

Minutes
Newcastle Public Schools
Special Virtual and Physical Meeting
Administrative Office Board Room
101 North Main
Newcastle, OK 73065
Tuesday, October 13, 2020 at 6:00 PM

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

Via Videoconferencing: John Maker, President; Jeff Dingee, Member
Via Physical Site: Gary Knowles, Vice President; Valory Dalton, Clerk; Tiffany Elczyn, Deputy Clerk; Melonie Hau, Superintendent; Darla Allen, Minutes Clerk
There is not a link to this meeting as Patrons may attend

1. Call to Order and Roll Call of Members
2. Outstanding Service or Achievement Awards

Ms. True brought her yearbook students to present a yearbook to the board. They received a perfection award for meeting all deadlines for their book named "From Start to Finish".

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

Motion to approve the consent agenda with changing the dates of 3E to October 26th and 27th passed with a motion by Mr. Gary Knowles and a second by Tiffany Elczyn.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

- A. Agenda of Special Meeting of October 13, 2020
- B. Minutes of Special Meeting of September 15, 2020
- C. FY21 Title I Plans for Early Childhood, Elementary, and Middle School
- D. FY21 Teacher Mentor List
- E. FCCLA Sponsor, Alicia Duncan, request permission to take 1 student, a State Officer, to Stillwater for a two day Executive Meeting on October 19 and 20th

for planning of the FCCLA State Convention. They would be staying one night.

- F. Approval to pay Melissa Rippy and Kevin Jones for their planning period for the remainder of the year to provide high school tutoring services.
4. Public Input
- No Public Input
5. **Superintendent and Staff Updates:**

- A. Ms. Jennifer Beer, High School Principal - Present College Remediation Data and Graduation Cohort Data

Ms. Beer shared the news that Newcastle High School won a 2020 College Success Award from GreatSchools.org, only 21 percent of total eligible schools across 29 states were awarded. The winning high schools were identified based on school-level college preparation and postsecondary data which was collected and shared by their states. This data tells them whether students are prepared for college, enroll in college, are ready for college-level coursework when they get there, and/or persist on to their second year.

She also presented the Oklahoma State Regents Data on college remediation, as well as the Graduation Cohort Report formerly the drop out report.

- B. Ms. Kashia Mathis - Update on Newcastle Virtual Learning

Ms. Mathis reported on Drive Academy, as well as Virtual Learning.

- C. Ms. Stacey Gray, Special Education Director - Present Special Ed Report

Ms. Stacey Gray reported on the Annual Differentiated Monitoring Report from January 1, 2020 - March 1, 2020 from the State Department. Mr. Maker would like comparison data regarding other districts as a way to show the legislatures how the lack of funding and support leads to setting schools up for failure.

- D. Jeff Landes, CFO and Adam Hull, High School Assistant Principal - CSI Report on Facilities and Resources

Jeff Landes reported he is in the process of analyzing the facilities and the repair or update needs with Mr. Jones and Mr. McKenzie. He and Ms. Hau are visiting with architects. Adam Hull and his group conducted a survey on technology. They have started their research on the needs and direction of technology for the district.

- E. Ms. Melonie Hau, Superintendent - COVID 19 Update

Ms. Hau reported 6 cases and 40 quarantined. The city has reported 48 cases. The Chamber donated 500 masks.

6. Discussion and possible action on the 2021 Annual Election Resolution

Motion to approve the 2020-2021 Annual Election Resolution passed with a motion by Tiffany Elczyn and a second by Mr. Jeff Dingee.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

7. **Discussion and possible action regarding Financial Consent Agenda**

Motion to approve the Financial Consent Agenda passed with a motion by Mr. Gary Knowles and a second by Ms. Valory Dalton.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

- A. General Fund 11 Encumbrances and Change Orders
- B. Building Fund 21 Encumbrances and Change Orders
- C. Bond Fund 39 Encumbrances and Change Orders
- D. Monthly payroll and extra duty disbursement
- E. Purpose of Activity Fund Accounts
- F. Revenue Analysis-General Fund
- G. Revenue Expenditure Summary-Athletic
- H. Revenue-Expenditure Summary-Non Athletic
- I. Treasurer's Report
- J. Transfer of Elementary Activity Funds

8. Discussion and possible action to approve booster clubs for sanctioning

Motion to approve the Newcastle Booster Clubs listed as attached passed with a motion by Mr. Jeff Dingee and a second by Mr. Gary Knowles.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

9. **Discussion and possible action regarding Contract Consent Agenda**

Motion to approve the Contract Consent Agenda A & B as listed passed with a motion by Tiffany Elczyn and a second by Mr. Jeff Dingee.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

A. RSP & Associates - Update on Demographics Study

B. FY21 MidCon Data Shredding Contract

10. New Business

No new business

11. Proposed executive session to discuss employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective District employees as outlined on attached Schedule A pursuant to 25 O.S. Section 307 (B)(1).

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

Motion to convene in Executive Session at 7:36pm passed with a motion by Tiffany Elczyn and a second by Mr. Gary Knowles.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

13. Return to Open Session

Returned to Open Session at 7:57. Jeff Dingee, Tiffany Elczyn, Valory Dalton, Gary Knowles, John Maker and Melonie Hau were in executive session and no votes were taken.

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

Motion to approve Schedule A as attached passed with a motion by Mr. Gary Knowles and a second by Mr. Jeff Dingee.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

15. Adjournment

Motion to adjourn at 7:59 passed with a motion by Mr. Gary Knowles and a second by Ms. Valory Dalton.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

This agenda was posted on the front door of the Administration Building on October 12, 2020, at 5:00 pm by Darla Allen

President

Vice President

Clerk

Deputy Clerk

Member

Minutes

Newcastle Public Schools
Special Virtual and Physical Meeting
Administrative Office Board Room

101 North Main

Newcastle, OK 73065

Tuesday, September 15, 2020 at 6:00 PM

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

Via Videoconferencing: John Maker, President

Via Physical Site: Gary Knowles, Vice President; Valory Dalton, Clerk; Tiffany Elczyn, Deputy Clerk; Jeff Dingee, Member; Melonie Hau, Superintendent; Darla Allen, Minutes Clerk
There is not a link to this meeting as Patrons may attend

1. Call to Order and Roll Call of Members

2. Outstanding Service or Achievement Awards

Recognized Jeff Dingee for his service to our country, as he will be leaving and stationed in Atlanta, Georgia until December.

3. College & Career/ICAP Report

Cassie Rainbolt reported on the College and Career Readiness program and upcoming events.

4. Discussion and possible action on the Consent Agenda:

Motion to approve consent agenda items A-E passed with a motion by Tiffany Elczyn and a second by Mr. Jeff Dingee.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles:

Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

A. Agenda of Special Meeting of September 15, 2020

B. Minutes of Special Meeting of August 11, 2020

C. Resolution to Transcript Math, Science and Technology Classes Taught at Mid-America Technology Center

D. Adjunct Mike Crossley for three sections of World History at the High School

E. Newcastle Statutory Waiver/Deregulation Application for Alternative Education

5. Public Input

Mr. Brumley praised the district and Ms. Hau for how they had handled this COVID situation and thanked everyone for their efforts.

6. Superintendent and Staff Updates:

- COVID
- Continuous Strategic Plan
- Athletics

Ms. Hau thanked Mr. Brumley for his support.

COVID- She reported the school has received information on more COVID cases and the district continues to follow State Health Department guidelines.

Continuous Strategic Plan is moving forward and going well despite COVID.

Athletics- Mr. McKenzie gave the logistics of making sure the stadium was marked for the safety protocols and commented it was nice to have some sense of normalcy. He also reported that he and his staff have begun discussions on how to safely start winter sports. Ms. Hau talked to the board regarding drafting a resolution to OSSBA regarding COVID guidelines.

Ms. Hau announced Focus Federal Credit Union donated \$5,000.00 and the Smoothie Lounge in Newcastle donated over 200 all N facemasks.

7. Discussion and possible action regarding Board Policy EE-O

Motion to approve Board Policy EE-O passed with a motion by Tiffany Elczyn and a second by Ms. Valory Dalton.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

8. Discussion and possible action regarding Financial Consent Agenda

Motion to approve the Financial Consent Agenda passed with a motion by Mr. Gary Knowles and a second by Mr. Jeff Dingee.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

A. FY20 Fund 11 Final Change Orders

B. FY20 Fund 21 Final Change Orders

C. FY20 Fund 39 Final Change Orders

D. General Fund 11 Encumbrances and Change Orders

E. Building Fund 21 Encumbrances and Change Orders

F. Bond Fund 39 Encumbrances and Change Orders

G. Monthly Payroll and Extra Duty Disbursement

H. Purpose of Activity Fund Accounts

I. Revenue Analysis-General Fund

J. Revenue Expenditure Summary-Athletic

K. Revenue-Expenditure Summary-Non Athletic

L. Treasurer's Report

9. Discussion and possible action on the Contract Consent Agenda

Motion to approve the Contract Consent Agenda items A-E as written passed with a motion by Tiffany Elczyn and a second by Mr. Gary Knowles.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles:

Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

A. FY21 Bison Creek Contract

B. FY21 CareerTech Secondary Contract

C. FY21 University of Oklahoma, University Outreach/College of Continuing Education's National Center for Disability Education and Training, Pre-Employment Transition Services Coordination Collaborative Agreement

D. HealthCorps, Inc. Living Lab Program MOU

E. Rhonda Riddle Psychometrist Testing Contract

10. Discussion and possible action to approve the FY21 Estimate of Needs and FY20 Financial Statement

Motion to approve the FY21 Estimate of Needs and FY20 Financial Statement passed with a motion by Mr. Jeff Dingee and a second by Tiffany Elczyn.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles:

Yea, Mr. John Maker: Yea

Yea: 5, Nay: 0

11. New Business

No New Business

12. Proposed executive session to discuss employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts

of current and prospective District employees as outlined on attached Schedule A; FY21 Administrator Salary Index; FY21 Academic Extra Duty Assignments, Stipends & Expenditures; and FY21 Athletic Coaching Assignments & Expenditures pursuant to 25 O.S. Section 307 (B)(1).

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

Ms. Tiffany Elczyn left meeting at 7:28pm.

Motion to convene in Executive Session at 7:28pm passed with a motion by Mr. Jeff Dingee and a second by Ms. Valory Dalton.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea
Yea: 5, Nay: 0

14. Return to Open Session

Returned to Open Session at 8:16pm. Ms. Hau, Gary Knowles, Valory Dalton, Jeff Dingee, and John Maker were in executive session and no votes were taken.

15. Discussion and possible action to approve employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A, FY21 Administrator Salary Index, FY21 Academic Extra Duty Assignments, Stipends & Expenditures, and FY21 Athletic Coaching Assignments & Expenditures.

Motion to approve Schedule A, FY21 Administrator Salary Index, FY21 Academic Extra Duty Assignments, Stipends & Expenditures, and FT21 Athletic Coaching Assignments & Expenditures passed with a motion by Mr. Jeff Dingee and a second by Ms. Valory Dalton.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea
Yea: 4, Nay: 0, Absent: 1

16. Adjournment

Motion to adjourn at 8:18pm passed with a motion by Mr. Gary Knowles and a second by Ms. Valory Dalton.

Mr. Jeff Dingee: Yea, Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. Gary Knowles: Yea, Mr. John Maker: Yea
Yea: 4, Nay: 0, Absent: 1

This agenda was posted on the front door of the Administration Building on September 14, 2020, at 5:30 pm by Darla Allen

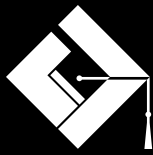
President

Vice President

Clerk

Deputy Clerk

Member



<hr/> School Year	<hr/> Initial Plan Date	<hr/> Revised Plan Date
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District Information

<hr/> District Name	<hr/> County/District Number
<hr/> Superintendent Name	<hr/> Phone
<hr/> Email	

School Information

<hr/> School Name	<hr/> School Poverty Rate
<hr/> Principal Name	<hr/> Phone
<hr/> Email	

Instructions

Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under "Meets Expectations." Corresponding points under the headings "Developing" and "Does Not Meet Expectations" are provided for the sake of clarity.
- The third part is a scrolling text box where the narrative answers are to be entered. There is no word or character limit.

1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **[ESSA, Section 1114(b)(2)]**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school’s Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.

3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **[ESSA, Section 1114(b)(7)(A)(iii)]**
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
- be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

4. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

OR

By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

5. Evaluation and Plan Revision

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

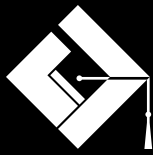
Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.



<hr/> School Year	<hr/> Initial Plan Date	<hr/> Revised Plan Date
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District Information

<hr/> District Name	<hr/> County/District Number
<hr/> Superintendent Name	<hr/> Phone
<hr/> Email	

School Information

<hr/> School Name	<hr/> School Poverty Rate
<hr/> Principal Name	<hr/> Phone
<hr/> Email	

Instructions

Each of the five sections of the plan is composed of three parts.

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1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **[ESSA, Section 1114(b)(2)]**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school’s Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.

3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **[ESSA, Section 1114(b)(7)(A)(iii)]**
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
- be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

4. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

OR

By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

5. Evaluation and Plan Revision

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

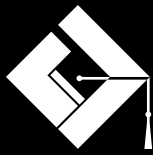
Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.



<hr/> School Year	<hr/> Initial Plan Date	<hr/> Revised Plan Date
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District Information

<hr/> District Name	<hr/> County/District Number
<hr/> Superintendent Name	<hr/> Phone
<hr/> Email	

School Information

<hr/> School Name	<hr/> School Poverty Rate
<hr/> Principal Name	<hr/> Phone
<hr/> Email	

Instructions

Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under "Meets Expectations." Corresponding points under the headings "Developing" and "Does Not Meet Expectations" are provided for the sake of clarity.
- The third part is a scrolling text box where the narrative answers are to be entered. There is no word or character limit.

1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **[ESSA, Section 1114(b)(2)]**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school’s Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.

3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **[ESSA, Section 1114(b)(7)(A)(iii)]**
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
- be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

4. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

OR

By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

5. Evaluation and Plan Revision

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

FY21 New Teacher and Mentors

Newcastle Early Childhood Center

Justin Scott

Kelly Dillman

Newcastle Elementary

Tori Jordan

Amanda Russell

Newcastle Middle School

Sammy Crissup

Debbie Robinson

Newcastle High School

DJ Ward

Amy Serowski

Natasha Heupel

Lauren Dansby

Jeff Brickman

Adrienne Rainey

Melissa Rippy

Alisha Duncan

High School Trip Request Form

Form for day and overnight trips.

Sponsor/Coach Name *

Alisha Duncan

Sponsor/Coach Cell Number: *

405-488-5557

Organization/Team Making Request *

FCCLA

Date(s) of event: *

10/19/20 - 10/20/20

Location of event:

Oklahoma State Dept. of CareerTech Education - Stillwater

REQUIRED FOR OVERNIGHT TRAVEL ONLY. Detailed summary of the trip. Please include all pertinent information. Required for school board approval.

1 student attending

All meetings on both days will take place at the state Dept. of CareerTech Education offices. Overnight stay will be at the Home2Suites in Stillwater.

Oklahoma FCCLA State Officer Executive Meeting.

REQUIRED FOR OVERNIGHT TRAVEL. Hotel address and phone number:

Home2Suites 306 E Hall of Fame Ave Stillwater, OK 405-372-2550

Name of Additional Adult Sponsors & Cell Phone Numbers (staff/parents/volunteers) *

Alisha Duncan 405-488-5557

Students should be coded with an Activity Absence for the following dates and class periods: *

10/19/20 - 10/20/20

Upload a list of students attending the event. Include their first and last name and their grade.

 Oklahoma State ...

If you don't want to upload a list, please type the first and last names of students attending.

Is district transportation necessary? *

Yes, complete the transportation form.

<https://docs.google.com/forms/d/e/1FAIpQLSd0JwPw4QNp610I3hDYBCwH6-yXEcM2ukGAAHo7BLEpvUrjLg/viewform?vc=0&c=0&w=1>

No

John Ben 10/8/2020

M. Nam 10-8-20

This form was created inside of Newcastle Public Schools.

Google Forms



Newcastle Virtual Learning Academy

- **Total students enrolled in 1st semester: 314**

- High School - 80 students
- Middle School - 83 students
- Elementary School - 95 students
- Early Childhood Center - 56 students

*ECC and Elementary students that are significantly behind and/or not active are being considered for 2nd quarter return.

- **NVLA Staff:**

- Justin Scott - Prek - 1st grade
- Taylor Westmoreland - 2nd grade - 4th grade
- Jeff Brickman - 5th and 6th grade
- Jennifer Sanders - 7th and 8th grade
- Kaisha Mathis - High School and District Coordinator

- **Curriculum**

- Pre-K - 4th grades are using teacher prepared lessons and activities as well as programs being used in the traditional classroom via Google Classroom Platforms.
- 5th Grade is using a program recommended by OSDE called Calvert Learning. This covers all required standards and additional activities/lessons for 5th grade.
- Middle School and High School students are using a software program called Edgenuity. This program was in place at the HS before NVLA was designed. All core courses and many electives are included.

- All NVLA students have had the opportunity to attend on-campus learning in a blended format if requested.
- **Constant communication** between parents, students and teachers have been found to be the key to student success in NVLA. Teachers make multiple attempts to contact parents on a regular basis for concerns and to offer help within the program.

DRIVE Academy

The DRIVE Academy is designed to provide an alternative means of education for students that are at-risk for high school failure for a variety of reasons. These reasons may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, adjustment problems of juvenile justice involvement, and/or self-support/homeless students. We tailor our program to meet the needs of students who are consistently experiencing extreme poverty, substance abuse, family dysfunction or psychological or physical trauma. Some features of our program include:

- Flexible scheduling
- Smaller class sizes
- Youth and family involvement in goal setting
- Learning activities based on students' interests and abilities
- Career skills training
- Service Learning Opportunities
- Innovative Instructional techniques
- Open communication and positive relationships with faculty
- Assistance with transitioning to college or career training

The goal of DRIVE Academy is to be a school of choice for those that require a different style of receiving their education. We will strive to provide educational opportunities for all who attend, however we recognize the need for each student to be self-motivated so that they actively pursue his/her own education. It is our goal to work with each student and family to assist them in obtaining goals each student has set forth for their future.

- **DRIVE Academy Staff:**
 - Kaisha Mathis - Alternative Education Director
 - Paul Bass - Teacher
- **Total of 14 students enrolled in DRIVE (15 max allowed)**
 - Students range from grades 10th -12th at this time although 9th graders are also eligible.
 - Morning and afternoon sessions to allow students to have limited distractions when working.
- DRIVE uses the program Edgenuity for all CORE courses and many attend MATC or electives on campus.
- **Counseling Component:** One on One counseling provided and group sessions are provided. Outside services are also in the process of being arranged.

October 13, 2020



OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

**ON-SITE COMPLIANCE AND PERFORMANCE REPORT
OFFICE OF SPECIAL EDUCATION SERVICES**

SCHOOL DISTRICT/AGENCY:
Newcastle Public Schools

OSDE-SES TEAM MEMBER(S):
Lori Chestnut Program Specialist
Michele DeBerry Program Specialist

County: McClain

DATE OF REVIEW: January 1 – March 1, 2020

REPORT DATE: September 21, 2020

I. INTRODUCTION

Local educational agencies (LEAs) must adopt policies and procedures consistent with State and federal requirements and are responsible for implementing programs that comply with the Individuals with Disabilities Education Act (IDEA), Part B. General supervision of LEAs is carried out at the State level.

Newcastle Public School District was identified through our annual Differentiated Monitoring Results (DMR) process as needing Level 3 Support. This designation was given primarily because the district did not meet state target in the following area(s):

- Indicator 3c: Assessment Proficiency
- Indicator 7: Early Childhood Outcomes

For more information about the DMR process, please see the General Supervision System Manual on Results-based Accountability on the Oklahoma State Department of Education (OSDE) Office of Special Education Services (SES) website.

Due to the Level 3 Support designation, the OSDE-SES conducted a compliance and performance review to assist the LEA in providing appropriate educational services to students receiving special education services. The review consisted of an examination of district data, the review of 24 student files, and discussion of possible improvement activities.

**II. FINDINGS IDENTIFIED DURING THE REVIEW THAT REQUIRE
CORRECTIVE ACTIONS AND IMPROVEMENTS: FOCUS AREA(S)**

**1) Areas of Noncompliance: Multidisciplinary Evaluation and Eligibility Group
Summary (MEEGS) components**

IDEA, Part B Requirements
34 CFR §300.304 Evaluation procedures

OSDE Findings:

Based on file reviews, MEEGS components are missing and/or inappropriate in the following areas:

- a) Evaluation and/or reevaluation missing required components and current data to determine eligibility in 5 files; (MS 1001894586; JR 1001826456; BW 1001938299; KR 1001028959; MS 1001894586)

2) Areas of Noncompliance: IEP Components

IDEA, Part B Requirements,

34 CFR §300.324 Development, review and revision of IEP

OSDE Findings:

Based on file reviews, IEP components are missing and/or inappropriate in the following areas:

- a) Present Levels are missing for identified areas of needs in 2 files; (SP 1002621796; AA 1002659042)

3) Early Childhood Outcomes (ECO)

IDEA, Part B Requirements

34 CFR §300.600 State Monitoring and Enforcement
Oklahoma Special Education Handbook, 2017, page 65

OSDE Findings:

Based on file reviews, ECO components are missing and/or inappropriate in the following areas:

- a) ECO components documented no growth in skills or regression in skills in 8 files; (HC 1002882944; VL 1002871616; ER 1002849878; RS 1002801813; JS 1002833753; CW 1002918268; PM 1002383994; HR 10010234474)
- b) ECO exit scores were not completed timely in 3 files; (WJ 1002831238; PM 1002810671; MP 1001909702)

III. FINDINGS IDENTIFIED DURING THE REVIEW THAT REQUIRE CORRECTIVE ACTIONS AND IMPROVEMENTS: OTHER AREA(S)

4) Caseload

Oklahoma Special Education Policies, 2017

OSDE Findings:

Based on caseload verification, the following teachers exceeded the special education caseload of 1.0.

- Glenda Jefferson (1.120)
- Karla Redbird (1.375)
- Joyce Wall (1.290)

- Amy Wright (1.065)
- Amy Yousey (1.275)

IV. CORRECTIVE ACTION PLAN

Due to the areas of noncompliance described in this report, complete the following by October 30, 2020:

- 1) Pepper Modules:
 - Eligibility and Evaluation (OKSE 111)
 - Must be completed by instructional staff and administrators assigned to students ages 3 through 12th grade.
 - Specially Designed Instruction (OKSE 124)
 - Must be completed by instructional staff and administrators assigned to students ages 3 through 12th grade.
 - Early Childhood Outcomes (OKSE 118)
 - Must be completed by instructional staff and administrators assigned to students ages 3 through 6.

Evidence that such training has occurred must be documented via course completion certificates or an agenda and sign in sheet if completed as a group.

- 2) Submit information and data to describe the process towards the district improvement plan submitted in the spring of FY 20 through the Grants Management System (GMS) for Indicator 3c Assessment Proficiency and Indicator 7 Early Childhood Outcomes. Describe the progress towards compliance and the plan for continued compliance for the 2020-2021 school year.
- 3) The district will review, revise, and submit policy, procedures, and practices to address the following:
 - a. Address each area of the noncompliance listed in section II of this report.
 - b. Ensuring all certified teacher caseloads meet the State maximum caseload (1.0) and applying for an exemption, if necessary.
- 4) Submit caseload exemption for all special education staff whose caseloads exceed 1.0.
- 5) Complete the Compliance Monitoring Corrective Action Plan (CAP) provided for each area of child specific findings addressed above. See the attached CAP.
- 6) Submit an assurance statement signed by the Superintendent and all School Board Members, ensuring:
 - All District IEPs will be developed and implemented pursuant to 34 CFR §§300.320-328;
 - The district improvement plans will be implemented and monitored;
 - The district will ensure caseloads for all special education staff meet Oklahoma Policy; and

- The professional development listed above will be implemented accordingly.

Please submit the documentation detailed above to the OSDE-SES as follows:

Oklahoma State Department of Education
Office of Special Education Services
Attn.: Felica Denton
2500 N. Lincoln Blvd., Suite 411
Oklahoma City, OK 73105

V. TECHNICAL ASSISTANCE

The State's comprehensive approach to technical assistance enables the OSDE-SES to differentiate the scope of services provided for LEAs based on local needs. For example, the OSDE-SES makes available for all LEAs Technical Assistance (TA), such as meetings with local LEAs, webinars to support compliant implementation of the IDEA, updates via email, webinars, and training on the Oklahoma Special Education Handbook and Process Guide.

VI. OTHER INFORMATION

Within ten days from the receipt of the final report, the LEA may submit a written request to the OSDE-SES, requesting a hearing if the LEA alleges that the OSDE has violated state or federal statutes or regulations. Hearing procedures shall be in accordance with federal regulations for State Administered Programs (34 CFR §§ 76.401 and 76.783) and General Education Provisions Act (34 CFR §§ 81.30 - 81.45).

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents, relating to the eligibility of the agency under IDEA, Part B, available to the parents of children with disabilities and to the general public, as necessary.

VII. VERIFICATION OF CONTINUOUS COMPLIANCE

Subsequent monitoring activities will be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with the state educational agency's responsibilities required by 34 CFR § 300.149.

The district must ensure that any noncompliance is corrected in accordance with the identified corrective action requirement. Furthermore, as soon as possible, but in no case more than one year from identification, the OSDE-SES must ensure that the LEA has demonstrated systemic compliance for each individual case of noncompliance that was identified during the on-site visit (34 CFR §300.600). In ensuring that each individual case of noncompliance has been corrected,

the State does not need to review each child's record in the LEA where the noncompliance occurred, but rather may review a reasonable sample of the previously noncompliance files to verify that the noncompliance was corrected.

BOARD OF EDUCATION ELECTION RESOLUTION

TO: McClain County Election Board

FROM: The Newcastle School District, Independent School
District No. 01 of McClain, County, Oklahoma

The Board of Education of the Newcastle School District has approved the following resolution calling for an election to be submitted to the voters of the district.

Date of the Election:

A Board of Education Primary Election shall be held on February 9, 2021, only if three or more candidates file for the Board of Education position scheduled to be on the ballot or for a Board of Education position appearing on the ballot as an unexpired term. A Board of Education General Election shall be held on April 6, 2021, under the following circumstances: if only two candidates file for a position scheduled to be on the ballot or for a position on the ballot for an unexpired term or if no candidate in the Board of Education Primary Election receives more than 50% of the votes cast. The polling places shall be open from 7:00 a.m. to 7:00 p.m.

Board Member Position on Ballot:

The voters shall elect a board member for board position No. 1, which has a 5-year term of office.

The voters shall also elect a board member for board position No. 3, an unexpired term with 3 years remaining.

Qualifications of Candidates for Office:

To be eligible to be a candidate for member of the board of education of a school district, a person must have resided in the district for at least six months preceding the first day of the filing period, and have been a registered voter registered with the county election board at an address located within the geographical boundaries of the district for six months preceding the first day of the filing period. In school districts that have been divided into election districts, a candidate must have resided in the district for six months preceding the first day of the filing period and have been a registered voter registered with the county election board at an address located within the geographical boundaries of the election district for six months preceding the first day of the filing period.

No person shall be eligible to be a candidate for or elected to be a member of the board of education of a school district unless the person has been awarded a high school diploma or certificate of high school equivalency.

A person who has been convicted of a misdemeanor involving embezzlement or a felony under the laws of this state or of the United States or who has entered a plea of guilty or nolo

contendere to such misdemeanor involving embezzlement or felony or who has been convicted of a crime in another state which would have been a misdemeanor involving embezzlement or a felony under the laws of this state or has entered a plea of guilty or nolo contendere to such crime shall not be eligible to be a candidate for or be elected to any school board office for a period of fifteen years following completion of his sentence or during the pendency of an appeal of such conviction or plea.

No person shall be eligible to be a candidate for or serve on a board of education if he or she is currently employed by the school district governed by the board of education or is related within the second degree by affinity or consanguinity to any other member of the board of education or to any employee of the school district. The following are relatives within the second degree: A candidate's spouse, child, parent, grandchild, grandparent, brother, sister, spouse's child, spouse's grandchild, spouse's brother, spouse's sister, spouse's grandparent, grandchild's spouse, parent's spouse, and child's spouse. The prohibitions in this paragraph shall not apply if the board member candidate is related within the second degree of affinity or consanguinity to an individual employed as a substitute teacher by the school district or as a temporary substitute support employee if the school district has an Average Daily Membership of less than five thousand (5,000).

Candidates must affirm that upon being elected as a new member of the Board of Education, within fifteen (15) months of election, they will complete at least twelve (12) hours of instruction on education issues, including school finance, Oklahoma education laws, and ethics, duties and responsibilities of district board of education members. Three (3) of these twelve (12) credits must be earned as follows: one (1) credit in ethics, one (1) credit in open meeting act and open records act, and one (1) credit in school finance. Incumbents must affirm that they will complete six (6) hours of instruction within fifteen (15) months of election emphasizing changes in school law. Three (3) of these six (6) credits must be earned as follows: one (1) credit in ethics, one (1) credit in open meeting act and open records act, and one (1) credit in school finance.

Voters Eligible to Vote:

To be eligible to vote, a voter must be registered with the county election board at an address within the geographical boundaries of the district.

Ballot Titles:

The ballot to be submitted to the voters shall call for the voters to:

1. Select one candidate for Newcastle School Board Position No. 1:
2. Select one candidate for Newcastle School Board Position No.3.

Approved by the Newcastle Board of Education this 13th day of October, 2020.

President of the Board of Education

Clerk of the Board of Education

Newcastle Public School
Encumbrance Register

Options: Year: 2020-2021, Date Range: 9/10/2020 - 10/8/2020, PO Range: 194 - 999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	194	09/15/2020	51259	Rush Truck Centers of OK	Repair Fan Motor on Radiator - Amps on Alternator	1,000.00
			009-2740-430-000-0000-000-050		09/15/2020	1,000.00
					Repair Fan Motor on Radiator - Amps on Alternator4-40142	
11	195	09/15/2020	51254	Educational Products, Inc	Supplies for 2020-2021 school year	2,314.61
			563-1000-619-100-1050-000-105		09/15/2020	2,314.61
					Supplies for 2020-2021 school year	
11	196	09/16/2020	51293	PB/Travel Expenses	EYO Travel Expenses - Hotels and Meals	850.00
			412-1000-332-311-8000-000-705		09/16/2020	850.00
					EYO Travel Expenses - Hotels and Meals for Instructor9/17/2020Duncan, OK	
11	197	09/21/2020	51294	Instructional Coaching Group	Registration for Teaching Learning Coaching	1,796.00
			511-2213-860-000-0000-000-105		09/21/2020	449.00
			511-2213-860-000-0000-000-105		09/21/2020	449.00
			511-2213-860-000-0000-000-105		09/21/2020	449.00
			511-2213-860-000-0000-000-110		09/21/2020	449.00
					Registration for Teaching Learning Coaching Virtual ConferenceOctober 4-6 2020	
11	198	09/21/2020	10002	PROSPERITY BANK (AMAZON)	Classroom Supplies FCS	250.00
			412-1000-644-314-8400-000-705		09/21/2020	250.00
					Classroom Supplies FCS	
11	199	09/23/2020	51295	Battery Outfitters Inc	Batteries for 4-40142	300.00
			009-2740-612-000-0000-000-050		09/23/2020	300.00
					3 Batteries for 4-40142	
11	200	10/02/2020	2766	CDW LLC	(150) Samsung Chromebook 4 11.6 Celeron Notebooks	34,899.00
			055-1000-653-100-2300-000-505		10/06/2020	34,899.00
					(150) Samsung Chromebook 4 11.6 Celeron N4000 4/16 Notebooks(150) Google Chrome Management LicensesMiddle School K20 Grant	
11	201	10/02/2020	51209	Padcaster	Padcaster Studio Kit	1,889.00
			055-1000-653-100-2300-000-505		10/02/2020	1,889.00
					Padcaster Studio KitMiddle School K20 Grant	
11	202	10/02/2020	33660	APPLE INC.	Apps for IPADs	400.00
			055-1000-653-100-2300-000-505		10/02/2020	400.00
					Apps for IPADsMiddle School K20 Grant	
11	203	10/02/2020	2858	GEN ELEC CAPITAL CORP/WALMART	Supplies for Admin Office	26.92
			000-2620-619-000-0000-000-705		10/02/2020	26.92
					Supplies for Admin Office	
11	204	10/02/2020	2766	CDW LLC	(4) Anywhere AC-GO 32-Unit Chromebook Carts	3,156.00
			055-1000-653-100-2300-000-505		10/02/2020	3,156.00
					(4) Anywhere AC-GO 32-Unit Chromebook CartsMiddle School K20 Grant	
11	205	10/05/2020	2766	CDW LLC	(75) Samsung Chromebook 4-11.6 Celeron Notebooks	17,449.50
			617-1000-653-239-0000-000-105		10/05/2020	17,449.50
					(75) Samsung Chromebook 4-11.6 Celeron N4000 4/16 Notebooks(75) Google Chrome Management License	
11	206	10/05/2020	2766	CDW LLC	(45) Samsung Chromebook 4-11.6 Celeron Notebooks	10,469.70
			651-1000-653-100-5400-000-105		10/05/2020	10,469.70
					(45) Samsung Chromebook 4-11.6 Celeron N4000 4/16 Notebooks(45) Google Chrome Management Licenses	

Encumbrance Register

Options: Year: 2020-2021, Date Range: 9/10/2020 - 10/8/2020, PO Range: 194 - 999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	207	10/05/2020	33660	APPLE INC.	(1) Apple iPad 10.2", 32GB WI-FI, Space Gray,	3,538.00
				(1) Apple iPad 10.2", 32GB WI-FI, Space Gray, 10 Pack(2) Apple iPad 10.2", 32GB WI-FI, Space Gray, Single	561-1000-653-100-2300-000-105 10/05/2020	3,538.00
11	208	10/05/2020	8650	JAMF HOLDINGS, INC.	(12) Licenses of Zuludesk Management Licensing	210.00
				(12) Licenses of Zuludesk Management Licensing perpetual	561-1000-653-100-2300-000-105 10/05/2020	210.00
11	209	10/05/2020	51293	PB/Travel Expenses	Tulsa State Fair Expenses Hotels and Meals	800.00
				Tulsa State Fair Expenses Hotels and Meals	412-1000-332-311-8000-000-705 10/05/2020	800.00
11	210	10/05/2020	51293	PB/Travel Expenses	Buying Trip Hotel Meals Oklahoma/Arkansas	300.00
				Buying Trip Hotel Meals Oklahoma/Arkansas	412-1000-332-311-8000-000-705 10/05/2020	300.00
11	211	10/06/2020	267	SCHOOL SPECIALTY	Hammond & Stephens 2 part Carbonless Slip Books	115.44
				(20) Hammond & Stephens 2 part Carbonless Student Admit Slip Books#1481889	022-2410-619-000-0000-000-505 10/06/2020	115.44
11	212	10/06/2020	470	Jostens	(16) Cap and Gown for Seniors	687.20
				(16) Cap and Gown for Seniors	563-2490-619-000-0000-000-705 10/06/2020	687.20
11	213	10/06/2020	2858	GEN ELEC CAPITAL CORP/WALMART	General Supplies for KidZone Program	2,000.00
				General Supplies for KidZone Program	055-2199-619-000-0000-000-105 10/06/2020	2,000.00
11	214	10/06/2020	51299	PB/Oriental Trading	Primary Source Documents Book	35.58
				(1) Primary Source Documents Book (1) Big Book of Native American Activities	561-2199-619-000-0000-000-105 10/06/2020	35.58
11	215	10/06/2020	51300	T-Mobile USA	Annual contract for (20) mobile hot spots	3,600.00
				Annual Contract for (20) mobile hot spots, \$20 monthly October 2020-June 2021	070-1000-653-100-5400-000-705 10/06/2020	3,600.00
11	216	10/07/2020	2766	CDW LLC	HP 255 Laptop for Title 1 Teacher	586.43
				HP 255 Laptop for Title 1 Teacher	511-1000-653-427-1110-000-110 10/07/2020	586.43
11	217	10/07/2020	51269	Hope Rising	Classroom Packs Grade 6	2,792.00
				Classroom Packs Grade 6	552-1000-619-100-2745-000-505 10/07/2020	2,792.00
11	218	10/07/2020	8668	DEYRL KASTNER	Piano Tuning	180.00
				Piano Tuning	021-2640-337-000-0000-000-705 10/07/2020	180.00
11	219	10/08/2020	1722	MIDSTATE TRAFFIC CONTROL INC.	Estimate repair of school zone traffic light	500.00
				Estimate repair of school zone traffic light on Hwy 130	009-2640-438-000-0000-000-705 10/08/2020	500.00
11	220	10/08/2020	8367	EDGENUITY, INC.	Middle School Concept Coaching License	2,400.00
				Middle School Concept Coaching License Add-on	021-1000-653-100-4400-000-705 10/08/2020	2,400.00

Newcastle Public School

Encumbrance Register

Options: Year: 2020-2021, Date Range: 9/10/2020 - 10/8/2020, PO Range: 194 - 999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
					Non-Payroll Total:	\$92,545.38
					Payroll Total:	\$0.00
					Balance Forward:	\$0.00
					Report Total:	\$92,545.38

Newcastle Public School

Change Order Listing

Options: Fund: General Fund, Year: 2020-2021, ReferenceDate: PO Date, Date Range: 9/10/2020 - 10/8/2020, PO Range: 1 - 193, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
2	07/01/2020	344	CCOSA	TLC Re-Certification for all 8 Principals	4,950.00
				TLC Re-Certification for all 8 PrincipalsRegistration for uplifting classroom (11)	
		000-0000-000-000-000-705		10/08/2020	1,800.00
		541-2213-860-000-0000-000-110		10/08/2020	1,350.00
		541-2213-860-000-0000-000-505		10/08/2020	1,800.00
35	07/01/2020	33315	J & W TIRE	Tires and repairs	1,300.00
				Tires and repairs	
		009-2740-612-000-0000-000-050		09/10/2020	800.00
		009-2740-612-000-0000-000-050		09/10/2020	133.06
		009-2740-612-000-0000-000-050		09/10/2020	366.94
36	07/01/2020	8323	JUMP TOWING & RECOVERY LLC	Towing	600.00
				Towing	
		009-2740-430-000-0000-000-050		07/01/2020 09/10/2020	-250.00
		009-2740-430-000-0000-000-050		09/10/2020	361.00
		009-2740-430-000-0000-000-050		09/10/2020	489.00
150	08/17/2020	10002	PROSPERITY BANK (AMAZON)	USB C Adapter for MacBook Pro	-1.00
				USB C Adapter for MacBook ProSanDisk 32GB (5 pack) USB 3.0 Flah Ultra Memory Drive CZ48	
		412-1000-653-316-8100-000-705		08/17/2020 09/17/2020	-1.00
174	09/02/2020	8323	JUMP TOWING & RECOVERY LLC	Towing Bus Tag# 13509 to Ross Transportation	-250.00
				Towing Bus Tag# 13509 to Ross Transportation	
		009-2740-439-000-0000-000-050		09/02/2020 09/10/2020	-250.00

Non-Payroll Total:	\$6,599.00
Payroll Total:	\$0.00
Report Total:	\$6,599.00

Project Totals

000	NON-CATEGORICAL	1,800.00
009	Transportation - Brett	1,650.00
412	VOCATIONAL ASSISTANCE GRANT	-1.00
541	TITLE 2 PART A RECRUITMENT	3,150.00

Unit Totals

050	DISTRICTWIDE	1,650.00
110	EARLY CHILDHOOD	1,350.00
505	MIDDLE SCHOOL	1,800.00
705	HIGH SCHOOL	1,799.00

Newcastle Public School

Encumbrance Register

Options: Year: 2020-2021, Date Range: 9/10/2020 - 10/8/2020, PO Range: 92 - 999, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount	
21	92	09/21/2020	5742	ES2	Blanket PO for HVAC controls issues and repairs	4,000.00	
				Blanket PO for HVAC controls issues and repairs	011-2640-434-000-0000-000-705	09/21/2020	4,000.00
21	93	09/17/2020	5416	STANDRIDGE EQUIPMENT	Service to assess transmission on JD 5310 Tractor	4,750.00	
				Service to assess transmission problems and front loader shaft leak on JD 5310 Tractor.Rebuild clutch and repair hydraulic leak	011-2640-439-000-0000-000-050	09/17/2020	750.00
					011-2640-439-000-0000-000-050	09/22/2020	4,000.00
21	94	09/22/2020	713	VIRCO MFG. CORP.	Cafeteria Table for Elementary Cafe	1,542.56	
				Cafeteria Table for Elementary CafeQuote #8233625	000-2620-651-000-0000-000-105	09/22/2020	1,542.56
21	95	09/22/2020	47944	AMAZON.COM	Blanket PO for Custodial Supplies	500.00	
				Blanket PO for Custodial Supplies	014-2620-619-000-0000-000-705	09/22/2020	38.97
					014-2620-619-000-0000-000-705	09/22/2020	461.03
21	96	09/23/2020	10002	PROSPERITY BANK (AMAZON)	Two rolling Marker Boards for Hospitality Room	350.16	
				Two rolling Marker Boards for Hospitality Room	000-2620-651-000-0000-000-705	09/23/2020	350.16
21	97	09/29/2020	606	CENTRAL OKLAHOMA WINNELSON CO.	Replacement Water Heater for HS Concession Bldg	4,788.06	
				Replacement Water Heater for HS Concession BuildingAOSmith BTH-120, QUOTE #91904	010-2620-656-000-0000-000-705	09/29/2020	4,788.06
21	98	09/25/2020	5156	STOW'S OFFICE FURNITURE INC.	HON Pinnacle L shaped Desk / Credenza	1,603.00	
				HON Pinnacle L shaped Desk HON Pinnacle Credenza	000-2620-651-000-0000-000-705	09/25/2020	1,603.00
21	99	10/07/2020	51301	The Carpet Store	Cover base to wall repair from flooding in ECC	432.00	
				360 ft RWDC-63 Cover base to cover wall repair from flooding in RM 410,222,and KPOD ECC	010-2600-430-000-0000-000-110	10/07/2020	432.00
21	100	10/07/2020	1007	BERCHER CERAMIC SUPPLIES	Handle for slap roller in HS Art Room	49.95	
				Handle for slap roller in HS Art Room	010-2640-438-000-0000-000-705	10/07/2020	49.95
21	101	10/07/2020	4928	MEDLEY MATERIAL HANDLING COMPANY	Service to repair hydraulic leak on YALE forklift	1,000.00	
				Service to repair hydraulic leak on YALE forklift	010-2640-439-000-0000-000-705	10/07/2020	1,000.00
21	102	10/08/2020	8272	PATRICK D. GARCIA	Concrete work for NEF Brickyard at HS Stadium	3,700.00	
				Concrete work for NEF Brickyard at HS Stadium	000-2620-720-000-0000-000-705	10/08/2020	3,700.00
21	103	10/08/2020	915	AMERICAN WATERWORKS SUPPLY INC	Time, Materials Uninstall, re-install water heater	750.00	
				Time, and Materials to Uninstall, re-install water heater in the HS stadium concession stand	010-2620-437-000-0000-000-705	10/08/2020	750.00

**Newcastle Public School
Encumbrance Register**

Options: Year: 2020-2021, Date Range: 9/10/2020 - 10/8/2020, PO Range: 92 - 999, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	104	10/08/2020	51279	IDN-Global, Inc	DOR Latch Retraction, upgrade 5th grade security	753.11
			(1) PS-220 Power Supply(2) MLRK1- DOR Latch Retraction kit for Dorma 9000 seriesUpgrade 5th grade center interior security doors	012-2670-618-000-0000-000-105	10/08/2020	753.11
21	105	10/08/2020	10002	PROSPERITY BANK (AMAZON)	Replacement office desks for HS Principal and Sec	1,576.17
			Replacement office desks for HS Principal and Secretary	000-2620-651-000-0000-000-705	10/08/2020	1,576.17

Non-Payroll Total:	\$25,795.01
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$25,795.01

Newcastle Public School

Change Order Listing

Options: Fund: Building Fund, Year: 2020-2021, ReferenceDate: PO Date, Date Range: 9/10/2020 - 10/8/2020, PO Range: 1 - 91, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
26	07/01/2020	5751	TERRELL'S REFRIGERATION	Refrigeration Repairs	1,000.00
		010-2620-430-000-0000-000-050		07/01/2020 09/21/2020	-1,000.00
		010-2620-430-000-0000-000-050		09/21/2020	280.00
		010-2620-430-000-0000-000-050		09/21/2020	505.00
		010-2620-430-000-0000-000-050		09/21/2020	1,215.00
62	08/06/2020	5742	ES2	Replacement control boards for heat pump at ECC	-1,850.00
		010-2640-430-000-0000-000-110		08/06/2020 09/16/2020	-1,850.00
				Replacement control boards for the heat pump at ECC,plus engineering time for install assistance	

Non-Payroll Total:	(\$850.00)
Payroll Total:	\$0.00
Report Total:	(\$850.00)

Project Totals		
010	Maintenance - Scott	-850.00

Unit Totals		
050	DISTRICTWIDE	1,000.00
110	EARLY CHILDHOOD	-1,850.00

**Newcastle Public School
Encumbrance Register**

Options: Year: 2020-2021, Date Range: 9/10/2020 - 10/8/2020, PO Range: 44 - 999, Fund Codes: 39

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
39	44	09/14/2020	51197	AssetGenie Inc.	Blanket PO for AGI Repairs and Parts Chromebooks	2,500.00
				Blanket PO for AGI Repairs and Parts Chromebooks/IPads	000-2580-653-000-0000-000-705 09/14/2020	2,500.00
39	45	09/23/2020	2766	CDW LLC	Blanket PO for Technology Supplies & Equipment	2,500.00
				Blanket PO for Technology Supplies & Equipment	000-2230-653-000-0000-000-705 09/23/2020	2,500.00
39	46	09/15/2020	493	SAM'S CLUB	65" Display for Alt Ed Classroom, W/Mount	578.98
				65" Display for Alt Ed Classroom, W/Mount	000-2230-653-000-0000-000-705 09/15/2020	578.98
39	47	09/29/2020	51298	Screencastify, LLC	Record School License	1,000.00
				Record School License	000-2230-653-000-0000-000-705 09/29/2020	1,000.00
39	49	10/02/2020	33660	APPLE INC.	Apple IPAD, 10.2" 32GB WIFI 10-pack	9,418.00
				(3) Apple IPAD, 10.2" 32GB, WI-FI, 10-pack(2) Apple IPAD, 10.2", 32GB, WI-FI, SingleMiddle School K20 Grant	055-1000-653-100-2300-000-505 10/02/2020	9,418.00
39	50	10/02/2020	8650	JAMF HOLDINGS, INC.	Zuludesk Management licenses for IPADS	560.00
				(32) Zuludesk Management licenses for IPADSMiddle School K20 Grant	055-1000-653-100-2300-000-505 10/02/2020	560.00
39	51	10/02/2020	33660	APPLE INC.	Apple 27-inch iMac Pro, p/n: MHLV3LL/A	4,599.00
				Apple 27-inch iMac Pro, p/n: MHLV3LL/AMiddle School K20 Grant	055-1000-653-100-2300-000-505 10/02/2020	4,599.00
39	52	10/02/2020	2766	CDW LLC	Anywhere AC-GO 32-Unit Chromebook / IPAD Carts	1,578.00
				(2) Anywhere AC-GO 32-Unit Chromebook / IPAD CartsMiddle School K20 Grant	055-1000-653-100-2300-000-505 10/02/2020	1,578.00
39	53	10/02/2020	2766	CDW LLC	(30) 120GB PNY SSD SATA Drives, #4872862	653.40
				(30) 120GB PNY SSD SATA Drives, #4872862	000-2230-653-000-0000-000-705 10/02/2020	653.40
39	54	10/02/2020	10002	PROSPERITY BANK (AMAZON)	(32) Soke IPAD Case, 10.2, Black	382.72
				(32) Soke IPAD Case, 10.2, BlackMiddle School K20 Grant	055-1000-653-100-2300-000-505 10/02/2020	382.72
39	55	10/08/2020	2766	CDW LLC	Newline 75" Tru-Touch Display for ECC	3,065.98
				Newline 75" Tru-Touch Display for ECC Conference RoomQuote #LRLW031	000-2580-653-000-0000-000-110 10/08/2020	3,065.98
39	56	10/08/2020	2766	CDW LLC	Epson power lite X39 Projectors / replacement	1,958.28
				(4) Epson power lite X39 Projectors - replacement Stock(4) Epson Ceiling mount	000-2580-653-000-0000-000-705 10/08/2020	1,958.28

Non-Payroll Total:	\$28,794.36
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$28,794.36

**Newcastle Public Schools
Payroll Summary
October 13th, 2020**

Monthly Payroll (9/30/2020)	\$1,203,611.50
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Extra Duty Payroll (10/14/2020)	\$23,224,54
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NEWCASTLE PUBLIC SCHOOLS

Purpose of Activity Fund Account

Original
 Amended

Account Name: NHS Racer Cheer Account Number: 813-705

Revenue: *(Fundraisers, other income sources)* (Indicate Amended items with a "**")

Little Cheer Clinic (Football and Basketball) Cheer fees, catalog sales, car wash, sponsor tees, clothing sales, scholarship for cheerleaders, donations, food sales, bake sales, Rustic Cuff sales, Kendra Scott give back sales, booster club donations, Racer card sales, spirit wear sales.

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

Cheer camp, tumbling fees, choreography coaching, state coaching, uniforms, shoes, poms, signs, donations, Game day registration, State registration, cheer building expenses, cheer team clothing, celebration expenses, banquet expenses, transportation expenses, state gifts, paint, paper, games expenses, spirit supplies, Stunt fees, Stunt officials, Stunt Tournaments.

Stacy Wright

Sponsor Name

Stacy Wright
Sponsor Signature

8/13/20

Date Submitted

20/21

School Year

Chris McKee
Principal Signature

Activity Custodian Signature

Date Approved by Board of Education



NEWCASTLE PUBLIC SCHOOLS

Purpose of Activity Fund Account

Original
 Amended

Account Name: NMS Racer Cheer

Account Number: 813-505

Revenue: *(Fundraisers, other income sources)* (Indicate Amended items with a "**")

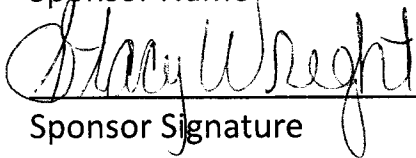
Cheer fees, catalog sales, car wash, sponsor tees, clothing sales, scholarship for cheerleaders, donations, food sales, bake sales, Rustic Cuff sales, Kendra Scott give back sales, booster club donations, Racer card sales, spirit wear sales.

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

Cheer camp, tumbling fees, choreography coaching, state coaching, uniforms, shoes, poms, signs, donations, Game day registration, State registration, cheer building expenses, cheer team clothing, celebration expenses, banquet expenses, transportation expenses, state gifts, paint, paper, games expenses, spirit supplies

Stacy Wright

Sponsor Name



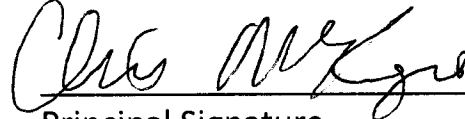
Sponsor Signature

8/13/20

Date Submitted

20/21

School Year



Principal Signature

Activity Custodian Signature

Date Approved by Board of Education



NEWCASTLE PUBLIC SCHOOLS

Purpose of Activity Fund Account

Original
 Amended

Account Name: MS Boxtops

Account Number: 912-945-

Revenue: *(Fundraisers, other income sources)* (Indicate Amended items with a “*”)

donations, box tops

Expenditures: *(How the revenue will be spent)* (Indicate Amended items with a “*”)

educational material, classroom supplies, office supplies, staff development

Vickie Crossley

Sponsor Name

Vickie Crossley
Sponsor Signature

8/13/20

Date Submitted

2020-2021

School Year

[Signature]
Principal Signature

Activity Custodian Signature

Date Approved by Board of Education



NEWCASTLE PUBLIC SCHOOLS

Purpose of Activity Fund Account

Original
 Amended

Account Name: Literacy Acct Account Number: 924

Revenue: *(Fundraisers, other income sources)* (Indicate Amended items with a “*”)

This account will be used for concessions, t-shirt sales, and donations to the Readers Are Leaders program.

Expenditures: *(How the revenue will be spent)* (Indicate Amended items with a “*”)

The money collected will pay for supplies needed for events, rewards, t-shirts, and materials for projects in the classrooms.

Krystal Williams

Sponsor Name

Sponsor Signature

9/23/2020

Date Submitted

2020-2021

School Year

Principal Signature

Activity Custodian Signature

Date Approved by Board of Education



NEWCASTLE PUBLIC SCHOOLS

Purpose of Activity Fund Account

Original
 Amended

Account Name: ECC Hospitality Account Number: 928

Revenue: (Fundraisers, other income sources) (Indicate Amended items with a "**")

Hospitality dues
donations

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

paper goods
food
plates
napkins
cups
condiments
service ware
plants
cards
gifts/incentives
stickers

Korri Maple

Sponsor Name


Sponsor Signature

9/16/20

Date Submitted

2020-2021

School Year


Principal Signature

Activity Custodian Signature

Date Approved by Board of Education



NEWCASTLE PUBLIC SCHOOLS

Purpose of Activity Fund Account

Original
 Amended

Account Name: MS Yearbook Account Number: 945-505

Revenue: *(Fundraisers, other income sources)* (Indicate Amended items with a "**")

Book sales, ad sales, photos, donations.

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

Books, yearbooks, photography equipment, office equipment, staff rewards, tshirts, competitions, professional organizations, staff development, cameras.

Vickie Crossley

Sponsor Name

Vickie Crossley
Sponsor Signature

8/13/20

Date Submitted

2020-2021

School Year

[Signature]
Principal Signature

Activity Custodian Signature

Date Approved by Board of Education

Newcastle Public School General Fund Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 9/30/2020

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 11 General Fund						
Series - 1000						
Source - 1110 Ad Valorem (Current)	\$0.00	\$14,307.33	\$0.00	\$14,307.33	N/A	\$0.00
Source - 1120 Ad Valorem (Prior Years)	\$0.00	\$33,189.68	\$0.00	\$33,189.68	N/A	\$11,456.39
Source - 1130 Revenue in Lieu of Taxes	\$0.00	\$419.73	\$0.00	\$419.73	N/A	\$419.73
Source - 1300 Earnings on Investments	\$0.00	\$861.95	\$0.00	\$861.95	N/A	\$68.62
Source - 1440 SALES OF EQUIP,SERV,& MATERIAL	\$0.00	\$485.00	\$0.00	\$485.00	N/A	\$0.00
Source - 1500 Reimbursements	\$0.00	\$8,037.01	\$0.00	\$8,037.01	N/A	\$6,979.88
Source - 1600 Misc Local Revenue	\$0.00	\$40,000.00	\$0.00	\$40,000.00	N/A	\$0.00
Source - 1810 ADMISSIONS	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Series - 1000 Total	\$0.00	\$97,300.70	\$0.00	\$97,300.70	N/A	\$18,924.62
Series - 2000						
Source - 2100 County 4 Mil	\$0.00	\$6,406.70	\$0.00	\$6,406.70	N/A	\$1,916.45
Source - 2200 County Mortgage	\$0.00	\$40,330.13	\$0.00	\$40,330.13	N/A	\$12,440.77
Series - 2000 Total	\$0.00	\$46,736.83	\$0.00	\$46,736.83	N/A	\$14,357.22
Series - 3000						
Source - 3110 Gross Production	\$0.00	\$58,195.44	\$0.00	\$58,195.44	N/A	\$31,098.49
Source - 3120 Motor Vehicle	\$0.00	\$240,727.32	\$0.00	\$240,727.32	N/A	\$73,976.01
Source - 3130 Rural Electric	\$0.00	\$55,009.08	\$0.00	\$55,009.08	N/A	\$23,131.14
Source - 3140 School Land	\$0.00	\$90,821.69	\$0.00	\$90,821.69	N/A	\$20,835.60
Source - 3150 Vehicle Tax	\$0.00	\$1,496.53	\$0.00	\$1,496.53	N/A	\$399.09
Source - 3210 State Aid	\$0.00	\$1,062,113.09	\$0.00	\$1,062,113.09	N/A	\$590,065.61
Source - 3250 Flex Benefit Allowance	\$0.00	\$269,737.60	\$0.00	\$269,737.60	N/A	\$134,868.80
Source - 3420 State Textbook	\$0.00	\$109,979.23	\$0.00	\$109,979.23	N/A	\$0.00
Source - 3811 Career Tech Salary	\$0.00	\$1,830.00	\$0.00	\$1,830.00	N/A	\$1,830.00
Source - 3812 Career Tech Program	\$0.00	\$11,207.00	\$0.00	\$11,207.00	N/A	\$11,207.00
Series - 3000 Total	\$0.00	\$1,901,116.98	\$0.00	\$1,901,116.98	N/A	\$887,411.74
Series - 4000						
Source - 4210 Title I - Part A	\$0.00	\$68,396.65	\$0.00	\$68,396.65	N/A	\$0.00
Source - 4271 Title II - Part A	\$0.00	\$26,956.90	\$0.00	\$26,956.90	N/A	\$0.00
Source - 4310 IDEA - Part B Flowthrough	\$0.00	\$8,140.48	\$0.00	\$8,140.48	N/A	\$0.00
Source - 4442 Title IV - Part A - SSAE	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 4470 Title V - RLIS	\$0.00	\$29,120.28	\$0.00	\$29,120.28	N/A	\$0.00
Source - 4550 Johnson O'Malley	\$0.00	\$16,625.98	\$0.00	\$16,625.98	N/A	\$0.00
Source - 4689 OTHER FEDERAL GRANTS	\$0.00	\$7,750.00	\$0.00	\$7,750.00	N/A	\$0.00
Source - 4710 Federal Lunch	\$0.00	\$24,301.04	\$0.00	\$24,301.04	N/A	\$24,301.04
Source - 4720 Federal Breakfast	\$0.00	\$3,997.15	\$0.00	\$3,997.15	N/A	\$3,997.15
Source - 4821 Carl Perkins Grant	\$0.00	\$12,137.00	\$0.00	\$12,137.00	N/A	\$0.00
Series - 4000 Total	\$0.00	\$197,425.48	\$0.00	\$197,425.48	N/A	\$28,298.19
Fund - 11 General Fund Total	\$0.00	\$2,242,579.99	\$0.00	\$2,242,579.99	N/A	\$948,991.77
Report Total	\$0.00	\$2,242,579.99	\$0.00	\$2,242,579.99	N/A	\$948,991.77

Newcastle Public School
Revenue/Expenditure Summary

Athletic Sub-Accounts

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 801 ATHLETICS-GENERAL							
Program - 801 ATHLETIC-GENERAL							
705 HIGH SCHOOL	\$68,178.98	\$2,812.24	\$0.00	\$3,424.65	\$67,566.57	\$5,760.21	\$61,806.36
Total Program - 801 ATHLETIC-GENERAL	\$68,178.98	\$2,812.24	\$0.00	\$3,424.65	\$67,566.57	\$5,760.21	\$61,806.36
Program - 811 BASKETBALL-BOYS							
705 HIGH SCHOOL	\$0.00	\$55.00	\$0.00	\$0.00	\$55.00	\$0.00	\$55.00
Total Program - 811 BASKETBALL-BOYS	\$0.00	\$55.00	\$0.00	\$0.00	\$55.00	\$0.00	\$55.00
Program - 812 BASKETBALL-GIRLS							
705 HIGH SCHOOL	\$0.00	\$55.00	\$0.00	\$0.00	\$55.00	\$0.00	\$55.00
Total Program - 812 BASKETBALL-GIRLS	\$0.00	\$55.00	\$0.00	\$0.00	\$55.00	\$0.00	\$55.00
Program - 815 FAST PITCH							
705 HIGH SCHOOL	\$718.05	\$0.00	\$0.00	\$0.00	\$718.05	\$2,100.00	(\$1,381.95)
Total Program - 815 FAST PITCH	\$718.05	\$0.00	\$0.00	\$0.00	\$718.05	\$2,100.00	(\$1,381.95)
Program - 816 FOOTBALL							
505 MIDDLE SCHOOL	(\$80.00)	\$0.00	\$0.00	\$450.00	(\$530.00)	\$2,470.00	(\$3,000.00)
705 HIGH SCHOOL	(\$475.00)	\$0.00	\$0.00	\$919.62	(\$1,394.62)	\$10,532.38	(\$11,927.00)
Total Program - 816 FOOTBALL	(\$555.00)	\$0.00	\$0.00	\$1,369.62	(\$1,924.62)	\$13,002.38	(\$14,927.00)
Program - 820 SOCCER-BOYS							
705 HIGH SCHOOL	\$0.00	\$115.00	\$0.00	\$0.00	\$115.00	\$0.00	\$115.00
Total Program - 820 SOCCER-BOYS	\$0.00	\$115.00	\$0.00	\$0.00	\$115.00	\$0.00	\$115.00
Program - 824 VOLLEYBALL							
705 HIGH SCHOOL	(\$1,059.50)	\$595.00	\$0.00	\$0.00	(\$464.50)	\$0.00	(\$464.50)
Total Program - 824 VOLLEYBALL	(\$1,059.50)	\$595.00	\$0.00	\$0.00	(\$464.50)	\$0.00	(\$464.50)
Total Project - 801 ATHLETICS-GENERAL	\$67,282.53	\$3,632.24	\$0.00	\$4,794.27	\$66,120.50	\$20,862.59	\$45,257.91
Project - 802 ATHLETIC-GATE							
Program - 802 ATHLETIC-GATE							
705 HIGH SCHOOL	\$38,071.89	\$0.00	\$0.00	\$3,662.10	\$34,409.79	\$8,618.35	\$25,791.44
Total Program - 802 ATHLETIC-GATE	\$38,071.89	\$0.00	\$0.00	\$3,662.10	\$34,409.79	\$8,618.35	\$25,791.44
Program - 810 BASEBALL							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	\$249.84	(\$499.84)
Total Program - 810 BASEBALL	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	\$249.84	(\$499.84)
Program - 814 CROSS COUNTRY							
505 MIDDLE SCHOOL	(\$100.00)	\$0.00	\$0.00	\$350.00	(\$450.00)	\$100.00	(\$550.00)
705 HIGH SCHOOL	(\$265.00)	\$0.00	\$0.00	\$580.00	(\$845.00)	\$150.00	(\$995.00)
Total Program - 814 CROSS COUNTRY	(\$365.00)	\$0.00	\$0.00	\$930.00	(\$1,295.00)	\$250.00	(\$1,545.00)
Program - 815 FAST PITCH							
505 MIDDLE SCHOOL	\$355.00	\$525.00	\$0.00	\$245.00	\$635.00	\$265.00	\$370.00
705 HIGH SCHOOL	(\$640.00)	\$298.00	\$0.00	\$880.00	(\$1,222.00)	\$1,449.84	(\$2,671.84)
Total Program - 815 FAST PITCH	(\$285.00)	\$823.00	\$0.00	\$1,125.00	(\$587.00)	\$1,714.84	(\$2,301.84)
Program - 816 FOOTBALL							
505 MIDDLE SCHOOL	(\$800.00)	\$2,645.00	\$0.00	\$0.00	\$1,845.00	\$250.00	\$1,595.00
705 HIGH SCHOOL	(\$2,400.00)	\$7,322.00	\$0.00	\$1,575.00	\$3,347.00	\$3,867.34	(\$520.34)
Total Program - 816 FOOTBALL	(\$3,200.00)	\$9,967.00	\$0.00	\$1,575.00	\$5,192.00	\$4,117.34	\$1,074.66
Program - 819 SLOW PITCH							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249.84	(\$249.84)
Total Program - 819 SLOW PITCH	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249.84	(\$249.84)
Program - 820 SOCCER-BOYS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249.84	(\$249.84)
Total Program - 820 SOCCER-BOYS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249.84	(\$249.84)
Program - 821 SOCCER-GIRLS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249.80	(\$249.80)
Total Program - 821 SOCCER-GIRLS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249.80	(\$249.80)
Program - 824 VOLLEYBALL							
505 MIDDLE SCHOOL	\$1,400.00	\$1,165.25	\$0.00	\$380.00	\$2,185.25	\$1,370.00	\$815.25
705 HIGH SCHOOL	\$1,125.00	\$2,909.00	\$0.00	\$1,600.00	\$2,434.00	\$250.00	\$2,184.00

Newcastle Public School

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 802 ATHLETIC-GATE							
Program - 824 VOLLEYBALL							
Total Program - 824 VOLLEYBALL	\$2,525.00	\$4,074.25	\$0.00	\$1,980.00	\$4,619.25	\$1,620.00	\$2,999.25
Total Project - 802 ATHLETIC-GATE	\$36,746.89	\$14,864.25	\$0.00	\$9,522.10	\$42,089.04	\$17,319.85	\$24,769.19
Project - 810 BASEBALL							
Program - 810 BASEBALL							
705 HIGH SCHOOL	\$152.94	\$0.00	\$0.00	\$0.00	\$152.94	\$0.00	\$152.94
Total Program - 810 BASEBALL	\$152.94	\$0.00	\$0.00	\$0.00	\$152.94	\$0.00	\$152.94
Total Project - 810 BASEBALL	\$152.94	\$0.00	\$0.00	\$0.00	\$152.94	\$0.00	\$152.94
Project - 811 BASKETBALL-BOYS							
Program - 811 BASKETBALL-BOYS							
705 HIGH SCHOOL	\$9,415.65	\$0.00	\$0.00	\$0.00	\$9,415.65	\$0.00	\$9,415.65
Total Program - 811 BASKETBALL-BOYS	\$9,415.65	\$0.00	\$0.00	\$0.00	\$9,415.65	\$0.00	\$9,415.65
Total Project - 811 BASKETBALL-BOYS	\$9,415.65	\$0.00	\$0.00	\$0.00	\$9,415.65	\$0.00	\$9,415.65
Project - 812 BASKETBALL-GIRLS							
Program - 812 BASKETBALL-GIRLS							
705 HIGH SCHOOL	\$0.00	\$705.00	\$0.00	\$0.00	\$705.00	\$0.00	\$705.00
Total Program - 812 BASKETBALL-GIRLS	\$0.00	\$705.00	\$0.00	\$0.00	\$705.00	\$0.00	\$705.00
Total Project - 812 BASKETBALL-GIRLS	\$0.00	\$705.00	\$0.00	\$0.00	\$705.00	\$0.00	\$705.00
Project - 813 CHEER							
Program - 813 CHEER							
505 MIDDLE SCHOOL	\$11,984.42	\$3,757.50	\$0.00	\$4,472.21	\$11,269.71	\$4,500.00	\$6,769.71
705 HIGH SCHOOL	\$25,852.21	\$5,789.00	\$0.00	\$5,105.62	\$26,535.59	\$20,543.43	\$5,992.16
Total Program - 813 CHEER	\$37,836.63	\$9,546.50	\$0.00	\$9,577.83	\$37,805.30	\$25,043.43	\$12,761.87
Total Project - 813 CHEER	\$37,836.63	\$9,546.50	\$0.00	\$9,577.83	\$37,805.30	\$25,043.43	\$12,761.87
Project - 814 CROSS COUNTRY							
Program - 814 CROSS COUNTRY							
705 HIGH SCHOOL	\$558.53	\$1,950.00	\$0.00	\$0.00	\$2,508.53	\$1,804.16	\$704.37
Total Program - 814 CROSS COUNTRY	\$558.53	\$1,950.00	\$0.00	\$0.00	\$2,508.53	\$1,804.16	\$704.37
Total Project - 814 CROSS COUNTRY	\$558.53	\$1,950.00	\$0.00	\$0.00	\$2,508.53	\$1,804.16	\$704.37
Project - 815 FAST PITCH							
Program - 815 FAST PITCH							
705 HIGH SCHOOL	\$8.13	\$0.00	\$0.00	\$0.00	\$8.13	\$0.00	\$8.13
Total Program - 815 FAST PITCH	\$8.13	\$0.00	\$0.00	\$0.00	\$8.13	\$0.00	\$8.13
Total Project - 815 FAST PITCH	\$8.13	\$0.00	\$0.00	\$0.00	\$8.13	\$0.00	\$8.13
Project - 816 FOOTBALL							
Program - 816 FOOTBALL							
705 HIGH SCHOOL	\$640.49	\$0.00	\$0.00	\$0.00	\$640.49	\$0.00	\$640.49
Total Program - 816 FOOTBALL	\$640.49	\$0.00	\$0.00	\$0.00	\$640.49	\$0.00	\$640.49
Total Project - 816 FOOTBALL	\$640.49	\$0.00	\$0.00	\$0.00	\$640.49	\$0.00	\$640.49
Project - 817 GOLF-BOYS							
Program - 817 GOLF-BOYS							
705 HIGH SCHOOL	\$168.71	\$0.00	\$0.00	\$0.00	\$168.71	\$0.00	\$168.71
Total Program - 817 GOLF-BOYS	\$168.71	\$0.00	\$0.00	\$0.00	\$168.71	\$0.00	\$168.71
Total Project - 817 GOLF-BOYS	\$168.71	\$0.00	\$0.00	\$0.00	\$168.71	\$0.00	\$168.71
Project - 818 GOLF-GIRLS							
Program - 818 GIRLS-GOLF							

Newcastle Public School

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 818 GOLF-GIRLS							
Program - 818 GIRLS-GOLF							
705 HIGH SCHOOL	\$454.86	\$0.00	\$0.00	\$0.00	\$454.86	\$0.00	\$454.86
Total Program - 818 GIRLS-GOLF	\$454.86	\$0.00	\$0.00	\$0.00	\$454.86	\$0.00	\$454.86
Total Project - 818 GOLF-GIRLS	\$454.86	\$0.00	\$0.00	\$0.00	\$454.86	\$0.00	\$454.86
Project - 819 SLOW PITCH							
Program - 819 SLOW PITCH							
705 HIGH SCHOOL	\$143.43	\$0.00	\$0.00	\$0.00	\$143.43	\$0.00	\$143.43
Total Program - 819 SLOW PITCH	\$143.43	\$0.00	\$0.00	\$0.00	\$143.43	\$0.00	\$143.43
Total Project - 819 SLOW PITCH	\$143.43	\$0.00	\$0.00	\$0.00	\$143.43	\$0.00	\$143.43
Project - 820 SOCCER-BOYS							
Program - 820 SOCCER-BOYS							
705 HIGH SCHOOL	\$775.96	\$0.00	\$0.00	\$0.00	\$775.96	\$0.00	\$775.96
Total Program - 820 SOCCER-BOYS	\$775.96	\$0.00	\$0.00	\$0.00	\$775.96	\$0.00	\$775.96
Total Project - 820 SOCCER-BOYS	\$775.96	\$0.00	\$0.00	\$0.00	\$775.96	\$0.00	\$775.96
Project - 821 SOCCER-GIRLS							
Program - 821 SOCCER-GIRLS							
705 HIGH SCHOOL	\$775.96	\$0.00	\$0.00	\$0.00	\$775.96	\$0.00	\$775.96
Total Program - 821 SOCCER-GIRLS	\$775.96	\$0.00	\$0.00	\$0.00	\$775.96	\$0.00	\$775.96
Total Project - 821 SOCCER-GIRLS	\$775.96	\$0.00	\$0.00	\$0.00	\$775.96	\$0.00	\$775.96
Project - 823 TRACK							
Program - 823 TRACK							
705 HIGH SCHOOL	\$3,045.20	\$0.00	\$0.00	\$0.00	\$3,045.20	\$0.00	\$3,045.20
Total Program - 823 TRACK	\$3,045.20	\$0.00	\$0.00	\$0.00	\$3,045.20	\$0.00	\$3,045.20
Total Project - 823 TRACK	\$3,045.20	\$0.00	\$0.00	\$0.00	\$3,045.20	\$0.00	\$3,045.20
Project - 824 VOLLEYBALL							
Program - 824 VOLLEYBALL							
705 HIGH SCHOOL	\$1,488.90	\$0.00	\$0.00	\$0.00	\$1,488.90	\$0.00	\$1,488.90
Total Program - 824 VOLLEYBALL	\$1,488.90	\$0.00	\$0.00	\$0.00	\$1,488.90	\$0.00	\$1,488.90
Total Project - 824 VOLLEYBALL	\$1,488.90	\$0.00	\$0.00	\$0.00	\$1,488.90	\$0.00	\$1,488.90
Project - 825 WRESTLING							
Program - 825 WRESTLING							
505 MIDDLE SCHOOL	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00
705 HIGH SCHOOL	\$1,061.71	\$0.00	\$0.00	\$0.00	\$1,061.71	\$399.00	\$662.71
Total Program - 825 WRESTLING	\$1,861.71	\$0.00	\$0.00	\$0.00	\$1,861.71	\$399.00	\$1,462.71
Total Project - 825 WRESTLING	\$1,861.71	\$0.00	\$0.00	\$0.00	\$1,861.71	\$399.00	\$1,462.71
Total	\$161,356.52	\$30,697.99	\$0.00	\$23,894.20	\$168,160.31	\$65,429.03	\$102,731.28

**Newcastle Public School
Revenue/Expenditure Summary**

**Non-Athletic
Sub-Accounts**

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 100 CAFETERIA							
050 DISTRICTWIDE	\$14,933.92	\$6,042.68	\$0.00	\$628.08	\$20,348.52	\$4,448.07	\$15,900.45
105 ELEMENTARY SCHOOL	\$1,253.30	\$575.50	\$0.00	\$0.00	\$1,828.80	\$0.00	\$1,828.80
110 EARLY CHILDHOOD	\$945.14	\$100.50	\$0.00	\$0.00	\$1,045.64	\$0.00	\$1,045.64
505 MIDDLE SCHOOL	\$1,536.07	\$686.47	\$0.00	\$0.00	\$2,222.54	\$0.00	\$2,222.54
705 HIGH SCHOOL	\$1,454.50	\$804.00	\$0.00	\$0.00	\$2,258.50	\$0.00	\$2,258.50
Total Project - 100 CAFETERIA	\$20,122.93	\$8,209.15	\$0.00	\$628.08	\$27,704.00	\$4,448.07	\$23,255.93
Project - 901 ACTIVITY FEES							
050 DISTRICTWIDE	\$794.29	\$0.00	\$0.00	\$0.00	\$794.29	\$0.00	\$794.29
Total Project - 901 ACTIVITY FEES	\$794.29	\$0.00	\$0.00	\$0.00	\$794.29	\$0.00	\$794.29
Project - 902 ADMINISTRATION							
050 DISTRICTWIDE	\$106,546.86	\$90.91	\$0.00	\$80.33	\$106,557.44	\$1,362.64	\$105,194.80
Total Project - 902 ADMINISTRATION	\$106,546.86	\$90.91	\$0.00	\$80.33	\$106,557.44	\$1,362.64	\$105,194.80
Project - 903 GFUND COLLECTIONS							
050 DISTRICTWIDE	\$207.64	\$89.41	\$0.00	\$0.00	\$297.05	\$0.00	\$297.05
Total Project - 903 GFUND COLLECTIONS	\$207.64	\$89.41	\$0.00	\$0.00	\$297.05	\$0.00	\$297.05
Project - 904 DAMAGE DEPOSIT							
050 DISTRICTWIDE	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00
Total Project - 904 DAMAGE DEPOSIT	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00
Project - 905 RACER KID ZONE							
050 DISTRICTWIDE	\$7,837.50	\$9,504.23	\$0.00	\$7.00	\$17,334.73	\$0.00	\$17,334.73
Total Project - 905 RACER KID ZONE	\$7,837.50	\$9,504.23	\$0.00	\$7.00	\$17,334.73	\$0.00	\$17,334.73
Project - 909 ARCHERY							
105 ELEMENTARY SCHOOL	\$3,024.00	\$0.00	\$0.00	\$0.00	\$3,024.00	\$0.00	\$3,024.00
Total Project - 909 ARCHERY	\$3,024.00	\$0.00	\$0.00	\$0.00	\$3,024.00	\$0.00	\$3,024.00
Project - 910 ART							
505 MIDDLE SCHOOL	\$3,159.14	\$195.00	\$0.00	\$0.00	\$3,354.14	\$920.24	\$2,433.90
705 HIGH SCHOOL	\$1,880.33	\$0.00	\$0.00	\$0.00	\$1,880.33	\$0.00	\$1,880.33
Total Project - 910 ART	\$5,039.47	\$195.00	\$0.00	\$0.00	\$5,234.47	\$920.24	\$4,314.23
Project - 911 BAND							
705 HIGH SCHOOL	\$83.70	\$0.00	\$0.00	\$0.00	\$83.70	\$0.00	\$83.70
Total Project - 911 BAND	\$83.70	\$0.00	\$0.00	\$0.00	\$83.70	\$0.00	\$83.70
Project - 912 BOX TOPS							
505 MIDDLE SCHOOL	\$528.78	\$0.00	\$0.00	\$0.00	\$528.78	\$0.00	\$528.78
Total Project - 912 BOX TOPS	\$528.78	\$0.00	\$0.00	\$0.00	\$528.78	\$0.00	\$528.78
Project - 913 CLUB-BPA							
705 HIGH SCHOOL	\$503.16	\$0.00	\$0.00	\$50.00	\$453.16	\$240.00	\$213.16
Total Project - 913 CLUB-BPA	\$503.16	\$0.00	\$0.00	\$50.00	\$453.16	\$240.00	\$213.16
Project - 915 CLUB-FCCLA							
705 HIGH SCHOOL	\$5,261.16	\$607.00	\$0.00	\$0.00	\$5,868.16	\$900.00	\$4,968.16
Total Project - 915 CLUB-FCCLA	\$5,261.16	\$607.00	\$0.00	\$0.00	\$5,868.16	\$900.00	\$4,968.16
Project - 916 CLUB-FFA							
705 HIGH SCHOOL	\$16,956.95	\$24,596.00	\$0.00	\$330.00	\$41,222.95	\$3,572.00	\$37,650.95
Total Project - 916 CLUB-FFA	\$16,956.95	\$24,596.00	\$0.00	\$330.00	\$41,222.95	\$3,572.00	\$37,650.95

Newcastle Public School Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 917 CLUB-SCIENCE							
705 HIGH SCHOOL	\$1,005.15	\$0.00	\$0.00	\$0.00	\$1,005.15	\$0.00	\$1,005.15
Total Project - 917 CLUB-SCIENCE	\$1,005.15	\$0.00	\$0.00	\$0.00	\$1,005.15	\$0.00	\$1,005.15
Project - 918 CLUB-SPANISH							
705 HIGH SCHOOL	\$1,621.73	\$0.00	\$0.00	\$0.00	\$1,621.73	\$0.00	\$1,621.73
Total Project - 918 CLUB-SPANISH	\$1,621.73	\$0.00	\$0.00	\$0.00	\$1,621.73	\$0.00	\$1,621.73
Project - 919 DRAMA							
505 MIDDLE SCHOOL	\$1,287.39	\$0.00	\$0.00	\$0.00	\$1,287.39	\$0.00	\$1,287.39
Total Project - 919 DRAMA	\$1,287.39	\$0.00	\$0.00	\$0.00	\$1,287.39	\$0.00	\$1,287.39
Project - 920 ES-ACADEM OUTREACH							
105 ELEMENTARY SCHOOL	\$2,497.05	\$0.00	\$0.00	\$0.00	\$2,497.05	\$0.00	\$2,497.05
Total Project - 920 ES-ACADEM OUTREACH	\$2,497.05	\$0.00	\$0.00	\$0.00	\$2,497.05	\$0.00	\$2,497.05
Project - 921 ES-BEAUTIFICATION							
105 ELEMENTARY SCHOOL	\$4,804.22	\$0.00	\$0.00	\$0.00	\$4,804.22	\$0.00	\$4,804.22
Total Project - 921 ES-BEAUTIFICATION	\$4,804.22	\$0.00	\$0.00	\$0.00	\$4,804.22	\$0.00	\$4,804.22
Project - 922 ES-CAMP GODDARD							
105 ELEMENTARY SCHOOL	\$10,365.40	\$0.00	\$0.00	\$0.00	\$10,365.40	\$0.00	\$10,365.40
Total Project - 922 ES-CAMP GODDARD	\$10,365.40	\$0.00	\$0.00	\$0.00	\$10,365.40	\$0.00	\$10,365.40
Project - 923 ES-FUNDRAISER							
105 ELEMENTARY SCHOOL	\$31,164.56	\$0.00	\$0.00	\$0.00	\$31,164.56	\$0.00	\$31,164.56
Total Project - 923 ES-FUNDRAISER	\$31,164.56	\$0.00	\$0.00	\$0.00	\$31,164.56	\$0.00	\$31,164.56
Project - 924 ES-LITERACY							
105 ELEMENTARY SCHOOL	\$2,508.21	\$0.00	\$0.00	\$0.00	\$2,508.21	\$148.38	\$2,359.83
Total Project - 924 ES-LITERACY	\$2,508.21	\$0.00	\$0.00	\$0.00	\$2,508.21	\$148.38	\$2,359.83
Project - 925 ES-SPECIAL OLYMPICS							
105 ELEMENTARY SCHOOL	\$2,518.74	\$0.00	\$0.00	\$0.00	\$2,518.74	\$0.00	\$2,518.74
Total Project - 925 ES-SPECIAL OLYMPICS	\$2,518.74	\$0.00	\$0.00	\$0.00	\$2,518.74	\$0.00	\$2,518.74
Project - 926 GIFTED TALENTED							
105 ELEMENTARY SCHOOL	\$3.54	\$0.00	\$0.00	\$0.00	\$3.54	\$0.00	\$3.54
505 MIDDLE SCHOOL	\$125.00	\$0.00	\$0.00	\$0.00	\$125.00	\$0.00	\$125.00
705 HIGH SCHOOL	\$66.82	\$0.00	\$0.00	\$0.00	\$66.82	\$0.00	\$66.82
Total Project - 926 GIFTED TALENTED	\$195.36	\$0.00	\$0.00	\$0.00	\$195.36	\$0.00	\$195.36
Project - 927 HONOR SOCIETY							
505 MIDDLE SCHOOL	\$2,854.30	\$1,120.00	\$0.00	\$0.00	\$3,974.30	\$113.50	\$3,860.80
705 HIGH SCHOOL	\$1,365.83	\$0.00	\$0.00	\$385.00	\$980.83	\$0.00	\$980.83
Total Project - 927 HONOR SOCIETY	\$4,220.13	\$1,120.00	\$0.00	\$385.00	\$4,955.13	\$113.50	\$4,841.63
Project - 928 HOSPITALITY							
110 EARLY CHILDHOOD	\$631.62	\$0.00	\$0.00	\$0.00	\$631.62	\$0.00	\$631.62
705 HIGH SCHOOL	\$145.66	\$0.00	\$0.00	\$0.00	\$145.66	\$0.00	\$145.66
Total Project - 928 HOSPITALITY	\$777.28	\$0.00	\$0.00	\$0.00	\$777.28	\$0.00	\$777.28
Project - 929 HS-TESTING							
705 HIGH SCHOOL	\$1,572.30	\$60.00	\$0.00	\$0.00	\$1,632.30	\$0.00	\$1,632.30
Total Project - 929 HS-TESTING	\$1,572.30	\$60.00	\$0.00	\$0.00	\$1,632.30	\$0.00	\$1,632.30

Newcastle Public School

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 930 HS-TAKE THE LEAD							
705 HIGH SCHOOL	\$1,185.87	\$0.00	\$0.00	\$0.00	\$1,185.87	\$0.00	\$1,185.87
Total Project - 930 HS-TAKE THE LEAD	\$1,185.87	\$0.00	\$0.00	\$0.00	\$1,185.87	\$0.00	\$1,185.87
Project - 931 LIBRARY							
105 ELEMENTARY SCHOOL	\$5,773.81	\$0.00	\$0.00	\$0.00	\$5,773.81	\$1,000.00	\$4,773.81
110 EARLY CHILDHOOD	\$7,617.64	\$116.12	\$0.00	\$319.45	\$7,414.31	\$268.99	\$7,145.32
505 MIDDLE SCHOOL	\$629.11	\$10.50	\$0.00	\$0.00	\$639.61	\$0.00	\$639.61
705 HIGH SCHOOL	\$1,708.73	\$107.00	\$0.00	\$0.00	\$1,815.73	\$500.00	\$1,315.73
Total Project - 931 LIBRARY	\$15,729.29	\$233.62	\$0.00	\$319.45	\$15,643.46	\$1,768.99	\$13,874.47
Project - 932 MS-BOAT RACES							
505 MIDDLE SCHOOL	\$700.59	\$0.00	\$0.00	\$0.00	\$700.59	\$0.00	\$700.59
Total Project - 932 MS-BOAT RACES	\$700.59	\$0.00	\$0.00	\$0.00	\$700.59	\$0.00	\$700.59
Project - 933 MS-FINISHLINE STORE							
505 MIDDLE SCHOOL	\$910.00	\$0.00	\$0.00	\$0.00	\$910.00	\$0.00	\$910.00
Total Project - 933 MS-FINISHLINE STORE	\$910.00	\$0.00	\$0.00	\$0.00	\$910.00	\$0.00	\$910.00
Project - 934 MS-STUDENT STORE							
505 MIDDLE SCHOOL	\$10,592.91	\$362.50	\$0.00	\$0.00	\$10,955.41	\$771.00	\$10,184.41
Total Project - 934 MS-STUDENT STORE	\$10,592.91	\$362.50	\$0.00	\$0.00	\$10,955.41	\$771.00	\$10,184.41
Project - 935 NATIVE ED ENRICHMENT							
105 ELEMENTARY SCHOOL	\$1,500.74	\$0.00	\$0.00	\$0.00	\$1,500.74	\$0.00	\$1,500.74
Total Project - 935 NATIVE ED ENRICHMENT	\$1,500.74	\$0.00	\$0.00	\$0.00	\$1,500.74	\$0.00	\$1,500.74
Project - 936 PE							
105 ELEMENTARY SCHOOL	\$1,594.42	\$0.00	\$0.00	\$0.00	\$1,594.42	\$0.00	\$1,594.42
Total Project - 936 PE	\$1,594.42	\$0.00	\$0.00	\$0.00	\$1,594.42	\$0.00	\$1,594.42
Project - 938 PIT CREW							
505 MIDDLE SCHOOL	\$602.52	\$0.00	\$0.00	\$0.00	\$602.52	\$0.00	\$602.52
Total Project - 938 PIT CREW	\$602.52	\$0.00	\$0.00	\$0.00	\$602.52	\$0.00	\$602.52
Project - 939 PRINCIPALS							
105 ELEMENTARY SCHOOL	\$3,333.37	\$441.03	\$0.00	\$540.13	\$3,234.27	\$476.25	\$2,758.02
110 EARLY CHILDHOOD	\$31,149.19	\$40.00	\$0.00	\$2,204.31	\$28,984.88	\$1,410.73	\$27,574.15
505 MIDDLE SCHOOL	\$24,288.46	\$60.00	\$0.00	\$0.00	\$24,348.46	\$0.00	\$24,348.46
705 HIGH SCHOOL	\$10,104.63	\$40.00	\$0.00	\$148.91	\$9,995.72	\$1,079.62	\$8,916.10
Total Project - 939 PRINCIPALS	\$68,875.65	\$581.03	\$0.00	\$2,893.35	\$66,563.33	\$2,966.60	\$63,596.73
Project - 942 STUCO							
505 MIDDLE SCHOOL	\$12,447.49	\$0.00	\$0.00	\$0.00	\$12,447.49	\$0.00	\$12,447.49
705 HIGH SCHOOL	\$11,969.89	\$0.00	\$0.00	\$64.12	\$11,905.77	\$335.44	\$11,570.33
Total Project - 942 STUCO	\$24,417.38	\$0.00	\$0.00	\$64.12	\$24,353.26	\$335.44	\$24,017.82
Project - 943 TECHNOLOGY							
105 ELEMENTARY SCHOOL	\$1,717.46	\$55.00	\$0.00	\$0.00	\$1,772.46	\$1,000.00	\$772.46
Total Project - 943 TECHNOLOGY	\$1,717.46	\$55.00	\$0.00	\$0.00	\$1,772.46	\$1,000.00	\$772.46
Project - 944 VOCAL MUSIC							
105 ELEMENTARY SCHOOL	\$3,022.04	\$0.00	\$0.00	\$0.00	\$3,022.04	\$0.00	\$3,022.04
705 HIGH SCHOOL	\$3,371.23	\$93.00	\$0.00	\$171.10	\$3,293.13	\$54.00	\$3,239.13
Total Project - 944 VOCAL MUSIC	\$6,393.27	\$93.00	\$0.00	\$171.10	\$6,315.17	\$54.00	\$6,261.17

Newcastle Public School

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 945 YEARBOOK							
105 ELEMENTARY SCHOOL	\$11,679.30	\$549.92	\$0.00	\$0.00	\$12,229.22	\$0.00	\$12,229.22
110 EARLY CHILDHOOD	\$3,111.35	\$220.00	\$0.00	\$0.00	\$3,331.35	\$100.00	\$3,231.35
505 MIDDLE SCHOOL	\$1,854.84	\$0.00	\$0.00	\$0.00	\$1,854.84	\$0.00	\$1,854.84
705 HIGH SCHOOL	\$26,722.07	\$75.00	\$0.00	\$0.00	\$26,797.07	\$0.00	\$26,797.07
Total Project - 945 YEARBOOK	\$43,367.56	\$844.92	\$0.00	\$0.00	\$44,212.48	\$100.00	\$44,112.48
Project - 946 ROBOTICS							
105 ELEMENTARY SCHOOL	\$380.00	\$0.00	\$0.00	\$0.00	\$380.00	\$0.00	\$380.00
705 HIGH SCHOOL	\$9,435.35	\$325.56	\$0.00	\$0.00	\$9,760.91	\$2,847.00	\$6,913.91
Total Project - 946 ROBOTICS	\$9,815.35	\$325.56	\$0.00	\$0.00	\$10,140.91	\$2,847.00	\$7,293.91
Project - 970 CLASS 2020							
705 HIGH SCHOOL	\$13,021.46	\$0.00	\$0.00	\$0.00	\$13,021.46	\$0.00	\$13,021.46
Total Project - 970 CLASS 2020	\$13,021.46	\$0.00	\$0.00	\$0.00	\$13,021.46	\$0.00	\$13,021.46
Project - 971 CLASS 2021							
705 HIGH SCHOOL	\$4,196.36	\$1,402.42	\$0.00	\$0.00	\$5,598.78	\$0.00	\$5,598.78
Total Project - 971 CLASS 2021	\$4,196.36	\$1,402.42	\$0.00	\$0.00	\$5,598.78	\$0.00	\$5,598.78
Project - 972 CLASS 2022							
705 HIGH SCHOOL	\$3,012.57	\$1,392.82	\$0.00	\$0.00	\$4,405.39	\$0.00	\$4,405.39
Total Project - 972 CLASS 2022	\$3,012.57	\$1,392.82	\$0.00	\$0.00	\$4,405.39	\$0.00	\$4,405.39
Project - 973 CLASS 2023							
705 HIGH SCHOOL	\$1,836.82	\$9.60	\$0.00	\$0.00	\$1,846.42	\$0.00	\$1,846.42
Total Project - 973 CLASS 2023	\$1,836.82	\$9.60	\$0.00	\$0.00	\$1,846.42	\$0.00	\$1,846.42
Project - 974 CLASS 2024							
705 HIGH SCHOOL	\$940.15	\$0.00	\$0.00	\$0.00	\$940.15	\$0.00	\$940.15
Total Project - 974 CLASS 2024	\$940.15	\$0.00	\$0.00	\$0.00	\$940.15	\$0.00	\$940.15
Project - 975 CLASS 2025							
505 MIDDLE SCHOOL	\$163.34	\$9.00	\$0.00	\$0.00	\$172.34	\$0.00	\$172.34
Total Project - 975 CLASS 2025	\$163.34	\$9.00	\$0.00	\$0.00	\$172.34	\$0.00	\$172.34
Project - 977 CLASS 2027							
505 MIDDLE SCHOOL	\$976.49	\$0.00	\$0.00	\$0.00	\$976.49	\$0.00	\$976.49
Total Project - 977 CLASS 2027	\$976.49	\$0.00	\$0.00	\$0.00	\$976.49	\$0.00	\$976.49
Project - 978 CLASS 2028							
105 ELEMENTARY SCHOOL	\$117.88	\$0.00	\$0.00	\$0.00	\$117.88	\$0.00	\$117.88
Total Project - 978 CLASS 2028	\$117.88	\$0.00	\$0.00	\$0.00	\$117.88	\$0.00	\$117.88
Project - 979 CLASS 2029							
105 ELEMENTARY SCHOOL	\$1,133.73	\$0.00	\$0.00	\$0.00	\$1,133.73	\$0.00	\$1,133.73
Total Project - 979 CLASS 2029	\$1,133.73	\$0.00	\$0.00	\$0.00	\$1,133.73	\$0.00	\$1,133.73
Project - 980 CLASS 2030							
105 ELEMENTARY SCHOOL	\$3,198.28	\$720.86	\$0.00	\$2,665.31	\$1,253.83	\$1,182.96	\$70.87
Total Project - 980 CLASS 2030	\$3,198.28	\$720.86	\$0.00	\$2,665.31	\$1,253.83	\$1,182.96	\$70.87
Project - 981 CLASS 2031							
105 ELEMENTARY SCHOOL	\$5,757.90	\$770.00	\$0.00	\$1,974.70	\$4,553.20	\$401.30	\$4,151.90
Total Project - 981 CLASS 2031	\$5,757.90	\$770.00	\$0.00	\$1,974.70	\$4,553.20	\$401.30	\$4,151.90

Newcastle Public School

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 9/1/2020 - 9/30/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 982 CLASS 2032							
105 ELEMENTARY SCHOOL	\$0.00	\$60.00	\$0.00	\$0.00	\$60.00	\$0.00	\$60.00
110 EARLY CHILDHOOD	\$3,354.59	\$750.00	\$0.00	\$0.00	\$4,104.59	\$2,157.36	\$1,947.23
Total Project - 982 CLASS 2032	\$3,354.59	\$810.00	\$0.00	\$0.00	\$4,164.59	\$2,157.36	\$2,007.23
Project - 983 CLASS 2033							
110 EARLY CHILDHOOD	\$3,345.20	\$358.82	\$0.00	\$0.00	\$3,704.02	\$822.53	\$2,881.49
Total Project - 983 CLASS 2033	\$3,345.20	\$358.82	\$0.00	\$0.00	\$3,704.02	\$822.53	\$2,881.49
Project - 984 CLASS 2034							
110 EARLY CHILDHOOD	\$2,406.08	\$235.00	\$0.00	\$0.00	\$2,641.08	\$0.00	\$2,641.08
Total Project - 984 CLASS 2034	\$2,406.08	\$235.00	\$0.00	\$0.00	\$2,641.08	\$0.00	\$2,641.08
Total	\$463,107.82	\$52,675.85	\$0.00	\$9,568.44	\$506,215.23	\$26,112.01	\$480,103.22

NEWCASTLE SCHOOLS - TREASURER'S REPORT

As Of September 30, 2020

GOVERNMENTAL FUNDS		
Bank Statements		
	Checking Account 6633	\$ 10.00
	SuperNow Account 9996	\$ 250,031.51
	Federated Sweep 0001	\$ 1,530,781.15
Total - Bank Statements		\$ 1,780,822.66
Accounting Program		
	Cash Balance	\$ 1,783,453.95
	Adjustments: WEX / EFT error	\$ (2,631.29)
Adjusted Cash Balance		\$ 1,780,822.66
Difference Between Bank and Computer:		\$ -
	Outstanding Warrants:	\$ 192,231.66
	Available Cash:	\$ 1,588,591.00

Cash Balance by Fund:		
11	General Fund	\$ 864,584.61
21	Building Fund	\$ 265,489.26
38	Transportation Fund	\$ 125,964.00
39	Technology Fund	\$ 275,860.22
41	Sinking Fund	\$ 251,555.86
	Total:	\$ 1,783,453.95

ACTIVITY FUNDS		
Bank Statements		
	Checking Account 6082	\$ 10.00
	Federated Sweep 0002	\$ 682,781.60
Total - Bank Statements		\$ 682,791.60
Accounting Program		
	Cash Balance	\$ 674,375.54
	Adjustments: Sweep Fee check error	\$ 0.01
	Outstanding Warrants	\$ 8,416.07
Adjusted Cash Balance		\$ 682,791.60
Difference Between Bank and Computer:		\$ -

ELECTRONIC FUND TRANSFER ACCOUNTS		
	EFT Payments	\$ 150,869.09
	Vanco Deposits	\$ 100.00
	MySchoolBucks Deposits	\$ -

INVESTMENT ACCOUNTS		
	Horizon Financial Services (401a)	\$ 5,951.16

October 6, 2020

I am requesting a transfer of funds from the elementary Archery Account #909/105 in the amount of \$3,024.00 to the elementary Technology Account #943/105. I am requesting this transfer due to dissolving the elementary Archery after school program.

I am requesting a transfer of funds from the elementary Robotics Account #946/105 in the amount of \$380.00 to the elementary Technology Account #943/105. I am requesting this transfer due to dissolving the elementary Robotics after school program.

Thank you,

Jay Thomas



Approved:



10-12-20

MEMO

To: Newcastle Board of Education

From: Jeff Landes, CFO / COO

Date: October 12, 2020

Re: Booster Club Sanctioning



I am recommending the following booster clubs be sanctioned for operation for the 2020-2021 School Year:

Newcastle Cheer Booster Club Inc.

Newcastle Basketball Booster Club Inc.

STATEMENT OF WORK NO. RSP 00304

Pursuant to that certain Professional Services Agreement, dated as of this ____ day of _____, 2020 ("Agreement"), by and between RSP & Associates, LLC. ("Consultant"), and Newcastle Public Schools, McClain County, State of Oklahoma ("Client").

CONSULTANT hereby submits this Statement of Work as a request for Professional Services under Section 2.0 of the Professional Services Agreement. The terms and conditions set forth in the Agreement are incorporated by reference and shall supersede any conflicting terms herein. This Statement of Work shall have effect only when signed by CLIENT and accepted by CONSULTANT.

The subject matter of this Statement of Work and the terms and conditions specifically applicable thereto are as follows:

1.0 Description of Professional Services. Professional services provided by Consultant to Client may include, but are not limited to, Consultant's designing, preparing, writing or analyzing one or more of the following: Board Redistricting Report, Boundary Reports, Demographic Reports, Enrollment Reports, Facilitation/Presentations, Facility Staffing Report, Maps, Special Projects or other analysis/reports as may be necessary to perform and carry out all of Consultant's obligations set forth in this Statement of Work.

2.0 Purpose of Professional Services. The purpose of professional services is to assist and provide the client the following products, services, or analysis which are further defined in the Statement of Work section 7.0 and 10.0:

2.1 Enrollment Analysis

3. Project Management.

3.1 Work Plan. All products will be a work in progress that will meet the deadlines stated in the Deliverable section (7) of the contract unless both the client and consultant agree upon another schedule.

3.2 Work Plan Management. At the request of the client, the consultant may provide a description of the status of a particular project.

3.3 Communications. All communications regarding any of the projects should be made to the consultant, Robert S. Schwarz, or those individuals in 4.2

4. Change Control.

4.1 Procedure. Changes to this Statement of Work may be made only in compliance with the terms of Section 19.0 of the Professional Services Agreement.

4.2 Client Changes. Only the following individuals may authorize changes for the Client:

Melonie Hau, Superintendent
Newcastle Public Schools Board of Education

- 4.3 Consultant Changes. Only the following individuals may accept on behalf of Consultant any changes requested by the Client:

Robert Schwarz, Owner

5. Technical Specifications. Each report will be provided in hard copy and digitally in a pdf format unless otherwise notified by the consultant.

6. Quality Standards. The products delivered to the client will be of the highest quality and considered final after being reviewed by the client and those changes made by the consultant.

7. Deliverables.

- 7.1 Consultant Deliverables Defined. The following are products, services or analysis to be created by the consultant.

a. The Enrollment Analysis assists the District in understanding how the projected enrollment impacts capacity at each of its facilities. The report has analysis that projects the enrollment at each facility for the next five years with current boundaries. It includes tables, graphs, charts, and maps. Meetings with County and City planners and developers are utilized to discuss land use, development policies, building permit trends, and future development plans to accurately factor for those variables in the Enrollment Projection Model.

b. Facilitation/Presentations are provided when requested and within the parameters stated in the Work Product section.

- 7.2 Client Deliverables Defined. The following are data or services to be provided by the client.

a. Data download of Official Student Count download in a dbf format – After Official Count Day to include the following data fields:

- Student ID Number
- Address
- City
- State
- Zip
- Grade
- School Attending
- Building Name
- Catchment/Planning Area
- Ethnicity
- Start Date and End Date
- Date of Birth
- Special Education Code

b. The following McClain County Auditors and Assessors data with the extensions of dbf, prj, sbn, sbx, shp, and shx are requested:

- City Boundaries
 - County Boundaries
 - Plat and Subdivision Boundaries
 - School District Boundaries
 - Zip Code Boundaries
 - Census Boundaries
 - Roads
 - Parcels
 - Parcel Attribute fields
 - Public School Point Data
 - Private School Point Data
- c. The following Newcastle city data with the extensions of dbf, prj, sbn, sbx, shp, and shx are requested:
- Infrastructure (Water, Sewer, Electricity, and Gas)
 - Zoning Attributes
 - Long Range Planning attributes
 - Roads with Geocode attributes
- d. Other GIS or data files as needed to complete the reports, studies, or analysis
- e. Digital files produced by the client that will assist in completing the scope of services.

7.3 Deliverables Date. Below is the tentative deliverable date for the products the consultant will provide the clients:

- a. Enrollment Analysis: January 2021

Pricing Terms.

8.1 Payment. The Statement of Work is stated in this section:

- a. 2020/21 School Year
- Upon completion of the Enrollment Analysis client will make payment to the consultant for Nine Thousand and no/100 (\$9,000.00).
 - Client as the option for 10-year projections at a cost of Two Thousand and no/100 (\$2,000.00)
 - Client has the option for a BOE Presentation/meeting at a cost of Two Thousand Five Hundred and no/100 (\$2,500.00)
 - Client has the option for a BOE Presentation/meeting via ZOOM at a cost of Seven Hundred Fifty and no/100 (\$750.00)
- b. The above breakdown does not include the cost of all expenses associated with the final production of the work and the Deliverables. These printing expenses will be charged to the District not to exceed Five Hundred Dollars and no/100 (\$500.00) per report listed in 7.1 unless the client authorizes the expense.

8.2 Contingency. The payment plan stated in 8.1 is contingent upon the Client utilizing Consultant services for the specified amount of time or providing the following data:

a. If the District is unable to provide the requested data as stated in 7.2, the consultant will charge the client the cost associated with obtaining the information in 7.2.

8.3 Additional Services. Any additional services shall be authorized in writing by Client prior to initiation and compensated at the rate of One Hundred Thirty-Five and no/100 (\$135.00) per hour unless otherwise negotiated by both parties.

8. Consultant Content. Consultant Content shall consist of at least the following:

9.1 Enrollment Projection Model

9.2 Population Projection Model

9. Work Product.

9.1 Enrollment Report

- a. Includes detailed analysis of the District enrollment.
- b. Information about the Model Methodology
- c. Information about the Types of Growth
- d. Information about the residential development activity expected
- e. 5-Year Enrollment Forecast
- f. Tables with mid-projection for each facility in the District.
- g. Maps that identify future growth areas
- h. Maps of current boundary and Facility enrollment history

9.2 Facilitation/Presentations

- a. Board Member Meetings – as requested per pricing in 8.1
- b. Staff Meetings – As Needed when consultant at district location (Use technology when appropriate).
- c. Aforementioned meetings use determined by client, the consultant or client may request additional meetings beyond the maximum number allotted that if the client agrees will be an additional expense at the cost stated in 8.3.
- d. Use of web or phone conference calls will be utilized to maintain communication with administration.

9.3 Maps

- a. School District Map that provides information about each facility's boundary, geographical reference to the surrounding community, and references the schools each planning area will attend.
- b. Maintenance of Geographic Information System (GIS) of attendance area of each facility, school sites, and planning areas.

10. Client Content. Client Content may consist of the following elements:

- 11.1 Digital student data for each student with at minimum the fields of address, grade, gender, and ethnicity.
- 11.2 Digital shape-file of parcels in the District.
- 11.3 Digital street centerlines file for all streets in the District that has the appropriate fields for accurate geocoding.
- 11.4 Digital shape-file of all school sites in the District.
- 11.5 Digital shape-file of the current school boundaries for each attendance area.
- 11.6 City and County Future Planning Maps of the area within the District.
- 11.7 Any other data, images, programming, photographs, illustrations, graphics, audio clips, video clips, or text necessary for the completion of the project.

[Remainder of page left blank intentionally. Signature pages follow.]

The parties have executed this Statement of Work by their duly authorized representatives
as of October 9, 2020.

CONSULTANT

RSP & ASSOCIATES, LLC

By: Rob B. Boly

Title: CEO

Date: 10-9-2020

CLIENT

Newcastle Public Schools, McClain County, State of Oklahoma

By: _____

Title: _____

Date: _____

ATTEST:

By: _____

Name: _____
Clerk, Board of Education

APPROVED AS TO FORM:

BY: _____
School Board Attorney



Data Destruction Agreement

Client Information

Service Location

Company Name: Newcastle Public School Phone: 405-387-6302
 Contact Name: Jeff Landes Title: CFO Email: JLandes@Newcastle.K12.OK.US
 Address: 101 N. Main St. City: Newcastle State: OK Zip: 73065
 Sales Representative: Amanda

Bill to Information

Company Name: Newcastle Public School Phone: 405-387-6302
 Contact Name: Lynda Chmil Title: Payroll & Accounting Clerk Email: LChmil@Newcastle.K12.OK.US
 Address: 101 N. Main St. City: Newcastle State: OK Zip: 73065

SERVICE Schedule A

Container Type	QTY	Freq.	Price (Initial)	Price (Additional)
36" Console	1	Monthly	\$35.00	\$10.00
24" Console	_____	_____	_____	_____
96 Gallon Bin	_____	_____	_____	_____
65 Gallon Bin	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Services: _____

Special Notes: _____

Agreed to by (Terms and Conditions on reverse):
 MIDCON Data Services, LLC. ("MIDCON")

Company _____

Signed: [Signature]

Signed: _____

Print: Cory Blakely

Print: _____

Date: 10/8/2020

Date: _____

Schedule B - Service Locations

Address	City	State	Zip	# Large Console	# Small Console	# Large Bins	# Small Bins	Freq
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101 N. Main St.	Newcastle, OK.		73065	1				Monthly
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Initials____

Terms and Conditions

This Data Destruction (“Agreement”), is made and entered into on October 8, 2020, (the “Effective Date”) by and between Newcastle Public School. (“Company”) and MIDCON Data Services, LLC, an Oklahoma limited liability company (“MIDCON”).

1. Data Destruction - The Company agrees to use MIDCON exclusively for all its data destruction services, to include document shredding, magnetic media destruction, and hard drive destruction. MIDCON will provide certified data destruction along with the necessary, lockable containers, and will provide scheduled pickup and/or delivery of containers based on the needs of the Company during the hours of 8:00 AM to 5:00 PM Monday thru Friday. Afterhours, weekends, and holidays are excluded unless prior arrangements are made. A certificate of destruction will be provided with the invoice after completion.
2. Term - The initial term of this Agreement shall be for a period of 1 year(s) commencing on the Effective Date and ending on the 1st day of September 2021. Upon the expiration of the Initial Term, the Agreement will be automatically renewed, upon the same terms and conditions, unless either party provides the other party with prior written notice of its intention to terminate the Agreement, such notice to be provided Ninety (90) days prior to the expiration of any Renewal Term.
3. Pricing – In consideration for the services performed by MIDCON under this Agreement, the Company shall pay to MIDCON fees in the amounts and as provided on Service Schedule A subject to change by MIDCON upon written notice to the Company. Fees listed in Exhibit “A” will automatically be increased 3% each successive year of this agreement effective on January 1st of each year of the agreement. Client agrees to pay all Fees within 30-days of the date of the invoice. Any payments not received by MIDCON on the due date may incur a late fee of Twenty-Five and No/100s Dollars (\$25.00) and accrue interest at the rate of one and one-half percent (1.5%) per month until paid.
4. Confidentiality. MIDCON acknowledges that some or all of the Materials may be proprietary and/or confidential in that the information contained in the Materials is not generally known to the public or by competitors of the Company and derives its value from remaining undisclosed (the “Confidential Information”). MIDCON hereby covenants and agrees to use MIDCON’s best efforts and exercise utmost diligence to protect and safeguard the Confidential Information. MIDCON shall not, either during the Term or after termination of this Agreement, directly or indirectly use any Confidential Information for MIDCON’s own benefit or the benefit of another. MIDCON shall have each of its employees handling the Confidential Information execute and deliver an Employee Confidentiality Agreement, agreeing not to view or distribute the Confidential Information.
5. Termination – If the Company elects to terminate this Agreement prior to the end of the Initial Term or any Renewal Term of the Agreement, the Company must provide MIDCON with prior written notice of no less than ninety (90) days. MIDCON shall have the right to immediately retrieve its consoles and equipment from Company, wherever located and Company must immediately pay MIDCON (a) the average monthly destruction charges through the remaining term of the Agreement; (b) all unpaid invoices and interest as described in paragraph 3; (c) a removal fee of \$50.00 per container.
6. Limitation of Liability. MIDCON is not liable for any loss or damage whatsoever relating to the Material or its destruction by MIDCON or by the repair, replacement or restoration of any destroyed Material. MIDCON’s aggregate liability, if any, arising under this Agreement or the provision of services to Company is limited to the amount of the Service Fees received by MIDCON from Company during the last year of term of this Agreement. Notwithstanding the foregoing, in no event will MIDCON be liable for any special, indirect, incidental, consequential, exemplary, or punitive damages, loss of profits or revenue, or loss of use.
7. Miscellaneous. Except as provided herein, this Agreement may be changed, waived, discharged, or amended only by an instrument in writing signed by representatives of both parties having the requisite authority necessary to bind the respective party. Additionally, each party acknowledges that its representative executing this contract has the necessary authority to bind the respective party for the purposes of this Agreement. This Agreement shall be interpreted and construed under the laws of the State of Oklahoma, except for any laws or rules regarding conflicts of law that would require application of the laws of any other jurisdiction. The parties hereto agree that this Agreement, including any attachments hereto, shall constitute the entire Agreement between the parties regarding the subject matter and supersedes any prior written or oral understanding of any kind between the Company and MIDCON.

Initials _____



EMPLOYMENT SCHEDULE "A"

October 13th, 2020

EMPLOYMENT				
Last Name	First Name	New / Replacement	Site / Assignment	Effective
		Replacement	Custodian, site TBD	10/6/2020
		Replacement	ECC Teacher	10/1/2020
HOURLY EMPLOYEES				
Last Name	First Name		Position	Effective
			Kid Zone	10/8/2020
REASSIGNMENTS				
Last Name	First Name	Prior Assignment	New Assignment	Effective
RESIGNATIONS				
Last Name	First Name	Assignment	Site	Effective
Brown-Johnson	Jessica	Kid Zone Program Manager	ECC/ES	10/23/2020
Crissup	Samantha	Asst. Basketball Coach	MS	10/1/2020
Goff	Angela	Registrar	ECC	11/17/2020
Rider	Sharon	Teacher	ECC/ES	12/10/2020
RESCINDED EMPLOYMENT / TERMINATIONS				
Last Name	First Name	Assignment	Site	Effective