0.00	\$84,287.42	\$0.00	\$84,287.42	N/A	\$8,121.83
Source - 1120 AD VALOREM TAX LEVY (PR.YRS)	\$0.00	\$1,570.00	\$0.00	\$1,570.00	N/A	\$547.63
Source - 1130 REVENUE IN LIEU OF TAXES	\$0.00	\$29.85	\$0.00	\$29.85	N/A	\$0.00
Source - 1310 INTEREST EARNINGS	\$0.00	\$38.62	\$0.00	\$38.62	N/A	\$0.00
Series - 1000 Total	\$0.00	\$85,925.89	\$0.00	\$85,925.89	N/A	\$8,669.46
Series - 6000						
Source - 6110 CASH FORWARD-SURPLUS CASH FWD.	\$0.00	\$3,797.90	\$0.00	\$3,797.90	N/A	\$0.00
Series - 6000 Total	\$0.00	\$3,797.90	\$0.00	\$3,797.90	N/A	\$0.00
Fund - 41 Sinking Total	\$0.00	\$89,723.79	\$0.00	\$89,723.79	N/A	\$8,669.46

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 4/30/2019

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 60 SCHOOL ACTIVITY FNDS						
Series - 1000						
Source - 1190 OTHER TAXES	\$0.00	\$220.00	\$0.00	\$220.00	N/A	\$0.00
Source - 1310 INTEREST EARNINGS	\$0.00	\$201.60	\$0.00	\$201.60	N/A	\$23.90
Source - 1460 COMMISSIONS	\$0.00	\$3,733.30	\$0.00	\$3,733.30	N/A	\$0.00
Source - 1530 DAMAGES TO SCHOOL PROPERTY	\$0.00	\$47.00	\$0.00	\$47.00	N/A	\$6.00
Source - 1610 CONTRIBUTIONS/DONATIONS-PRIV.	\$0.00	\$15,456.87	\$0.00	\$15,456.87	N/A	\$289.60
Source - 1810 ADMISSIONS	\$0.00	\$17,706.00	\$0.00	\$17,706.00	N/A	\$740.00
Source - 1830 CONCESSIONS	\$0.00	\$1,505.05	\$0.00	\$1,505.05	N/A	\$0.00
Source - 1850 FEES, PENALTIES, AND FINES	\$0.00	\$2,855.00	\$0.00	\$2,855.00	N/A	\$400.00
Source - 1860 GAME CONTRACTS & GUARANTEES	\$0.00	\$808.40	\$0.00	\$808.40	N/A	\$0.00
Source - 1870 STATE PLAY-OFF REVENUE	\$0.00	\$150.00	\$0.00	\$150.00	N/A	\$150.00
Source - 1880 SUPPLIES & MAT.SOLD TO STUD.	\$0.00	\$1,544.00	\$0.00	\$1,544.00	N/A	\$0.00
Source - 1890 OTHER ATHLETIC REVENUE	\$0.00	\$12,410.00	\$0.00	\$12,410.00	N/A	\$250.00
Source - 1910 ADMISSIONS	\$0.00	\$8,293.25	\$0.00	\$8,293.25	N/A	\$250.00
Source - 1920 CONCESSION SALES	\$0.00	\$37,490.09	\$0.00	\$37,490.09	N/A	\$4,164.36
Source - 1950 RESALE MERCH.(NOT STU. STORE)	\$0.00	\$95,566.83	\$0.00	\$95,566.83	N/A	\$18,080.29
Source - 1971 FEES OR DUES	\$0.00	\$11,124.50	\$0.00	\$11,124.50	N/A	\$2,228.00
Source - 1972 DONATIONS	\$0.00	\$19,037.05	\$0.00	\$19,037.05	N/A	\$0.00
Source - 1990 OTHER SCHOOL ACT.FUND RECEIPTS	\$0.00	\$12,078.25	\$0.00	\$12,078.25	N/A	\$876.00
Series - 1000 Total	\$0.00	\$240,227.19	\$0.00	\$240,227.19	N/A	\$27,458.15
Fund - 60 SCHOOL ACTIVITY FNDS Total	\$0.00	\$240,227.19	\$0.00	\$240,227.19	N/A	\$27,458.15

STERLING PUBLIC SCHOOLS
ACTIVITY FUND TRANSFER FORM

AMOUNT 2,402.68

FROM 817 Prom Account
ACTIVITY FUND SUB-ACCOUNT

TO 841 Senior Account
ACTIVITY FUND SUB-ACCOUNT

PURPOSE Reimburse of start up & half
of left over money from prom fees
after all expenses were paid.

AUTHORIZED BY 
ACTIVITY FUND SPONSOR


ACTIVITY FUND CUSTODIAN


PRINCIPAL


SUPERINTENDENT

DATE OF BOARD APPROVAL _____

Board Meeting Date: MAY 7, 2019

FY 19 GENERAL FUND

Vote to approve purchase orders #200 THROUGH #205 in the amount of \$1914.90

Vote to approve warrants #952 through #1059 in the amount of \$236472.88

FY 19 BUILDING BOND

Vote to approve warrants #21 through #22 in the amount of \$18735.90

FY 19 BUILDING FUND

FY 19 TRANSPORTATION BOND

Vote to approve warrant #3 in the amount of \$550.00

Sterling Schools
Encumbrance Register

Options: Year: 2018-2019, Date Range: 7/1/2018 - 6/30/2019, PO Range: 200 - 999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	200	04/16/2019	21006	DAKOTA CORNWELL	LABOR TO SECURE DAMAGED AWNING	350.00
11	201	04/29/2019	22466	RUSH SPRING SCHOOLS	CAN RACKS	375.00
11	202	04/29/2019	22467	OSSBA EMPLOYMENT SERVICES	UNEMPLOYMENT SERVICES	60.00
11	203	04/30/2019	22145	ANNETTE COOK	REIMBURSEMENT-BAKER'S RACK	35.00
11	204	05/01/2019	129	OMES	HEALTH INS PREMIUM FLEX- HELDERMON	594.90
11	205	05/01/2019	22468	PURELAND SUPPLY, LLC	PROJECTOR BULBS	500.00
Non-Payroll Total:						\$1,914.90
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$1,914.90

Sterling Schools

Payment Register

Options: Year: 2018-2019, Fund: GEN FUND-FOR OP, Date Range: 4/1/2019 - 4/30/2019, Print Payroll Payments: True

Year	Fund	No	Date	Vendor	Date Type	Date Registered	Clearing Date	Clearing No	Amount
2019	11	952	04/03/2019	ALLIANCE NETWORK SOLUTIONS, LLC					\$300.00
2019	11	953	04/03/2019	SYNCB/AMAZON					\$565.65
2019	11	954	04/03/2019	AFC					\$81.00
2019	11	955	04/03/2019	BEN E KEITH					\$1,069.07
2019	11	956	04/03/2019	CENTERPOINT					\$3,433.29
2019	11	957	04/03/2019	DOLLAR GENERAL-REGIONS 410526					\$43.60
2019	11	958	04/03/2019	HILAND					\$1,316.40
2019	11	959	04/03/2019	OTA PIKEPASS CUSTOMER SERVICE					\$179.12
2019	11	960	04/03/2019	ROBERTSON THERAPY SERVICES, LLC					\$600.00
2019	11	961	04/03/2019	SELLERS AIR CONDITIONING, INC.					\$702.50
2019	11	962	04/03/2019	STERLING PUB. WORKS AUTHORITY					\$523.92
2019	11	963	04/03/2019	US FOOD SERVICE					\$2,308.91
2019	11	964	04/03/2019	TYLER WRIGHT					\$60.00
2019	11	965	04/03/2019	CABLE'S					\$813.57
2019	11	966	04/03/2019	PERFORMANCE TIRE & LUBE, LLC					\$620.00
2019	11	967	04/03/2019	SECURE OKLAHOMA					\$4,552.50
2019	11	968	04/10/2019	GARY B BARRETT	PD				\$0.00
2019	11	969	04/10/2019	GINA K BARRETT	PD				\$0.00
2019	11	970	04/10/2019	SHEILA BARTLETT	PD				\$0.00
2019	11	971	04/10/2019	CHRISSEY ALCORN	PD				\$0.00
2019	11	972	04/10/2019	TIMOTHY BLACK	PD				\$0.00
2019	11	973	04/10/2019	LETISHA BREAK	PD				\$0.00
2019	11	974	04/10/2019	KELLEY BRIDGES	PD				\$0.00
2019	11	975	04/10/2019	RONITA BRIDGES	PD				\$0.00
2019	11	976	04/10/2019	LISA BYRD	PD				\$0.00
2019	11	977	04/10/2019	MEGAN COLE	PD				\$0.00
2019	11	978	04/10/2019	ANNETTE COOK	PD				\$0.00
2019	11	979	04/10/2019	GEORGIA CROKE	PD				\$0.00
2019	11	980	04/10/2019	MARTIN CURRY	PD				\$0.00
2019	11	981	04/10/2019	MAUDIE ELIZABETH DAVIS	PD				\$0.00
2019	11	982	04/10/2019	SIERRA DODSON	PD				\$0.00
2019	11	983	04/10/2019	PENNY FASSETT	PD				\$0.00
2019	11	984	04/10/2019	CASEY JOHNSON	PD				\$0.00
2019	11	985	04/10/2019	SANDY FEHRING	PD				\$0.00
2019	11	986	04/10/2019	ZOE FOREHAND	PD				\$0.00
2019	11	987	04/10/2019	JESSICA SMART	PD				\$0.00
2019	11	988	04/10/2019	TASHA GARRETT	PD				\$0.00
2019	11	989	04/10/2019	TAMRA BARTLETT	PN				\$897.87
2019	11	990	04/10/2019	ASHLEY HALE	PD				\$0.00
2019	11	991	04/10/2019	GUY B HELDERMON	PD				\$0.00
2019	11	992	04/10/2019	JOHN B HOLMES	PD				\$0.00
2019	11	993	04/10/2019	KENDAL MARIE HUGHES	PD				\$0.00
2019	11	994	04/10/2019	JANIE INGRAM	PD				\$0.00
2019	11	995	04/10/2019	TIFFANY JOHLE	PD				\$0.00
2019	11	996	04/10/2019	TONYA JORDAN	PD				\$0.00
2019	11	997	04/10/2019	ANGELIA KERKHOFF	PD				\$0.00
2019	11	998	04/10/2019	LORI A KING	PD				\$0.00
2019	11	999	04/10/2019	WANDA L KITTELSON	PD				\$0.00
2019	11	1000	04/10/2019	GREGORY K LEMONS	PD				\$0.00
2019	11	1001	04/10/2019	CONNIE LOWE	PD				\$0.00
2019	11	1002	04/10/2019	HELEN MANSEL	PD				\$0.00
2019	11	1003	04/10/2019	TERRI MANSEL	PD				\$0.00
2019	11	1004	04/10/2019	ASHLYN MCCLURE	PD				\$0.00

Sterling Schools

Payment Register

Options: Year: 2018-2019, Fund: GEN FUND-FOR OP, Date Range: 4/1/2019 - 4/30/2019, Print Payroll Payments: True

Year	Fund	No	Date	Vendor	Type	Date Voided	Date Registered	Clearing Date	Clearing No	Amount
2019	11	1005	04/10/2019	MARANDA MILAM	PD					\$0.00
2019	11	1006	04/10/2019	CHANDRA MONROE	PD					\$0.00
2019	11	1007	04/10/2019	VAN MONROE	PD					\$0.00
2019	11	1008	04/10/2019	KIM MOORE	PD					\$0.00
2019	11	1009	04/10/2019	KATHY R NICKELL	PD					\$0.00
2019	11	1010	04/10/2019	TRENT PARRISH	PD					\$0.00
2019	11	1011	04/10/2019	LISA PAWLOWSKI	PD					\$0.00
2019	11	1012	04/10/2019	LISA QUICKLE	PD					\$0.00
2019	11	1013	04/10/2019	GINGER K SEIBOLD	PD					\$0.00
2019	11	1014	04/10/2019	DANIEL SMART	PD					\$0.00
2019	11	1015	04/10/2019	CHERYL L SMITH	PD					\$0.00
2019	11	1016	04/10/2019	AUSTYN SPARKS	PD					\$0.00
2019	11	1017	04/10/2019	DARRELL STANLEY	PD					\$0.00
2019	11	1018	04/10/2019	JENNIFER TAYLOR	PD					\$0.00
2019	11	1019	04/10/2019	LINDA SUE WARNER	PD					\$0.00
2019	11	1020	04/10/2019	AMY WOOD	PD					\$0.00
2019	11	1021	04/10/2019	LUTHER W WOOLBRIGHT	PD					\$0.00
2019	11	1022	04/10/2019	MICHELE WOOLBRIGHT	PD					\$0.00
2019	11	1023	04/10/2019	KAREN E ZIMMERMAN	PD					\$0.00
2019	11	1024	04/10/2019	AMERICAN FIDELITY ASSURANCE CO	R					\$3,717.34
2019	11	1025	04/10/2019	American Fidelity HSA Admin	R					\$100.00
2019	11	1026	04/10/2019	CCOSA	R					\$96.90
2019	11	1027	04/10/2019	INTERNAL REVENUE SERVICE	R					\$31,648.27
2019	11	1028	04/10/2019	FNB OF FLETCHER	R					\$105,338.84
2019	11	1029	04/10/2019	EMPLOYEE DEPOSIT ACCOUNT	R					\$990.00
2019	11	1030	04/10/2019	OMES	R					\$36,497.86
2019	11	1031	04/10/2019	OKLAHOMA TAX COMMISSION	R					\$4,614.00
2019	11	1032	04/10/2019	OK TEACHERS' RETIREMENT SYSTEM	R					\$23,931.62
2019	11	1033	04/10/2019	PROFESSIONAL OK. EDUCATORS FOU	R					\$147.00
2019	11	1034	04/10/2019	STERLING CHILD NUTRITION FUND	R					\$790.75
2019	11	1035	04/10/2019	TEXAS LIFE INS COMPANY	R					\$440.95
2019	11	1036	04/10/2019	UNUM Life Insurance	R					\$204.33
2019	11	1037	04/11/2019	ADVANCED PEST AND TERMITE, LLC						\$100.00
2019	11	1038	04/11/2019	AMSTERDAM PRINTING						\$229.90
2019	11	1039	04/11/2019	AIMEE CARTER, PT						\$343.20
2019	11	1040	04/11/2019	CCOSA						\$120.00
2019	11	1041	04/11/2019	ELECTION BOARD						\$416.26
2019	11	1042	04/11/2019	FILE THIRTEEN						\$25.00
2019	11	1043	04/11/2019	FLIP'S AUTOMOTIVE						\$39.95
2019	11	1044	04/11/2019	GRADUATION & RECOGNITION PROD						\$804.40
2019	11	1045	04/11/2019	GREGORY K LEMONS						\$33.70
2019	11	1046	04/11/2019	SOUTHERN HARDLINES, INC.-ELGIN						\$14.47
2019	11	1047	04/11/2019	SUPPLYWORKS						\$27.20
2019	11	1048	04/11/2019	WILLIAMS DISCOUNT FOODS						\$22.54
2019	11	1049	04/11/2019	WINDSTREAM						\$328.49
2019	11	1050	04/18/2019	SYNCB/AMAZON						\$580.34
2019	11	1051	04/18/2019	BENNETT'S						\$852.60
2019	11	1052	04/18/2019	CARDMEMBER SERVICES						\$301.50
2019	11	1053	04/18/2019	SAM'S CLUB/SYNCHRONY BANK						\$449.53
2019	11	1054	04/18/2019	SCHOOL SPECIALTY, INC.						\$53.65
2019	11	1055	04/18/2019	THE SHERWIN-WILLIAMS CO.						\$108.92
2019	11	1056	04/18/2019	TIGER PAW QUICK MART						\$2,297.12
2019	11	1057	04/24/2019	FUTURE HORIZONS INC						\$135.00

Sterling Schools

Payment Register

Options: Year: 2018-2019, Fund: GEN FUND-FOR OP, Date Range: 4/1/2019 - 4/30/2019, Print Payroll Payments: True

Year	Fund	No	Date	Vendor	Date Type Voided	Date Registered	Clearing Date	Clearing No	Amount
2019	11	1058	04/24/2019	PROFESSIONAL OK. EDUCATORS FOU					\$165.00
2019	11	1059	04/24/2019	PUBLIC SERVICE CO. OF OKLAHOMA					\$2,438.85
Non-Payroll Total:									\$27,057.15
Payroll Total:									\$209,415.73
Balance Foward:									\$2,056,465.23
Total:									\$2,292,938.11

Sterling Schools

Payment Register

Options: Year: 2018-2019, Fund: BOND FUND, Date Range: 4/1/2019 - 4/30/2019, Print Payroll Payments: True

Year	Fund	No	Date	Vendor	Date Type	Date Registered	Clearing Date	Clearing No	Amount
2019	31	21	04/11/2019	APPLE STORE					\$17,640.00
2019	31	22	04/18/2019	SYNCB/AMAZON					\$1,095.90
Non-Payroll Total:									\$18,735.90
Payroll Total:									\$0.00
Balance Foward:									\$156,379.50
Total:									\$175,115.40

Sterling Schools

Payment Register

Options: Year: 2018-2019, Fund: BOND FUND/ TRANS / 2018, Date Range: 4/1/2019 - 4/30/2019, Print Payroll Payments: True

Year	Fund	No	Date	Vendor	Date Type	Voided	Date Registered	Clearing Date	Clearing No	Amount
2019	32	3	04/03/2019	LAWSON MECHANICAL, LLC						\$550.00
Non-Payroll Total:										\$550.00
Payroll Total:										\$0.00
Balance Foward:										\$89,465.49
Total:										\$90,015.49

Sterling Schools

Cash Balances

Options: Fiscal Years: 2019, Funds: 60, As Of Date: 4/30/2019, Account Types: AC

Cash By Account and Fund

AC 0102	FNB FLETCHER/ACTIVITY FUND			
2019	60	SCHOOL ACTIVITY FNDS		\$136,793.32
			Total AC 0102	\$136,793.32
				<u>\$136,793.32</u>

Cash By Fund

2019	60	SCHOOL ACTIVITY FNDS		\$136,793.32
				<u>\$136,793.32</u>

Sterling Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 4/1/2019 - 4/30/2019

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
801 GENERAL	\$1,544.69	\$831.90	\$0.00	\$199.80	\$2,176.79	\$0.00	\$2,176.79
802 ATHLETICS	\$16,389.23	\$1,540.00	\$0.00	\$6,175.41	\$11,753.82	\$0.00	\$11,753.82
803 FCCLA NATIONAL CONFERENCE	\$3,813.60	\$3,713.50	\$0.00	\$1,218.11	\$6,308.99	\$0.00	\$6,308.99
804 FCA	\$317.10	\$0.00	\$0.00	\$0.00	\$317.10	\$0.00	\$317.10
805 FLOWER FUND	\$251.61	\$0.00	\$0.00	\$0.00	\$251.61	\$0.00	\$251.61
806 FFA	\$9,623.96	\$15,746.00	\$0.00	\$711.21	\$24,658.75	\$0.00	\$24,658.75
807 FCCLA	\$2,122.91	\$589.00	\$0.00	\$0.00	\$2,711.91	\$0.00	\$2,711.91
808 ACADEMIC TEAM	\$14.49	\$0.00	\$0.00	\$0.00	\$14.49	\$0.00	\$14.49
809 POOL	\$1,232.32	\$0.00	\$0.00	\$150.00	\$1,082.32	\$0.00	\$1,082.32
810 AG SCHOLARSHIP	\$2,700.00	\$0.00	\$0.00	\$0.00	\$2,700.00	\$0.00	\$2,700.00
811 STUDENT COUNCIL	\$1,016.80	\$279.00	\$0.00	\$0.00	\$1,295.80	\$0.00	\$1,295.80
813 LIBRARY	\$3,157.87	\$1,054.29	\$0.00	\$3,608.21	\$603.95	\$0.00	\$603.95
814 FIT FOR EDUCATION	\$1,582.52	\$0.00	(\$1,000.00)	\$0.00	\$582.52	\$0.00	\$582.52
815 JH & HS CHEERLEADING	\$3,117.40	\$0.00	\$0.00	\$0.00	\$3,117.40	\$0.00	\$3,117.40
816 YEARBOOK	\$22,425.57	\$585.00	\$0.00	\$0.00	\$23,010.57	\$0.00	\$23,010.57
817 PROM	\$7,865.60	\$94.00	\$0.00	\$2,272.71	\$5,686.89	\$0.00	\$5,686.89
818 ELEMENTARY	\$8,291.11	\$1,006.60	\$0.00	\$1,518.46	\$7,779.25	\$0.00	\$7,779.25
820 JAMES BRAGG SCHOLARSHIP	\$1,800.82	\$0.00	\$0.00	\$0.00	\$1,800.82	\$0.00	\$1,800.82
830 TEACHER/SUPPORT OF YEAR	\$51.00	\$0.00	\$1,000.00	\$0.00	\$1,051.00	\$0.00	\$1,051.00
841 2019 SENIORS	\$28,112.14	\$0.00	\$0.00	\$5,267.11	\$22,845.03	\$0.00	\$22,845.03
842 2020 SENIORS	\$13,226.27	\$2,018.86	\$0.00	\$1,720.10	\$13,525.03	\$0.00	\$13,525.03
843 2021 SENIORS	\$3,519.28	\$0.00	\$0.00	\$0.00	\$3,519.28	\$0.00	\$3,519.28
Total	\$132,176.29	\$27,458.15	\$0.00	\$22,841.12	\$136,793.32	\$0.00	\$136,793.32

Title I Schoolwide Comprehensive Plan

**Sterling Public Schools
400 South Tiger Boulevard
P.O. Box 158
Sterling, OK 73567**

**Kent Lemons, Superintendent
Phone – 580-365-4307
Fax – 580-365-4705
E-mail – klemons@sterling.k12.ok.us**

2019-2020

2018-2019 Title I Schoolwide Planning Team

Name	Title	Stakeholder Group
Brenda Huitt	Title I Teacher	Title I Coordinator
Kent Lemons	Superintendent	Administration
Sandy Fehring	Principal, Elementary	Administration
Marty Curry	Principal, High School	Administration
Jessica Smart	Teacher, H. S. Language Arts	Classroom Teachers
Lacey Clements	Teacher, Elem. & J.H. Language Arts	Classroom Teachers
Gina Barret	Pre-Kindergarten Teacher	Classroom Teachers
Casey Johnson	First Grade Teacher	Classroom Teachers
Linda McCracken	First Grade Teacher	Classroom Teachers
Tonya Jordan	Second Grade Teacher	Classroom Teachers
Michele Woolbright	Third Grade Teacher	Classroom Teachers
Kelley Bridges	Special Education Teacher	Classroom Teachers
Amy Wood	Paraprofessional	Parent

The 2018-2019 Title I Schoolwide Committee consisted of the members listed above. These members were selected for the following reasons: Mrs. Huitt was the Team Coordinator, was responsible for gathering data, and lead the committee in organizing and communicating the plan to all stakeholders. Mr. Lemons, Mrs. Fehring, and Mr. Curry helped to identify data collection instruments, resources, and provided guidance in preparing the Schoolwide Plan. Mrs. Smart and Mrs. Clements were assigned to the committee to assist in preparing and conducting the needs assessment and to offer advice about our students' language arts curriculum. Mrs. Barrett, Mrs. Johnson, Mrs. McCracken, Mrs. Jordan, and Mrs. Woolbright were the elementary faculty representatives, each sharing their expertise related to grade level goals of the classes they teach. Mrs. Bridges shared information regarding the education of special needs students. Amy Wood was the parent representative on the planning team and has two children currently attending Sterling Public Schools. She was employed full-time in our school district as a paraprofessional and is familiar with the Title I Schoolwide Program. All members of the team assisted in identifying needs for professional development and writing the plan.

Introduction

Information from Pre-Kindergarten through 12th Grade is included in this report, so student progress can be examined along the educational continuum. However, only students in Pre-Kindergarten through 8th grade are served within our Title I Schoolwide Program.

Sterling Public Schools is located in southwestern Oklahoma in the county of Comanche and the town of Sterling. The population of the community (including the city limits and area surrounding the town) is approximately 1,000. This is a Pre-Kindergarten through Twelfth Grade School. Both the elementary and high school sites are based at the same location within the city limits.

The student enrollment for 2017-2018 was 391.

Seventy-five percent of the students were white, 9% were two or more races, 7% Native American, 7% were Hispanic, and <1% were Black, Pacific Islander, or Asian. The school employed 27 Certified Teachers and 6 Paraprofessionals. Fifty-four percent of the students were eligible for free or reduced lunches. High school students in the Sterling Public School District may attend vocational/technical courses at Great Plains Technical Center in Lawton, Oklahoma or may enroll in Distance Learning Classes through various universities.

Due to state budget cuts, our school began looking at ways to save money, while still meeting the needs of the students. During the 2016-2017 school year, Sterling Public Schools adopted a four-day school week. Students usually attend Monday-Thursday. Each school day is approximately 45 minutes longer than the 5 day a week schedule. We decreased time off during fall break, and made other adjustments in our schedule to get in the required instructional time. We chose to continue this schedule during the 2018-2019 school year.

During the 2015-2016 school year, Oklahoma made a change in the name of the test they use to assess Oklahoma students. For many years it was the Oklahoma Core Curriculum Test (OCCT), but became the Oklahoma State Testing Program (OSTP). Other changes were made in the 2016-2017 school year, which included tougher test score standards and different performance level categories. Also, high school testing underwent many changes. The End-of-Instruction tests were eliminated in May of 2016. In the spring of 2017, 10th graders were tested on the OSTP and 11th graders were given the option to take the ACT. In 2017-2018 all 11th graders took the ACT.

Assurance Statement

In compliance with Title I, Part A Program requirements, our school takes great effort to ensure the health, safety, and civil rights of each student, teacher, staff member, and parent. Our school encourages students and parents to take full advantage of the learning opportunities and services offered. Teachers make special efforts to ensure that parent communications are language and reading-level appropriate. Our school honors our obligation to the use of federal funds to supplement, not supplant, programs and services provided by state, local, and private funding.

Mission Statement

Sterling Public Schools will have high expectations of achievement in all areas fostering adequate emotional stability, intellectual understanding, physical development, and social competence for every student, preparing them for the future.

Vision Statement

Sterling Public Schools will strive for excellence in education developing contributing citizens in our society.

Goals

Sterling Public Schools will

- **recruit, develop, train, and support highly motivated staff members who are determined to help students succeed.**
- **strive to provide high performing campuses using relevant and effective instruction. coupled with high expectations for all students and staff.**
- **provide facilities that support an exemplary learning environment.**
- **foster positive partnerships with community members and businesses.**
- **encourage parents to become partners in their student's learning.**
- **exercise fiscal responsibility.**

Comprehensive Needs Assessment

During the 2018-2019 school year, all stakeholders (i.e. students, parents, and teachers) were given a survey which asked questions about how effectively they believed the school system was performing. Students in Grades 3-12 were asked 33 questions. They were asked to agree or disagree about whether they believed the school was adequately meeting students' needs when dealing with topics such as social issues, academics, and discipline.

A parent survey was posted on the school's website for the parents of all students (Grades Pre-K through Twelve) asking questions about how the school communicated with them, allowed them to participate in planning, and provided assistance in the education of their children. Parents were asked if they agreed, disagreed, or had no opinion. Parents were informed about the online survey through the use of our weekly newsletter, automated phone system, and/or our school's Facebook page. If requested, a paper copy was sent home to the parents who were not able to access the survey online.

Also, teachers of Pre-Kindergarten through Twelfth Graders and administrators were asked to rate how they felt the school performed in implementing the strategies from *Oklahoma's Nine Essential Elements of Effective Schools*. The results of these surveys were tallied and the qualitative data was used to identify the concerns of all stakeholders.

Not only was qualitative data used, but quantitative data, such as enrollment, attendance, student reading/math achievement information, etc. was compiled and compared. The results of this quantitative data for the past five school years are shown in the Data Profile below.

Data Profile

Student Enrollment by Gender

Year	Total Enrollment	Male	% Male	Female	% Female
2017-2018	391	199	51%	192	49%
2016-2017	393	196	50%	197	50%
2015-2016	416	216	52%	200	48%

Student Enrollment by Ethnicity

Year	Total Enrollment	Hispanic	Black	Native American	Asian	Hawaiian/Pacific	White	2/more races
2017-2018	391	7%	1%	7%	1%	1%	75%	9%
2016-2017	393	6%	<1%	7%	<1%	<1%	76%	9%
2015-2016	416	7%	<1%	8%	0	0	77%	8%

Students Eligible for Free and Reduced Lunch Program (October 1)

Year	Number	Percent of Student Population
2017-2018	211	54%
2016-2017	174	47%
2015-2016	209	56%

Students Participating in Pre-Kindergarten Program

Year	Half-Day #	Whole Day #	% Half-Day	% Whole Day
2017-2018	0	25	0%	100%
2016-2017	N/A	22	N/A	100%
2015-2016	N/A	38	N/A	100%

Students Participating in Kindergarten Program

Year	Half-Day #	Whole Day #	% Half-Day	% Whole Day
2017-2018	0	29	0%	100%
2016-2017	N/A	25	N/A	100%
2015-2016	N/A	29	N/A	100%

Student Mobility Rate

Year	Full Academic Year (FAY)		Non-Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
2017-2018	431	90%	43	10%
2016-2017	393	90%	42	10%
2015-2016	404	88%	57	12%

Student Attendance

Year	Total Enrollment	Number of Absences	Average Yearly Absences Per Student
2017-2018	391	2,516	6
2016-2017	393	2,385	6
2015-2016	416	2,496	6

Students with an Academic Progress Plan (Reading Sufficiency)

Year	Number	Percentage	Kind.	1 st Grade	2 nd Grade	3 rd Grade
2017-2018	28	23%	5	5	9	9
2016-2017	24	19%	7	2	12	3
2015-2016	26	21%	7	4	9	6

Students Below 50% on STAR Reading Test (End-of-Year)

Year	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
2017-2018	42%	21%	12%	27%	26%	40%
2016-2017	36%	27%	8%	24%	50%	65%
2015-2016	38%	13%	20%	29%	30%	39%

Elementary Report Card Grades

2015-2016 (Reading)

Grade	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
A	75%	65%	12%	87.5%	35%	14%	20%	4%
B	22%	35%	80%	12.5%	45%	53%	25%	25%
C	3%		8%		20%	27%	35%	67%
D						3%	15%	4%
F						3%	5%	

2016-2017 (Reading)

Grade	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
A	80%	52%	41%	24%	48%	50%	7%	24%
B	13%	39%	45%	65%	38%	32%	52%	29%
C	3.5%	9%	10%	7%	7%	16%	27.5%	24%
D	3.5%		4%	4%	7%	2%	3.5%	14%
F							10%	9%

2017-2018 (Reading)

Grade			3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
A			12%	31%	66%	19%	33%	26%
B			44%	62%	31%	66%	48%	35%
C			38%	8%	3%	16%	15%	26%
D			6%				3%	13%
F								3%

**Oklahoma State Testing Program
2015-2016 (Reading)**

Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced			16%	10%	11%	4%
Proficient	88%	67%	71%	87%	58%	42%
Limited Knowledge	8%	29%	11%		26%	33%
Unsatisfactory	4%	4%	2%	3%	5%	21%

2016-2017 (Reading)

Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced	3%		3%	8%	7%	5%
Proficient	62%	36%	36%	31%	31%	16%
Limited Knowledge	28%	46%	43%	42%	41%	63%
Unsatisfactory	7%	18%	18%	19%	21%	16%

2017-2018 (Reading)

Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced	6%	7%	14%	9%	8%	9%
Proficient	27%	28%	23%	29%	20%	24%
Basic	33%	34%	41%	40%	41%	43%
Below Basic	34%	30%	22%	22%	32%	24%

Students Below 50% on STAR Math Test (End-of-Year)

Year	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
2017-2018	16%	11%	14%	26%
2016-2017	20%	12%	13%	23%
2015-2016	28%	17%	16%	10%

**Elementary Report Card Grades
2015-2016 (Mathematics)**

Grade	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
A	83%	79%	20%	37.5%	27.5%	14%	40%	21%
B	11%	21%	44%	46%	32.5%	53%	35%	29%
C	6%		28%	16.5%	35%	27%	15%	46%
D			8%		5%	3%	10%	4%
F						3%		

2016-2017 (Mathematics)

Grade	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
A	87%	58%	41%	41%	31%	18.5%	21%	38%
B	13%	33%	45%	38%	45%	47%	52%	29%
C		9%	10%	14%	17%	18.5%	17%	14%
D			4%	7%	3.5%	11%	7%	14%
F					3.5%	5%	3%	5%

2017-2018 (Mathematics)

Grade			3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
A			21%	38%	52%	25%	12%	35%
B			56%	46%	31%	53%	39%	32%
C			15%	8%	17%	22%	27%	16%

D			9%	8%			21%	13%
F								3%

**Oklahoma State Testing Program
2015-2016 (Mathematics)**

Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced	24%	21%	37%	17%	37%	25%
Proficient	52%	62.5%	55%	80%	53%	50%
Limited Knowledge	24%	16.5%	5%	3%	5%	13%
Unsatisfactory			3%		5%	13%

2016-2017 (Mathematics)

Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced	17%	4%		5%		21%
Proficient	41%	39%	29%	38%	38%	26%
Limited Knowledge	35%	43%	64%	46%	48%	37%
Unsatisfactory	7%	14%	7%	11%	14%	16%

2017-2018 (Mathematics)

Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced	15%	11%	10%	5%	8%	10%
Proficient	26%	25%	20%	23%	26%	10%
Basic	35%	37%	45%	43%	32%	28%
Below Basic	24%	27%	25%	29%	34%	52%

High School Report Card Grades

2015-2016 (Reading/Language Arts)

Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
A	3%	8%		12%
B	44%	58%	41%	44%
C	28%	19%	25%	12%
D	22%	15%	28%	32%
F	3%		6%	

2016-2017 (Reading/Language Arts)

Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
A	10%	19%	8%	15%
B	30%	44%	50%	29.5%
C	50%	33%	25%	22%
D	10%	4%	13%	29.5%
F			4%	4%

2017-2018 (Reading/Language Arts)

Grade			11 th Grade	
A			6%	
B			33%	
C			43%	
D			17%	
F				

**Oklahoma State Testing Program
Reading (10th Grade)**

Year	2016-2017	ACT 2017-2018
Advanced	8%	50%-19 or above
Proficient	15%	
Basic	54%	
Below Basic	23%	

**High School Report Card Grades
2015-2016 (Mathematics)**

Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
A	12.5%	11.5%	8.5%	67%
B	37.5%	38.5%	39%	11%
C	25%	38.5%	22%	22%
D	19%	11.5%	22%	
F	6%		8.5%	

2016-2017 (Mathematics)

Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
A	10%	7.5%	13%	27%
B	45%	33%	35%	46%
C	30%	26%	22%	18%
D	15%	26%	30%	9%
F		7.5%		

2017-2018 (Mathematics)

Grade			11 th Grade	
A			24%	
B			21%	
C			38%	
D			17%	
F				

**Oklahoma State Testing Program
Math (10th Grade)**

Year	2016-2017	ACT 2017-2018
Advanced	8%	30%-19 or above
Proficient	23%	
Basic	31%	
Below Basic	38%	

Graduation Rate

Year	Number of Seniors	Number of Graduates
2017-2018	22	22
2016-2017	28	27
2015-2016	30	30

Review of 2017-2018 Schoolwide Program Focus Goals:

1. **Increase the number of students scoring ADV or PROF on the reading OSTP by 5% when compared to the previous year:** This was the benchmark year for OSTP and the comparisons will start next school year. Unfortunately, this goal was not met in 2016-2017. The 3rd and 8th grade scores dropped by 23% and 25%, respectively. Both the 4th and 7th grade scores decreased by 31% and the 5th grade scores were lower by 48%. However, the biggest decrease came when 6th grade scores dropped from 97% ADV or PROF in 2015-2016 to only 39% in 2016-2017 (a 58% decrease). On the 10th grade reading OSTP, 77% of the class was below proficiency. New and more difficult test score standards on the OSTP put many students in different performance levels; however, it is unlikely that decreases could all be attributed to those changes. Results from the last Teacher Survey indicated a need for more school leadership to see that all teachers implement strategies to support family literacy, assign purposeful homework with timely feedback, and examine and discuss student work collaboratively to make decisions about specific learning needs and alignment with state standards.

2. **Increase the number of students scoring ADV or PROF on the math OSTP by 5% when compared to the previous year:** This was the benchmark year for OSTP and the comparisons will start next school year. Again, this goal was not met in 2016-2017. Scores dropped in every grade when the two years were compared. There was an 18% drop in 3rd grade scores and 28% in the 8th grade. There were even larger decreases in grades 4th - 7th. The 4th grade scores dropped by 40.5% and 7th grade by 52%. The most staggering drops were 54% in 6th grade and a 63% decrease in 5th grade. The 10th graders also did not perform well on the OSTP in math, as only 31% were proficient on the 2017 test. Again, part of the problem may be due to the testing changes in the way students were placed in each of the four performance levels and many educators say a student's performance on a single end-of-the-year test is only one measure to academic success.

3. **Continue to improve the school's anti-bullying campaign, teach students to be more respectful of others, and find ways to improve self-esteem among students:** According to the results of the 2016-2017 Student Survey, many students at this school did not feel comfortable about the way they are treated. Only 59.1% of the students felt they are treated with respect by other students and just 48.8% said students at this school respect students who are different than themselves. Another area of concern was that nearly 40% of students said their teachers do not know them well and give them individual attention. This indicates a need for more anti-bullying education for students. Also, teachers and principals, as well, need to collaborate and work harder to see that all students' needs are being met.

4. **Increase the communication with parents about the assistance that is available to them and increase parental involvement in reading at home:** Unfortunately, we had only twelve parents who completed the Parent Survey in 2016-2017, so this makes it difficult to get an accurate picture of how the majority of parents view our school. However, results from the survey indicate only 58.3% felt that our school communicates well with parents (i.e. providing regular updates on the attendance, behavior, and academic progress of their children). Also, less than that felt satisfied that the school gives them enough guidance in helping their children with learning and homework. The parents that completed the survey also said they are not given a chance to be included when decisions are made about the school and its educational practices and policies. We need to continue to work on building better communication with parents and emphasize the need and importance of reading at home.
5. **Improve student attendance by rewarding students with good attendance:** Average student absences remained the same from 2015-2016 to 2017-2018 which indicated an average of 6 absences per student. However, when you focus on individual student absences, many students missed less than 6 days, while others exceeded the average. There is still a need to emphasize the importance of regular school attendance.

2018-2019 Schoolwide Program Focus Goals

After the Comprehensive Needs Assessment and Data Profile were completed the results were provided to all stakeholders. The planning committee held a meeting to look at the areas that needed improvement. Mrs. Huitt, the team's coordinator, informed the faculty and administration about the needs that were identified. All stakeholders were asked to provide input to prioritize the needs.

Description of Problem, Need, Gap:

Reading report card grades were examined in grades 3rd-8th and compared to the reading scores from the OSTP for the year 2017-2018. We looked at the percent of the average report card grades of students in a class to see if it closely matched the percent that were or were not proficient on the OSTP. For example, you would expect an A or B student to get either Advanced or Proficient on a standardized test. It also makes sense that students averaging a D or F might be more likely to score Limited Knowledge or Unsatisfactory. A student with a C average could go either way, maybe half of them be proficient and half below proficiency. It doesn't always turn out this way, but it gives an overall idea, which helps us see if the classroom curriculum seems to be closely aligned with the OSTP. The grades from reading report cards were not closely aligned using the method described above. Fifty-two percent of 8th graders had a C, D, or F, but 67% were Basic or Below Basic on the OSTP. Fifty-six percent of 3rd graders had an A or B in reading; yet, only 33% were ADV or PROF. More than 91% of 4th-6th graders had an A or B, but less than 37% were ADV or PROF in all three grades. Eighty-one percent and 61% of 7th and 8th graders, respectively, had an A or B on reading report cards, but only 28% and 33% were

ADV or PROF on OSTP. Reading report cards do not align with test results. This indicates some students may need to be challenged more in their regular classroom work in reading.

Classroom math report card grades were compared to results on standardized testing. Three percent of the 5th grade class had a C, D, or F on math report cards and 63% were Basic or Below Basic. In the 6th grade 316% had grades of C, D, or F and 63% were Basic or Below Basic on the state test.

In grades 3, 4, 7 and 8 the number of math students with an A or B on report cards was much greater than those proficient on the math OSTP.

Where we are:

The Comprehensive Needs Assessment or Student Survey indicated that there are a significant number (40.9%) of students who do not feel they are treated respectfully by their peers. Also, only about 51.2% feel that students at this school respect those who are different than they are. In addition to this, only 38.6% feel their teachers know them well and give them individual attention. The Title I Committee feels there are still too many students coming to school each day that do not feel respected or have low self-esteems, so we must continue to work on this problem, while effectively and immediately dealing with bullying behavior.

Schoolwide Focus Goals:

The Title I Schoolwide Planning Team (in collaboration with the faculty and administration) agreed to focus on the following areas in the 2018-2019 school year.

In 2018-2019 we will:

- 1. Increase the overall number of 3rd-8th graders scoring ADV or PROF on the reading OSTP by 5%**
- 2. Increase the overall number of 3rd-8th graders scoring ADV or PROF on the math OSTP by 5%**
- 3. Continue to improve the school's anti-bullying campaign, find ways to improve self-esteem among students, and educate teachers and principals on reaching out to all students in the classrooms**
- 4. Increase communication to parents about the assistance that is available to them and increase parental involvement in reading at home**
- 5. Improve student attendance by rewarding students with good attendance**

Implementation of Schoolwide Reform Strategies

- Increase the overall number of 3rd-8th graders scoring ADV or PROF on the reading OSTP by 5%
- Increase communication to parents about the assistance that is available to them and increase parental involvement in reading at home

Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
<p>Refresher course in the use of Renaissance Reading Programs to assess and monitor progress</p> <p>Limit student cell phone use in classrooms for educational purposes only</p> <p>Increase individualized instruction and meaningful two-way communication between teacher and parents</p> <p><u>Research Base:</u> Dexter & Hughes – Progress Monitoring Within a Response-to-Intervention Model - 2015</p>	<p>Training for teachers working with Renaissance Reading Programs</p> <p>Time</p> <p>Teacher & Principal Enforcement</p> <p>Computers</p> <p>Additional iPads and/or Chromebooks</p>	<p>Title I Teacher</p> <p>Classroom Teachers</p> <p>Administration</p>	Sep 2018	<p>Teachers closely monitor student achievement, the specific needs of struggling readers are identified, and intervention strategies are being used appropriately</p> <p>Increased participation in Accelerated Reader Program</p> <p>Students spend more time on their work</p> <p>Parents are aware that their child is struggling with reading</p> <p>Students' reading and language skills will improve</p>
<p>Increase collaboration and peer observation among teachers in elementary and high school to improve teaching of reading and language skills and strategies; work together to develop assessments that are aligned with state standards</p> <p><u>Research Base:</u> Ronfeldt, McQueen & Grissom – Teacher Collaboration in Instructional Teams and Student Achievement - 2015</p>	<p>Time</p> <p>Frequent meetings among all reading and language arts teachers to discuss and review curriculum objectives, grading procedures, and assessments</p> <p>Classroom Observation</p>	<p>Title I Teacher</p> <p>Reading/Language Arts Teachers</p> <p>Administration</p>	May 2019	<p>Key curriculum transition points and gaps in reading curriculum are being communicated and a process to monitor them exists</p> <p>Report card grades align with test results</p> <p>Teaching skills improve through collaboration and the sharing of ideas produce positive outcomes</p>
<p>Communicate to parents the availability of online parent resources to help students with reading</p> <p>Increase meaningful two-way communication between teacher and parents</p> <p><u>Research Base:</u> Timkey – The Influence of Parents Attitudes and Involvement on Children's Literacy Achievement - 2015</p>	<p>Increase the use of the direct teacher communication to parents, automated phone system, Facebook page, parent newsletters, and computer for communication</p> <p>Materials for Parent Resource Center</p> <p>Time</p>	<p>Title I Teacher</p> <p>Classroom Teachers</p> <p>Administration</p> <p>Parents</p>	May 2019	<p>Improved fluency and comprehension</p> <p>Reduction of frustrated readers</p> <p>Improved test scores</p> <p>Increased parent involvement in decision making</p>

- Increase the overall number of 3rd-8th graders scoring ADV or PROF on the math OSTP by 5%
- Improve student attendance by rewarding students with good attendance

Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
<p>Refresher course in using the Renaissance Math Programs to assess and monitor progress</p> <p>Limit student cell phone use in classrooms for educational purposes only</p> <p>Increase individualized instruction and meaningful two-way communication between teachers and parents</p> <p><u>Research Base:</u> Dexter & Hughes – Progress Monitoring Within a Response-to-Intervention Model - 2015</p>	<p>Training for Teachers working with Renaissance Math Programs</p> <p>Computers</p> <p>Time</p> <p>Teacher & Principal Enforcement</p> <p>Additional iPads and/or Chromebooks</p>	<p>Title I Teacher</p> <p>Classroom Teachers</p> <p>Administration</p>	Sep. 2018	<p>Teachers will be able to monitor progress effectively and provide differentiated instruction to meet students' needs in regards to math</p> <p>Increased participation in Accelerated Math Program</p> <p>Students spend more time on their work</p> <p>Parents are aware that their child is struggling with math</p> <p>Students will understand concepts more clearly</p>
<p>Increase collaboration and peer observation among teachers in elementary and high school to improve teaching of math skills and strategies; work together to develop assessments that are aligned with the state standards</p> <p><u>Research Base:</u> Ronfeldt, McQueen & Grissom – Teacher Collaboration in Instructional Teams and Student Achievement - 2015</p>	<p>Time</p> <p>Frequent meetings among all math teachers to discuss and review curriculum objectives, grading procedures, and assessments</p> <p>Classroom Observation</p>	<p>Title I Teacher</p> <p>Math Teachers</p> <p>Administration</p>	May 2019	<p>Key curriculum transition points and gaps in math curriculum are being communicated and a process to monitor them exists</p> <p>Report card grades align with test results</p> <p>Teaching skills improve through collaboration and the sharing of ideas produce positive outcomes</p>
<p>After-school tutoring for students struggling with mathematics</p> <p><u>Research Base:</u> Masten – Seven Reasons Why Differentiated Instruction Works - 2017</p>	<p>Time</p> <p>Availability of teacher to stay after hours</p> <p>Funds to pay teachers providing tutoring</p>	<p>Certified Math Teachers</p> <p>Administration</p>	May 2019	<p>Students will indicate improved confidence in their mathematics abilities on student surveys</p> <p>Improved test scores</p>
<p>Encourage daily attendance by providing incentives based on good attendance</p> <p><u>Research Base:</u> Williams – Every Day Counts: Facts on Attendance, Achievement - 2017</p>	<p>Perfect Attendance Awards</p> <p>Notification to students which allows them to be exempt from taking semester tests based on good attendance</p>	<p>Teachers</p> <p>Record-Keeping Personnel</p> <p>Administrators</p> <p>Parents</p>	May 2019	<p>Number of absences will decrease</p> <p>Test scores will improve</p>

➤ **Continue to improve school’s anti-bullying campaign and improve self-esteem among students**

Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
<p>Continue intensive, school-wide plan to prevent the harmful effects of bullying and improve self-esteem of students</p> <p><u>Research Base:</u></p> <p>Mohan – Children Bullied in School May Have More Problems As Adults – 2013</p> <p>Scutti – Bullied Kids Suffer Academically, Too, Study Says - 2017</p>	<p>Materials needed to continue education of students about negative effects of bullying and improvement of self-esteem</p> <p>Curriculum guidance, posters, literature, outside sources, guest speakers, and Character Education Classes</p> <p>Time</p> <p>Teacher & Principal Enforcement</p>	<p>Counselor</p> <p>Administrators</p> <p>Teachers</p> <p>Parents</p> <p>Students</p>	<p>May 2019</p>	<p>Increased self-esteem among students</p> <p>Increased communication between students and teachers</p> <p>Bullying will be viewed negatively by the student population</p> <p>Students will realize the consequences of bullying other students</p>
<p>Use a student supported approach to intervene, respond, and follow-up on bullying incidents</p> <p><u>Research Base:</u></p> <p>Allen – A Bullying Intervention System: Reducing Risks and Creating Support - 2010</p>	<p>Time</p> <p>Teacher & Principal Enforcement</p> <p>Frequent meetings</p> <p>Professional development training for teachers and principals to help prevent bullying among student population</p>	<p>Counselor</p> <p>Administrators</p> <p>Teachers</p> <p>Parents</p> <p>Students</p>	<p>May 2019</p>	<p>Decrease in reported incidents of bullying</p> <p>Students will not hesitate to report bullying among their peers</p> <p>Student surveys will indicate positive outcomes in regards to respectful attitudes among students and improved self-esteem</p>

Instruction by Certified Teachers

Certified Teachers (2017-2018)

Number of Certified Teachers	Number of Non-Certified Teachers
27	0

Years of Experience (2017-2018)

Number of Certified Teachers	0-3	4-5	6-10	11-15	16-20	21+
27	5	2	3	4	3	10

Degree Received (2017-2018)

Number of Certified Teachers	Bachelor’s	Master’s	Doctorate	National Board Certified
27	23	4		1

Paraprofessionals (2017-2018)

# of Paraprofessionals	# of HQ Paraprofessionals	# of Non-HQ Paraprofessionals
6	6	0

Paraprofessional Certification (2017-2018)

# of Paraprofessionals	Paraprofessionals w/College Hours	Paraprofessional Certification Test
6	0	6

All teachers in the Sterling Public School system are certified to teach in their assigned area and are highly qualified as set forth in the *No Child Left Behind Act*. All teachers employed by Sterling Public Schools are required to have a valid state teacher's certificate. All teachers have passed a state teacher exam in the certification area in which they are assigned, or have participated in the High Objective Uniform State Standard of Evaluation (HOUSSE) to continue in their current assignment. Paraprofessionals hired after January 8, 2002, must have met minimum qualifications: (1) have a high school diploma or equivalent; and (2) have the required number of college hours; or (3) have an associate's degree; or (4) pass a state or local assessment that demonstrates the paraprofessional's knowledge of, and the ability to assist in instructing reading, writing, and mathematics. Paraprofessionals employed prior to January 8, 2002, had an opportunity to meet the requirement by January 28, 2006. Sterling Public Schools have provided professional development and financial assistance to teachers and paraprofessionals to meet the required standards listed above.

Attracting Certified Teachers

Sterling Public Schools does not offer differential pay or performance based pay to attract quality teachers. All teachers employed by the district currently hold a valid Oklahoma certificate in their area of assignment. Sterling has had little difficulty hiring highly-qualified teachers. There is great stability in the faculty, and when positions are advertised, we usually have a large number of applicants.

Sterling Public Schools do form partnerships with local institutions of higher learning to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty.

Professional Development

The Professional Development Committee plans professional development for teachers, principals, and paraprofessionals annually. Teachers will participate in creating professional development plans. All staff will be trained to meet the individual needs of all students, but particularly the lowest achieving. All staff will receive ongoing and sustained professional development that is aligned with the goals developed by the needs assessment.

Professional development activities will be high-quality, sustained, intensive, and job-embedded to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. They will focus on scientifically-based research strategies that have shown to improve student academic achievement or substantially increase the knowledge of the teaching skills of teachers; are aligned with and directly related to standards, assessments, curricula and programs; are developed with extensive participation of teachers, principals, parents, and administrators of Sterling Public Schools.

Proposed professional development activities for the 2018-2019 school year include:

1. Training related to increasing parent/teacher communication
2. Training to allow collaboration among teachers of the same subject areas
3. Technology Integration Training
4. Title I Conference
5. Renaissance Training Workshops
6. Parental Involvement Training
7. Saxon Math Training
8. Autism/Special Education Training
9. Training for FERPA – Child Abuse – Confidentiality – Head Lice Awareness
10. CPR – First Aid – Bloodborne Pathogens – Asbestos Safety
11. Required Professional Development by State Department
12. Aurora Learning Web-Based Training
13. Odysseyware Training for Remediation Needs
14. Training related to School Safety and Lock-Down Procedures
15. Training related to T.L.E. Personal Development
16. Anti-bullying education for teachers and principals

Parental Involvement

At the beginning of each school year, Sterling holds an annual meeting to discuss and review the Title I Program. Parents and faculty members are asked to give suggestions on how they feel the program could be improved and would better benefit all students. We feel this is important because this gives the parents an opportunity to be involved in decision making. Teachers regularly make use of memos, phone calls, emails, newsletters, and frequent notices are posted on the school's website. An automated phone system is also used to keep parents informed of special events. The school also added a Facebook page to further enhance the ability to communicate with the public. Sterling Public Schools strive to actively involve and assist parents in the education of their children using meaningful two-way communication. Progress reports are sent out, as well as report cards. School district report cards are distributed each year. Student assessments are distributed to parents, accompanied by the explanation of test results. Parents are always welcomed and encouraged to visit the school regularly. However, parents must follow safety procedures by checking in at the office and obtaining the required identification badges to be worn while on the campus. We have a Parental Involvement Policy and also a Parent's Right-to-Know Policy which is published in the student handbook and on the school's

website. The School/Parent/Student Compact is posted year-round on the website and is distributed during enrollment for parents who do not have internet access. The Compact encourages support from all involved.

Sterling is a small community. There are frequent opportunities for parents to visit the school for programs, sports events, and parent conferences. We hold parent-teacher conferences twice a year and these conferences are held in the afternoon and evening hours to enable parents to attend if they work during the day. The school offers this flexible time schedule so we are able to keep parents actively engaged in their children's education. During these conferences, we hope to identify areas of concern and find ways to assist them in helping their children reach their full academic success.

Sterling Public Schools offer online workshops on the school's website to assist parents in helping to improve the education of their children. These workshops include, but are not limited to:

1. Starting Off Right with Phonemic Awareness
2. Starting Off Right with Phonics
3. Tips to Becoming a Better Reader
4. Reading Together
5. We Both Read
6. Reading with Your Child
7. 10 Keys to Successful Parenting
8. Helping Your Child with Mathematics
9. Self-Esteem is the Key
10. Communication is Crucial
11. Discipline Makes the Difference
12. School Success Takes Teamwork
13. The Single Parent Family

Transition Planning

Sterling Public Schools work to adapt to the needs of all students to make the transition from one grade level to another easier for those involved. The following strategies are being used to prepare for this transition:

- Cooperation and communication among all stakeholders is encouraged at all grade levels through the use of meaningful two-way communication between teacher and parents, the automated phone system, school's Facebook page, weekly newsletters, frequent meetings, conferences, and workshops.
- Our educational system ensures that the curriculum (and its objectives and goals) is aligned throughout the school district.
- Teachers collaborate to ensure that schedules, grading procedures, and expectations at each grade level contain similarities, so that students can develop a regular routine which allows the transition from one grade to the next to be comfortable and free from the unnecessary stress resulting from drastic change.

- **Appropriate consistency and enforcement of rules is encouraged throughout all grades.**
- **Administrators request materials and handouts from institutions, such as the National Institute for Literacy. These materials are distributed to parents of students at the appropriate grade level and also for children not yet old enough to begin school. For example, *Shining Stars: Toddlers Get Ready to Read* and *A Child Becomes a Reader* are two handbooks that are passed out to the parents of preschool children.**
- **High school students have the option to enroll in distance learning classes (while still in high school) if they plan to continue their education after high school.**
- **High school students are permitted to visit local technical training centers, colleges, and universities for Career Days to help them make decisions about the future.**
- **A Parent Resource Center is available to all parents so they may check out materials that will help prepare their children for work at the next grade level.**
- **Parental involvement is another strategy that is effective in eliminating the difficulties of transition. Parents are asked to attend Open House, Parent-Teacher Conferences, the Annual Title I Meeting, Parent Workshops, and are always informed of upcoming events or any changes they need to be made aware of. Frequent notes, newsletters, website postings, and phone calls are utilized to keep the parents involved and to let them know about programs and facilities that are offered. They are encouraged and welcomed to bring students to classrooms prior to school starting to meet new teachers and to become familiar with the surroundings. The school uses an automated phone system and a Facebook page which allows the parents of each student to be contacted quickly and efficiently to inform them of important and/or unexpected issues that may arise.**

Including All Teachers in Decision Making Process

A team of teachers and administrators participate in the selection, use, and interpretation of school-based and classroom assessments. These benchmark assessments are used in preparing the overall curriculum in the school. Student performance drives modifications and improvements in the selection and use of these assessments. Sterling Public Schools uses the Oklahoma State Testing Program (OSTP). In elementary, our students are tested at the beginning, middle, and end of the year using Renaissance assessments. The Kindergarten are tested with STAR Early Literacy, First Grade uses both STAR Early Literacy and STAR Reading, Second Grade uses STAR Reading, and Grades 3-6 are assessed with STAR Reading and STAR Math. Our Pre-Kindergarten teachers test with the *Early Literacy Quick Assessment* to see if our students are progressing toward end-of-year goals for reading readiness.

The Title I Schoolwide Planning Committee will continue to meet and report to the District each year to recommend any needed revisions to the instructional services being provided to ensure that all students meet the state academic achievement standards.

Additional Assistance

Students who experience difficulties in core curriculum will be immediately identified and given remediation in the regular classroom. Also, before school, after school, and summer tutoring may be offered if funding is available. The Title I Resource Teacher will assist teachers and/or paraprofessionals to strengthen the regular classroom curriculum. This may also include assistance for one-on-one and small group remediation. All students will receive frequent progress monitoring, which will include benchmark testing, daily work, and other assessments to determine which students need intervention in Reading, Math and/or specific content areas within Reading and Math. Sterling Public Schools also have computers for supplemental instruction. Students may receive additional reinforcement of skills through the use of Accelerated Reader, Accelerated Math, MathFacts in a Flash, Odysseyware, Essential Skills, Starfall, Reading Eggs, other computer programs, or SMART Board activities.

Ongoing benchmark assessments will guide instruction to meet common core state standards. Teachers will analyze test results by objectives to determine the areas needing remediation. Curriculum will be examined to determine if adjustments are needed to increase instructional time in the areas that show weakness. Quarterly benchmarks will be administered, reviewed, and analyzed to assess student mastery of content and skills, and to seek improvements in performance. Teachers will identify students experiencing difficulty by reviewing and testing. Instructional materials will be purchased as necessary and when funding is available.

Coordination with Federal, State, and Local Agencies

Sterling Public Schools have established plans based on need and will utilize all resources available to the school to meet goals. We will utilize:

- 1. funds from Title VI and REAP Flex and these will be coordinated with Title I to provide instructional services and professional development.**
- 2. the Child Nutrition Program.**
- 3. social services from the Comanche County Health Department.**
- 4. local law enforcement for a variety of training and other services including an Emergency Operation Plan.**
- 5. local fire department for safety training.**
- 6. local agencies that may provide eyeglasses for students who cannot afford them.**
- 7. the Special Education program.**
- 8. all available federal programs.**

The Sterling School district and its personnel have ongoing communication with local government and law enforcement offices. Homeless, migratory, neglected, or delinquent students will be identified through collaboration with these authorities. If any such students should be identified, our school district will prohibit them from being segregated from the mainstream school environment and allow them immediate enrollment. These students will have access to the same funded services that are available to all students in

our Title I Schoolwide Program (e.g., free and appropriate education and transportation to and from school). Sterling Schools will coordinate with local authorities to ensure that these students are informed of, and will receive, all available services to help them meet the same challenging state student academic achievement standards to which all students are held.

Implementation Time Line of Annual Program Review and Plan Update

Each August, at least seven faculty members will be appointed to the Title I Schoolwide Committee. They will serve a term of one-three school years.

From August – March of each school year, the committee members will begin to review data and conduct parent, student, and teacher surveys. The Title I Resource Teacher will be responsible for keeping the plan on target.

In April, the committee will review and update the Title I Comprehensive Schoolwide Plan. The plan (along with all required documents) will be kept on file and available upon request by the Oklahoma State Department of Education.

Sterling Public Schools

Parent Involvement Policy

2019 - 2020

STERLING PUBLIC SCHOOLS

PURPOSE: Sterling Public Schools promote parent involvement as mandated by the Oklahoma State Department of Education and work as equal partners with parents in providing quality learning experiences for every student, every day, without exception.

Sterling Public Schools believe and acknowledge that parent involvement raises the academic achievement level of students. When parents take an active role in educating their children, parents become empowered, teacher morale improves, and communities grow stronger. Sterling Schools shall involve parents in the education of their children at all grade levels. The Superintendent or his/her designee shall provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. The Oklahoma State Department of Education establishes that to build capacity for parent involvement within schools, a district is to “develop jointly with, agree on with, and distribute to parents of participating children a written Parent Involvement Policy.”

Sterling Public Schools believe that empowering parents to insist on improvement and giving them options regarding their children’s education, helps the district realize its vision to provide a quality education for all students. As a result of this belief, Sterling Schools shall create an environment of supportive and collaborative parent involvement.

PART I. GENERAL EXPECTATIONS

Sterling Public Schools agree to implement the following statutory requirements:

- The school district will put into operation: programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental involvement policy requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA, in an understandable and uniform format, and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expect that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school district activities, to include ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Sterling Public Schools will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA:

- Through information in administrative newsletters and on the school website, parents will be invited to serve on planning committees.
- Parents will be invited to review the draft plan and also to serve on committees when the plans need to be reviewed and/or updated.

2. Sterling Public Schools will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- A parent survey will be distributed in the spring.

- Dissemination of test scores and API will be included in administrative newsletters.
- Notice of Title I meetings will be published in local newspapers, in administrative newsletters, and/or posted on the school's website. Notification may also be made through the use of the school's automated phone system or on the SchoolWay App.
- School Report Card will be published yearly.

3. Sterling Public Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- The principals and superintendent will coordinate activities that help parents monitor their child's progress, provide academic support, participate in the decision-making process, volunteer, and be involved in community activities.
- During after school programs, parents may visit the school library with their children and read with them.
- Teacher newsletters will communicate components being covered, methods for parents to utilize in assisting their children with academic subjects, and the types of evaluation procedures that will be used to determine academic progress.
- The school's automated phone system, weekly newsletters, and the SchoolWay App will be utilized to keep parents informed about upcoming activities.
- Materials will be available in our Parent Resource Center for parents to check out to assist them in helping their children build upon their math, reading, and language arts skills at home. These will include handouts pertaining to educational topics, as well as, schedules, policies, and other information.

4. Sterling Public Schools will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- Pre-Kindergarten is part of the Sterling Public School System and is housed at the same site as the elementary and high school. All parental involvement policies for Sterling Schools apply to Pre-Kindergarten, as well.

5. Sterling Public Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- A Parent Survey will be disseminated. Information will be reviewed and actions taken to make necessary changes to increase parental involvement. In addition, if necessary, parental involvement policies will be revised (with the involvement of parents).

6. Sterling Public Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

(A) the State's academic content standards;

(B) the State's student academic achievement standards;

(C) the State and local academic assessments including alternate assessments;

(D) the requirements of Part A;

(E) how to monitor their child's progress; and

(F) how to work with educators, utilizing the school website, parental workshops, and parent-teacher conferences.

- The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Parental training will be given in the use of technology (such as the internet) in order to monitor activities and information posted on the school and community websites. Also, this training would provide parents with skills necessary to communicate with teachers and other parents via the internet. Through the use of teacher and principal newsletters, parents would be given key tips, guidelines for the essential components of reading and math, and key website lists as a tool to locate further information.
- The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents; implement and coordinate parent programs; build ties between parents and schools by providing professional development activities; and include parents in the development of training. Also, the school district will provide websites with information on parental involvement, as well as, disseminate information in administrative newsletters, staff meetings, through the use of the school's automated phone system, and the SchoolWay App.
- The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs, conduct activities with other supplemental programs, and also provide Parent Resource Centers that encourage and support parents in more fully participating in the education of their children.

**PART III. DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT
POLICY COMPONENTS**

Sterling Public Schools may implement the following:

- provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonable and available sources of funding for that training;
- train parents to enhance the involvement of other parents;
- arrange school meetings at a variety of times, in order to maximize parental involvement, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopt and implement model approaches to improving parental involvement;
- establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and,
- provide other reasonable support for parental involvement activities under section 1118, as parents may request.

PART IV. ADOPTION.

This district-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of all children in this Title I, Part A School.

This policy was adopted by Sterling Public Schools on _____ and will be in effect for the period of one year. The school district will make this policy available to all parents.

(Signature of Authorized Official)

Comanche
(County)

Sterling
(School)

- A. Identified Need
Superintendent & Principal Meetings, FERPA, Child Abuse, and Confidentiality, Blood borne Pathogens, and Alcohol/Drug Awareness
- B. Specific Training Objectives for the Above Identified Need
Yearly mandated required training
- C. Proposed Training Date
August 2019
- D. Proposed Personnel to be Trained
All faculty
- E. Probable Training Agency (if possible, the person providing the instruction)
School personnel, Safe Schools Online Program
- F. Source of Funds and Estimated Cost (staff development funds, general funds, etc.)
FREE

Comanche
(County)

Sterling
(School)

- A. Identified Need
CPI Training
- B. Specific Training Objectives for the Above Identified Need
Provide staff with the skills needed for the care, welfare, and safety of everyone involved in a crisis situation. Proper techniques for restraining a student if ever needed.
- C. Proposed Training Date
October 2019
- D. Proposed Personnel to be Trained
Certified faculty
- E. Probable Training Agency (if possible, the person providing the instruction)
Certified local staff
- F. Source of Funds and Estimated Cost (staff development funds, general funds, etc.)
Local professional development funds / \$1000 for workbooks

Comanche
(County)

Sterling
(School)

A. Identified Need

Motivation / Healthy Schools

First Aide/Diabetes Management/Seizures Awareness

Human Trafficking Awareness

B. Specific Training Objectives for the Above Identified Need

To promote health and academic success through movement throughout the school day

C. Proposed Training Date

August 2019

D. Proposed Personnel to be Trained

All faculty

E. Probable Training Agency (if possible, the person providing the instruction)

SDE Staff

Local Medical Personnel

F. Source of Funds and Estimated Cost (staff development funds, general funds, etc.)

FREE

Comanche
(County)

Sterling
(School)

- A. Identified Need
Digital Technology Training and Awareness
- B. Specific Training Objectives for the Above Identified Need
Provide staff with an overview of different available apps, online programs, google docs and google classroom.
- C. Proposed Training Date
February 2020
- D. Proposed Personnel to be Trained
Certified faculty
- E. Probable Training Agency (if possible, the person providing the instruction)
SDE staff and local teachers
- F. Source of Funds and Estimated Cost (staff development funds, general funds, etc.)
FREE

Comanche
(County)

Sterling
(School)

A. Identified Need
CPR

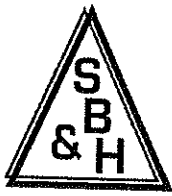
B. Specific Training Objectives for the Above Identified Need
Train staff to become CPR certified

C. Proposed Training Date
May 2020

D. Proposed Personnel to be Trained
All staff

E. Probable Training Agency (if possible, the person providing the instruction)
GPTC/ Red Cross

F. Source of Funds and Estimated Cost (staff development funds, general funds, etc.)
Local Professional Development Funds/ \$8 per person



SANDERS, BLEDSOE & HEWETT
CERTIFIED PUBLIC ACCOUNTANTS, LLP

Stephen H. Sanders, CPA (ret.)
Eric M. Bledsoe, CPA
Jeffrey D. Hewett, CPA
Christopher P. Gullekson, CPA

P.O. BOX 1310 • 101 N. MAIN ST. • BROKEN ARROW, OK 74013 • (918) 449-9991 • (800) 522-3831 • FAX (918) 449-9779

April 3, 2019

Dear Administrator:

Enclosed are two copies of your 2019-20 Application for Temporary Appropriations.

Please have both copies approved at your next board meeting and signed by the board president and board clerk. Submit both copies to the county clerk, who will present them to the County Excise Board for approval. This should be completed by June 30, 2019.

The amounts shown as 2019-20 temporary appropriations are generated using your current year amounts. If you will have additional funds (such as a co-op fund) in 2019-20 fiscal year that is not included on this application, you can add a temporary appropriation amount for this fund on the enclosed form. Also, if an existing amount seems excessive or small, you can simply white-out the amount and type in an appropriate number. Please keep in mind these amounts are 'temporary', and will only be used until your estimate of needs is prepared.

After the amounts are approved by the Excise Board, enter the appropriate amounts into your computer when you begin your 2019-20 fiscal year and retain these forms in your budget files.

Reminder: You no longer have to publish this document.

Please contact our office if you have any questions or need further assistance.

Respectfully,

Eric, Jeff & Chris

APPLICATION FOR TEMPORARY APPROPRIATIONS

WHEREAS: The needs of the Board of Education of Sterling District No. I-003 of Comanche County, require the immediate approval of temporary appropriations for the fiscal year 2019-2020:

NOW, THEREFORE, BE IT RESOLVED, that the County Excise Board of Comanche County be requested to approve temporary appropriations to the extent of and not to exceed one hundred per cent (100%) of the total estimated funds available to said Board as follows:

	<u>REQUESTED APPROPRIATIONS</u>
General Fund Current expense	\$ <u>3,579,952.13</u>
Building Fund Current expense	\$ <u>78,946.76</u>
Child Nutrition Fund Current expense	\$ _____
Co-op Fund Current expense	\$ _____

APPROVED AND ADOPTED this _____ day of _____, 2019.

THE BOARD OF EDUCATION

Sterling I-003
(Name of School District) No.

COMANCHE COUNTY, OKLAHOMA

ATTEST:

Clerk

President

APPROVED by the Comanche County Excise Board the _____ day of _____, 2019.

THE COUNTY EXCISE BOARD

COMANCHE COUNTY, OKLAHOMA

ATTEST:

County Clerk

Chairman

Member

Member

APPLICATION FOR TEMPORARY APPROPRIATIONS

WHEREAS: The needs of the Board of Education of Sterling District No. I-003 of Comanche County, require the immediate approval of temporary appropriations for the fiscal year 2019-2020:

NOW, THEREFORE, BE IT RESOLVED, that the County Excise Board of Comanche County be requested to approve temporary appropriations to the extent of and not to exceed one hundred per cent (100%) of the total estimated funds available to said Board as follows:

	<u>REQUESTED APPROPRIATIONS</u>
General Fund	
Current expense	\$ <u>3,579,952.13</u>
Building Fund	
Current expense	\$ <u>78,946.76</u>
Child Nutrition Fund	
Current expense	\$ _____
Co-op Fund	
Current expense	\$ _____

APPROVED AND ADOPTED this _____ day of _____, 2019.

THE BOARD OF EDUCATION

Sterling I-003
(Name of School District) No.

COMANCHE COUNTY, OKLAHOMA

ATTEST:

Clerk

President

APPROVED by the Comanche County Excise Board the _____ day of _____, 2019.

THE COUNTY EXCISE BOARD

COMANCHE COUNTY, OKLAHOMA

ATTEST:

County Clerk

Chairman

Member

Member

SPEECH LANGUAGE PATHOLOGY CONTRACT

This is a binding contract between **Sterling Public Schools** and **Rachel Bush** for the provision of **Speech Therapy services**. This contract shall be for the **2019-2020** school year. **Sterling Public Schools** agrees to reimburse **Rachel Bush** at a flat rate weekly fee of **\$556.00** which is calculated for the entire academic/36 week calendar school year. Furthermore, **Sterling Public Schools** agrees to figure **monthly/10** month compensation at a rate of **\$2,001.60** (\$20,016.00 total) for all related and direct speech therapy services provided. There is no stipulation as to hours per day or days per week for which these services shall be provided (i.e., sessions can be completed in full days or 2 half days and only therapist missed/cancelled days will be deducted). **Sterling Public Schools** will receive a monthly invoice at the 1st of each month and agrees to issue compensation within a “timely manner”. Both parties agree that this contract shall remain in force and binding for the entire 36 week academic year and may not be amended unless both parties agree on any said changes. Signature from both parties will indicate acceptance of these terms.

Sterling Public Schools

Date

Rachel Bush
Rachel Bush

4/22/19
Date

Sterling Public School

PHYSICAL THERAPY SERVICES AGREEMENT

This Agreement is made and entered into as of this _____ day of _____, 2019 by and between Aimee Carter Physical Therapy (Contractor) and **Sterling Public School** for the school year 2019-2020.


The parties agree as follows:

1. Contractor will provide Physical Therapy duties for students attending **Sterling Public School** without regards to sex, race, color, religion, national origin, or handicap needing and ordered Physical Therapy.
2. As full compensation for its services hereunder, **Sterling Public School** agree to pay Contractor \$60.00 per hour and \$0.40 per mile for travel and duties performed for services requiring a licensed PT/PTA.
3. Contractor will provide evidence upon request of licensure by the state of Oklahoma.
4. Contractor will maintain confidentiality of any privileged information learned regarding the student's or family member's medical, educational, or personal information.
5. This agreement shall be terminated upon the first to occur of the following:
 - (i) In the event the Contractor and **Sterling Public School** shall agree in writing, this Agreement may be terminated.
 - (ii) This Agreement may be terminated at any time for any reason whatsoever by either party upon 30 days prior written notice of termination.
 - (iii) This Agreement shall terminate forthwith in the event **Sterling Public School** shall fail to pay to Contractor any compensation payable.
6. Contractor shall maintain, at Contractor's sole cost and expense, professional liability insurance.
7. This Agreement is to be construed according to the laws of the State of Oklahoma and Oklahoma State Board of Medical Licensure and Supervision (OSBMLS).
8. The term of this agreement shall be for the school year and any Extended School Year (ESY) services deemed necessary.
9. This Agreement contains the entire understanding of the parties with respect to the subject matter of this Agreement. This Agreement supersedes all prior agreements and understandings between the parties with respect to its subject matter.
10. Only a written instrument duly executed by all of the parties involved may amend this Agreement.

Sterling Public School:

Kent Lemons, Superintendent
Sterling Public School

Contractor:



Aimee Carter, MPT
Physical Therapist/Owner

**STERLING PUBLIC SCHOOLS
OCCUPATIONAL THERAPY
SERVICES AGREEMENT**

This agreement is made and entered into as of this ____ day of _____, by and between Robertson Therapy Services, LLC (Contractor) and Sterling Public Schools for the school year 2019-2020.

The parties agree as follows:

1. Contractor will provide Occupational Therapy duties for students attending Sterling Public Schools without regards to sex, race, color, religion, national origin, or handicap needing and ordered occupational therapy.
2. As full compensation for its services hereunder, Sterling Public Schools agrees to pay Contractor \$60.00 per hour for duties performed.
3. Contractor will provide evidence of licensure by the state of Oklahoma.
4. Contractor will maintain confidentiality of any privileged information learned regarding the student's or family member's medical, educational, or personal information.
5. This agreement shall also be terminated upon the first to occur of the following:
 - (i) In the event the Contractor and Sterling Public Schools shall agree in writing, this Agreement may be terminated.
 - (ii) This Agreement may be terminated at any time for any reason whatsoever by either party upon 30 days prior written notice of termination.
 - (iii) This Agreement shall terminate forthwith in the event Sterling Public Schools shall fail to pay to Contractor any compensation payable.
6. Contractor shall maintain, at Contractor's sole expense, professional liability insurance.
7. This Agreement is to be construed according to the laws of the State of Oklahoma.
8. This Agreement contains the entire understanding of the parties with respect to the subject matter of this Agreement. This Agreement supersedes all prior agreements and understandings between the parties with respect to its subject matter.
9. Only a written instrument duly executed by all of the parties involved may amend this Agreement.

Sterling Public Schools

Superintendent

Contractor:

Ashley Robertson, OTR/L
Ashley Robertson, OTR/L
Robertson Therapy Services, LLC

ALLIED LAB, INC.



5243 NORTHWEST CACHE ROAD
LAWTON, OKLAHOMA 73505
PHONE: 580-248-9679 ext 16
FAX: 580-351-0911
Email: lawtonlab@att.net

CONFIDENTIAL

April 24, 2019

Public School System: Superintendent and Board of Education

ATTENTION: Superintendent of Schools

REFERENCE: Renewal of Contract for Drug and Alcohol Testing for School Year 2019-2020

It is time to renew your contract for Drug and Alcohol Testing for the upcoming school year of July 1, 2019 through June 30, 2020. This renewal extends all of the terms of the present agreement including prices and collection event procedures for Federal and State mandated employees. A pricing sheet follows this page.

Please print and sign two copies of the contract renewal signed by the Director of Business Operations at Allied Lab, Inc. Please return a copy signed by the authorized personnel to Allied Lab Inc, via electronic transmission or USPS mail and keep a copy for your records.

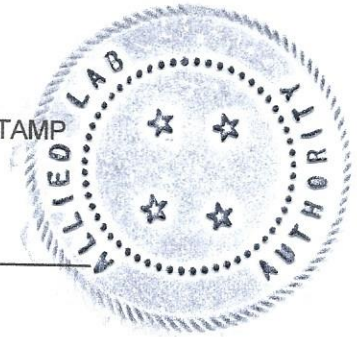
If you have any questions, please call 580-248-9679 to speak with Andrea Evans, Lab Supervisor to DeAna M. Walters, President.

Thank you for the opportunity to provide these services for your school system again.

ALLIED LAB, INCORPORATED

DeAna Walters, DBO
De Ana Gujierrez-Walters, President, CPCT, CBAT
Director of Business Operations/Safety

DATE: April 24, 2019 SEAL STAMP



Authorized School Representative

DATE: _____

Cc: Contract Renewal Department
DOT Authority Department

PROTOCOL AND PROCEDURES WILL REMAIN THE SAME IN FISCAL YEAR 2019-2020

Allied Lab, Inc 5243 NW Cache Road Lawton, OK 73505 Phone 580-248-9679 Fax 580-351-0911

TRANSPORTATION CONTRACT PRICING FOR FISCAL YEAR 2019-2020

D.O.T. Mandated Drug Testing	\$37.50 per unit
Breath Alcohol Testing Service	\$10.00 per unit
Trip/Travel Charge if applicable	\$10.00 per unit

Other fees are applicable if requested by the Medical Review Officer on a per case basis. These are mandatory and required per 49 CFR Part 40 Regulations. These may include, in certain instances, a D,L stereoisomer and THC-V additional testing on samples at their discretion on samples that are required to go into additional testing for non-negative samples. These prices may cost between \$50.00 and \$150.00 per sample. This is a unavoidable expense that the DOT, DHHS and ODAPC require for compliance with the Federal Registrar.

**SUPPORT PERSONNEL
SUSPENSION, DEMOTION, NONRENEWAL, OR TERMINATION**

The *Stearling* Board of Education has adopted the following procedure for the suspension, demotion, or termination of support personnel in accordance with Title 70 of Oklahoma Statutes, Sections 6-101.40 through 6-101.47.

For the purpose of this policy, "support employee" means a full-time employee as determined by the standard period of labor which is customarily understood to constitute full-time employment for the type of services performed by the employee who is employed a minimum of one hundred seventy-two days (172) and who provides those services which are not performed by certified teachers, principals, superintendents or administrators and which are necessary for the efficient and satisfactory functioning of a school district. Those support employees who work less than one hundred seventy-two days (172) are not entitled to due process and shall be employed on an at-will basis.

No support employee who has been employed in the school district for more than one year may be suspended, discharged, or nonrenewed except within the provisions of this policy. However, this policy shall not be construed to prevent layoffs or reductions-in-force for lack of funds or work.

When the immediate suspension of a support employee is in the best interest of the school, the superintendent may suspend the employee with or without pay without a hearing. If an employee is suspended for a period exceeding 10 days, the superintendent shall initiate termination proceedings immediately upon the beginning of suspension. However, in a case involving a criminal charge, the suspension may be delayed until the case is adjudicated at trial. Nothing herein shall prevent proceeding against the employee for termination of employment during or after the suspension.

Prior to demotion, termination, or nonrenewal and after any suspension, the support employee shall receive notice of his or her right to a board hearing if so requested. Employees will be notified by certified mail of a superintendent's recommendation to demote or terminate employment, and the support employee must request a hearing by certified mail to the board clerk within 10 working days of said notice, or the employee shall be deemed to have waived his or her right to a hearing.

If a hearing is requested, the hearing shall be conducted at the next succeeding regular meeting of the board if the request is received by the board clerk at least 10 days prior to such meeting. However, a special meeting may be conducted if requested by the employee or at the discretion of the board of education. Such special meeting shall be conducted no sooner than 10 days, nor later than 30 days, after receipt of the hearing request. The decision of the board shall be final.

The procedures of this policy only protect employees who have been employed more than one year immediately preceding adverse employment action and are suspended or discharged during a contractual period of employment or are nonrenewed.

In accordance with Title 70 of the Oklahoma Statutes, Sections 6-101.40 through 6-101.47, the board hereby adopts the following causes for suspension, demotion, termination, or nonrenewal of support personnel:

1. Leaving workstation without authorization prior to lunch periods or end of workday.
2. Excessive unexcused absenteeism.

3. Chronic absenteeism for any reason.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION, NONRENEWAL OR TERMINATION (Cont.)

4. Excessive tardiness.
5. Persistently wasting time or distracting others during working hours.
6. Leaving work area during working hours without proper notification and permission.
7. Falsification of personnel or other records (personal or another employee's records).
8. Possession of weapons on the premises at any time.
9. Removing district property, records, or confidential information from premises without proper authority.
10. Willful abuse, misuse, defacing, or destruction of district property, including tools, equipment, or other property of other employees.
11. Theft or misappropriation of property of employees, students, or of this district.
12. Sabotage.
13. Refusal to follow instructions of supervisor.
14. Refusal or failure to do work assignment.
15. Unauthorized operation of vehicles, machines, tools, or equipment.
16. Threatening, intimidating, coercing, abusing or interfering with employees, supervisors, or students at any time.
17. The making or publishing of false, vicious, or malicious statements concerning any employee, supervisor, students, or the district.
18. Creating or contributing to unsanitary conditions.
19. Practical jokes injurious to employee's or district property.
20. Possession, consumption, or reporting to work under the influence of alcohol, nonprescribed drugs, or controlled substances.
21. Creating disturbances on the premises at any time.
22. Disregard of known safety rules or common safety practices.

Adoption Date:

Revision Date(s): 7/26/93, 10/21/94,
12/19/94, 12/1/97, 2/3/00, 4/6/05, 3/15/06,
4/14/14, 3/20/19

Page 2 of 3

- 23. Unsafe operation of motor driven vehicles.
- 24. Operating machines or equipment without safety devices provided.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION, NONRENEWAL OR TERMINATION (Cont.)

25. Participating in or witnessing gambling, lottery, or any other game of chance on district property.
26. Unauthorized distribution of literature, written, or printed matter of any description on district property.
27. Posting or removing notices, signs, or writing in any form on bulletin boards of district property at any time without specific authority of the administration.
28. Poor workmanship.
29. Immoral conduct or indecency including abusive and/or foul language.
30. Making or receiving personal telephone calls or texting, posting to Facebook, or use of other social media during working hours.
31. Walking off the job.
32. Continued poor or negative attitude while on the job, including poor relationship with other staff or students.
33. Smoking in unauthorized area or at unauthorized time.
34. Failure to dress appropriately for work assignment.
35. Refusal of job transfer within the district when transfer does not result in demotion.
36. Abuse of rest periods or meal period policies.
37. Inappropriate and/or unauthorized use of the school district's computer network or Internet connections.
38. Insubordination of any kind.
39. Racial discrimination, including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another employee, a student or a visitor.
40. Violation of any district rule or policy.
41. Violation of any administrative rule or order.
42. If it is in the best interest of the school district, any support person may be suspended, demoted, or terminated.

Violations of any of the above may lead to the suspension, demotion, or termination of the support employee.

Adoption Date:**Revision Date(s):** 7/26/93, 10/21/94,
12/19/94, 12/1/97, 2/3/00, 4/6/05, 3/15/06,
4/14/14, 3/20/19

Page 4 of 5

REFERENCE: 70 O.S. §6-101.40, et seq.

THIS POLICY REQUIRED BY LAW.

TITLE I AND SPECIAL EDUCATION PARAPROFESSIONALS

It is the policy of the *Stirling* Board of Education that Title I and Special Education paraprofessionals will be employed in accordance with all applicable state and federal laws, for the school term only. ~~If Title I funds are received by the district, e~~Employment will be offered if the educational need exists and if the applicant possesses the required level of requisite skills as prescribed in the appropriate State Department of Education regulations ~~and the No Child Left Behind Act.~~

Tier 1. In order to qualify for a Tier 1 Oklahoma paraprofessional credential, which is required for general educational paraprofessionals in Title I schools and available to general education paraprofessionals in other settings, an applicant must:

- A. Have a high school diploma or a General Educational Development (GED) Diploma or other certificate of high school equivalency recognized by the State of Oklahoma.
- B. Have on file with the State Board of Education a current Oklahoma criminal history record from the OSBI as well as a national fingerprint-based criminal history record provided by the FBI.
- C. Meet at least one of the following:
 - 1. Has completed at least two years of study at an institution of higher education;
 - 2. Has obtained an associate's degree or higher; or
 - 3. Has either passed the Oklahoma General Education Test obtained a national Career Readiness Certificate through successful completion of the ACTG WorkKeys assessment, or passed the ParaPro Assessment offered through the Educational Testing Service.

Tier 2. In order to qualify for a Tier 2 Oklahoma paraprofessional credential which is required for special education paraprofessionals, an applicant shall meet the qualifications of Tier 1 and all of the following:

- A. Have completed the Oklahoma Special Education Paraprofessional Training available at Career Technology Center, equivalent training provided by the State Department of Education through an in-person or online program, or other state-approved training provided by a school district.
- B. Have completed training in cardiovascular pulmonary resuscitation (CPR) and First Aid.
- C. Have completed training in Universal Precautions/Bloodborne Pathogens.

In the event a school requires a special education paraprofessional, but is unable to secure the services of an individual who holds a Tier 2 paraprofessional at the time the services must be delivered, the district may employ an individual on a provision basis if the district determines the individual is able to provide the appropriate paraprofessional services. The individual will have one hundred twenty (120) calendar days of employment to provide special education paraprofessional services without certification. Any provisional placement must be reported to the State Department of Education Office of Special Education.

~~All paraprofessionals must have earned a high school diploma or its equivalent. Paraprofessionals hired after January 7, 2002, must have completed at least two years of study at an institution of higher education; obtained at least an associate's degree; or met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects. Paraprofessionals hired~~

~~before January 8, 2002, have until the end of the 2005-2006 school year to meet these standards. The district will not hire Title I paraprofessionals who do not meet these standards.~~

~~Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.~~

The superintendent and/or staff development committee shall develop an appropriate in-service training program for paraprofessionals.

Paraprofessionals are employed so that the professional teachers may direct their energies to the students' education. The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional. Paraprofessionals are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

REFERENCE: P.L. 107

*~~THIS POLICY REQUIRED BY THE
NO CHILD LEFT BEHIND ACT.~~*

STAFF-STUDENT RELATIONSHIPS
ANNUAL REQUIRED
Professional Development

It is the intent of the *Sterling* Board of Education to encourage appropriate relationships between staff members and students.

Therefore it is the policy of the *Sterling* Board of Education that each year every employee of the school district shall attend a professional development session about appropriate boundaries between students and staff. This session will outline the school district's policies regarding appropriate relationships and communications between staff members and students.

STAFF-STUDENT COMMUNICATIONS

It is the intent of the Stealing Board of Education to make students, parents, and guardians aware of allowable communications between students and staff.

School personnel shall refrain from communicating with students outside the school setting. An exception will apply if the school administration receives written consent from a student's parents or guardian, ~~which will outline the school-related items that may be discussed and the preferred method of Staff-Student Communications.~~

If school personnel engage in communications with students outside the school setting and the communication conflicts with the written permission granted by the parent/guardian of the student, the employee shall be subject to disciplinary action by the school district. Such disciplinary action could include termination of employment with the school district.

WIRELESS TELECOMMUNICATION DEVICES

standing

It is the policy of the Board of Education that a student may possess a wireless telecommunications device while on school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school upon prior written consent of both the student's parent or guardian, and the superintendent or the superintendent's designee.

Upon reasonable suspicion, the superintendent, principal, teacher, or security personnel shall have the authority to detain and search, or authorize the search of, any student or property in the possession of the student for unauthorized wireless telecommunication devices.

Students found to be using any ~~electronic~~ wireless telecommunications device for any illegal purpose, violation of privacy, or to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any ~~personal~~ wireless telecommunication device following the incident unless a bona fide health emergency exists.

Students found to be in possession of or using a wireless telecommunications device in violation of the rules shall be subject to disciplinary action under the student discipline policy, including, but not limited to confiscation of the device pending parent/guardian conference, detention, or suspension. Punishment for violation will be determined by the administration on a case-by-case basis. Where appropriate, police authorities may be contacted.

REFERENCE: 70 O.S. §24-101.1, et seq.
70 O.S. §24-102

THIS POLICY REQUIRED BY LAW.

SEARCH OF STUDENTS

The *Starling* Board of Education believes that all students should be free from unreasonable search and seizure by school officials. However, it shall be the policy of the board that the superintendent, principal, teacher, and security personnel shall have the authority to search a student and a student's property when there is reasonable suspicion for such searches. The superintendent is instructed to establish a regulation for board approval that supports this policy.

REFERENCE: 70 O.S. §24-102

SEARCH OF STUDENTS (REGULATION)

In accordance with the policy of the board of education, searches of students shall be conducted under the following circumstances:

The superintendent, principal, teacher, or security personnel of this school (authorized personnel) may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school only under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the student's person or property alcohol, dangerous weapons, unauthorized electronic paging devices, controlled dangerous substances as defined by law, stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules.
2. School lockers and school desks are the property of the school, not the student. Students have no expectation of privacy concerning lockers, desks, or other school property. The users of lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to contain any item that should not be at school. Students shall not exchange lockers or desks or use any lockers or desks other than those assigned to them by the principal.
3. Authorized personnel may search a student, within the limits of state and federal law (or this policy), whenever the student consents to such a search. However, consent obtained through threats or coercion is not considered to be freely and voluntarily given.
4. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized.
5. Any searches of students as outlined herein will be conducted by an authorized person who is the same sex as the person being searched and shall be witnessed by at least one other authorized person who is of the same sex as the person being searched.
6. Strip searches are forbidden. No clothing except cold weather outer garments will be removed before or during a search.
7. Items that may be seized during a lawful search - in addition to those mentioned in paragraph 1 above - shall include, but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited. For example: prescription or nonprescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or other school personnel, shall be seized, identified as to ownership if possible, and held for release to proper authority.

SEARCH OF STUDENTS, REGULATION (Cont.)

8. Any student found to be in possession of dangerous weapons, controlled dangerous substances, or other unlawful or prohibited items may be suspended by the superintendent for a period not to exceed the current school semester and the succeeding semester. Such suspension may be in addition to any civil or criminal liability.

REFERENCE: 70 O.S. §24-102
70 O.S. §24-101.3

**RESPONSIBILITY FOR SCHOOL PROPERTY:
LOCKERS**

It is the policy of this district that school lockers will be assigned to students on the first day of school or as soon as possible thereafter.

They are to be kept locked at all times. They are to be kept clean and never defaced in any manner. This applies to the inside as well as the outside. Locker mates are not changed without the principal's permission.

Any locker malfunction should be reported to the office. Students are cautioned not to keep money or other valuables in their lockers.

Students have no expectation of privacy concerning lockers, desks, or other school property. All student lockers, desks, and other school property are subject to periodic inspection. When such inspections are announced, each student shall open his or her locker and remain present during the inspection.

The superintendent will develop, or cause to be developed, rules and regulations for the issuance, use, and maintenance of the lockers.

REFERENCE: 70 O.S. §24-102

**RESPONSIBILITY FOR SCHOOL PROPERTY:
LOCKERS
(REGULATIONS)**

In accordance with the policy of the board of education, lockers are loaned to students during the school year but remain the property of the school and may be inspected periodically to insure that they are being properly cared for and that contents are in no way harmful to the owners, other students, or to the school building. If, at the end of the school year, the locker has not been maintained in good condition, a maintenance fee will be assessed. These rules should be followed:

1. All lockers should be cleaned out weekly.
2. Under no circumstances should a student tamper with another student's locker.
3. Students should remain quiet while at lockers and refrain from banging locker door or closing it by kicking it shut.
4. Students are not permitted to change locker partners unless special permission is given by the principal.