

AGENDA WITH COMMENTARY

**GUTHRIE PUBLIC SCHOOLS
BOARD OF EDUCATION
REGULAR MONTHLY MEETING
802 EAST VILAS
GUTHRIE, OKLAHOMA**

**MONDAY
MAY 8, 2017
7:00 P.M.**

AGENDA:

- 1. Call to Order**
- 2. Roll Call**
- 3. Establish a Quorum**
- 4. Pledge of Allegiance**
- 5. Moment of Silence**
- 6. Presentation of High School Students by Sergeant Gibbs**
- 7. “Beyond Walls Internship” Presentation by Faver Alternative High School Students**
- 8. Presentation of Certified and Support Employee of the Month**
- 9. Update from Operations Department**
- 10. Comments to the Board by:**
 - A. Citizens registered to speak to the Board**
 - B. Board Members**
- 11. Superintendent’s Reports**
- 12. Consent Agenda:.....Pages 7-86**

All of the following items, those items of a routine nature normally approved at Board meetings, will be approved by one vote unless any Board member desires to have a separate vote on any or all of these items. The Consent Agenda consists of the discussion, consideration and action on the following items:

 - A. Minutes of regular meeting held on April 10, 2017**
 - B. Treasurer’s Report**
 - C. Activity Fund Fundraisers as per attached list**

- D. Activity Fund Transfers as per attached list**
- E. Declare listed items as surplus**
- F. Fuel bid as recommended by bid committee**
- G. Encumbrances for General Fund #'s 800-896, Building Fund #'s 230-232, Child Nutrition Fund #'s 38-42, Building Bond 2016 Fund #2 and listed change orders and Activity Fund Reports**
- H. Transportation request from Guthrie YMCA for May 30th through August 11th for various summer field trips.....Page 38**

Commentary:

Many students from our district attend the YMCA summer camp. Field trips are done Tuesdays through Thursdays of most every week and are anywhere from Stillwater to Oklahoma City. The YMCA will be charged \$.60 per mile beginning at the bus lot and will also be charged \$15.82 per hour for drivers. A representative from the Transportation Department has confirmed we have buses and drivers available on these dates. **Dennis Schulz will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- I. Contracts/Agreements under \$10,000**
 - 1. Agreement with the Oklahoma State Department of Education for the 2017 Summer Food Service Program.....Pages 39-55**

Commentary:

The summer feeding program consists of breakfast and lunch and is available to students ages one to eighteen. The program provides meals for students during the summer months. There is no cost to the student. The District receives federal reimbursement from the USDA. **Dennis Schulz will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- 2. Agreement with the State of Oklahoma, Department of Rehabilitation Services for Transition School-to-Work for 2017-2018.....Pages 56-74**

Commentary:

The transition school-to-work program is for eligible students with disabilities. The purpose of the agreement is to provide work-readiness training and work experiences for the students. They cannot work more than 15 hours a week during the school year or not more than 20 hours a week during summer break. They will receive school credit for participation and will be paid a stipend based on the federal minimum wage. The Department of Rehabilitation will reimburse the District for stipends paid to the students in the school work study program. **Eldona Woodruff will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- 3. Agreement with Learning Sciences International for 2017-2018 for Marzano Training.....Pages 75-76**

Commentary:

This agreement splits the cost with Yukon Public Schools for training on the new Marzano Evaluation Model for all district and site administrators. **Doug Ogle will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- 4. Renewal agreement with Learning Sciences International for 2017-2018 for iObservation.....Pages 77-78**

Commentary:

This is a renewal of the iObservation evaluation program being used by all site principals for evaluations of their teaching staff. There is no price increase over last year. **Doug Ogle will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- 5. Renewal agreement with Oklahoma State School Boards Association for membership dues for 2017-2018.....Pages 79-81**

Commentary:

We have been a member of OSSBA for many years. They provide great service to the District and to the Board. An explanation of their services is listed in your packet. There is no increase in cost. **Dr. Simpson will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

- 6. Agreement with Marylyn Steffensen for Psychoeducational Services for 2017-2018.....Pages 82-83**

Commentary:

Ms. Steffensen will provide Special Education evaluations for the 2017-2018 school year and will supplement services provided by the District's school psychologists and psychometrists. During the school year, anytime the number of assessment referrals exceeds the amount our school psychometrists and psychologists can complete in a 45 day period, the additional assessments will be completed by Ms. Steffensen. The contract reflects a \$25 decrease per test given. **Eldona Woodruff will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

7. Agreement with Oklahoma Hearing Solutions for Audiological Services for 2017-2018.....Pages 84-86

Commentary:

Guthrie Public Schools is required to provide audiological evaluations and hearing aid molds for certain students with hearing impairments. Oklahoma Hearing Solutions is used on an as needed basis only. There is no increase in cost. The cost of this agreement will be approximately \$1,000.00 if services are needed.

Eldona Woodruff will answer any questions.

RECOMMENDED ACTION:

The Superintendent recommends approval.

13. Business Agenda:

A. Recommendation, consideration and action to approve E-rate Technology Plan for 2017-2020.....Pages 87-101

Commentary:

E-rate rules require the School District to approve a 3-year Technology Plan each year. That Plan is then approved by the State Department of Education. **Dee Benson will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

B. Recommendation, consideration and action to approve E-rate contracts for 2017-2018.....Pages 102-116

Commentary:

The contracts for e-rate purchases must be approved separately from the e-rate application. **Dee Benson will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

C. Recommendation, consideration and action to approve teachers and administrator as listed for 2017 K-8 Remedial Summer School.....Pages 117

Commentary:

Included in your packet is the list of employees recommended for the Remedial Summer School Program which was Board Approved on March 6, 2017. **Carmen Walters will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

D. Recommendation, consideration and action upon Edgenuity Virtual Classroom Consortium Contract with Meridian Technology Center for 2017-2018....Page 118

Commentary:

Edgenuity is our online instruction vendor. We purchase this through a consortium of other public schools administered by Meridian Technology Center. The cost remains the same as last year’s contract price. **Doug Ogle will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

E. Recommendation, consideration and action upon renewal agreement with Ms. Teresa Ewing to provide Physical Therapy Services for 2017-2018....Pages 119-121

Commentary:

Ms. Ewing has provided Physical Therapy Services for Guthrie Public Schools for the last nine years. This contract reflects an increase of \$2.00 per hour. **Eldona Woodruff will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

F. Recommendation, consideration and action upon survey request for TSET Healthy Living Program.....Pages 122-154

Commentary:

This instrument will be used by the Logan County Health Department as a local effort to increase physical activity, access to nutrition, tobacco use prevention and promoting walkable communities within organizations that they are partnering with. Copies of the survey and more in-depth information are included in your packet. **Dr. Simpson will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

G. Discussion, consideration and vote to approve a Right of Way Agreement between the District and Oklahoma Natural Gas Company for a 10 foot wide pipeline easement along E. Charter Oak Road in the Southwest Quarter of Section 24, T15N. R2W, Logan County, Oklahoma.....Pages 155-157

Commentary:

This easement agreement with ONG is in addition to the normal 33 feet from the center of the road at the construction site to allow for the installation of a new pipeline for this area which will be providing utility service to Charter Oak Elementary. **Dr. Simpson will answer any questions.**

RECOMMENDED ACTION:

The Superintendent recommends approval.

14. Proposed executive session for the purpose of discussing employment of personnel, FMLA requests, resignation/separation from employment and transfer of position requests all as set out on the Personnel Reports, rehiring of support personnel as listed for 2017-2018, discussion of resignation agreement of Tonya Jones and discussion of teacher

negotiations for 2017-2018, disclosure of which information would violate the confidentiality requirements of state and/or federal law all pursuant to 25 OKLA. STAT. Section 307 (B) 1, 2 and 7

- A. Vote to go into executive session
- B. Acknowledge Board's return to open session
- C. Statement of minutes of executive session

- 15. Vote on action as set out on the Personnel Reports.....Pages 158
- 16. Action upon recommendation to rehire support personnel as listed for 2017-2018
Pages 159-162
- 17. Recommendation, consideration and action to enter into the Resignation Agreement with Tonya Jones and to accept her resignation
- 18. Recommendation, consideration and action to accept any resignations offered since the posting of the agenda
- 19. Discussion and possible action on new business not known about or could not have been reasonably foreseen at the time of the agenda posting
- 20. Adjourn

Dr. Mike Simpson
Superintendent

jf

Posted by: _____

Date: _____ **Time:** _____

Place: _____

**GUTHRIE PUBLIC SCHOOLS
BOARD MINUTES
REGULAR MEETING
APRIL 10, 2017**

MINUTES OF THE GUTHRIE PUBLIC SCHOOLS BOARD OF EDUCATION REGULAR MEETING HELD AT 7:00 P.M. IN THE OFFICE OF THE BOARD, 802 EAST VILAS, GUTHRIE, OKLAHOMA ON APRIL 10, 2017

Board Members Present: Jennifer Bennett-Johnson, Gina Davis, Terry Pennington, Janna Pierson, Travis Sallee, Tina Smedley and Sharon Watts

District Level School Officials Present: Dr. Mike Simpson, Superintendent
Dennis Schulz, Ass't Superintendent
Doug Ogle, Executive Director of Personnel/Secondary Ed
Carmen Walters, Executive Director of Federal Programs/Elementary Ed
Eldona Woodruff, Director of Special Education
Cody Thompson, Director of Operations
Dee Benson, Director of Technology
Jessica Callaway, Director of Child Nutrition
Jean Watts, Deputy Minutes Clerk

1. The meeting was called to order by President Bennett-Johnson.
2. Members Jennifer Bennett-Johnson, Gina Davis, Terry Pennington, Janna Pierson, Travis Sallee, Tina Smedley and Sharon Watts were present for roll call.
3. A quorum was established.
4. President Bennett-Johnson asked everyone present to stand and join her in the Pledge of Allegiance.
5. President Bennett-Johnson asked everyone present to join her in a Moment of Silence.
6. President Bennett-Johnson asked for the presentation of Certified and Support Employee of the Month.

Mr. Doug Ogle, Executive Director of Personnel and Secondary Education, announced the certified employee of the month award winner for March: Ms.

Eldona Woodruff, Director of Special Education, was nominated by Ms. Laura Benham, GUES Special Education Teacher. After the nomination letter was read by Ms. Benham, Mr. Ogle presented Ms. Woodruff with a plaque. The March support employee of the month was unable to attend the board meeting and will be recognized next month.

- 7A. President Bennett-Johnson asked the Superintendent if there were any citizens registered to speak to the Board.**

Superintendent Simpson stated there were no citizens registered to speak to the Board.

- 7B. President Bennett-Johnson called for any comments to the Board by Board members.**

Tina Smedley announced that she participated in the Color Me Blue, Run for Lexi hosted by Guthrie Junior High. She wanted to congratulate and thank Mr. Rainwater, GJHS Principal, as well as the GJHS staff for putting together a great event and honoring one of our former Bluejays, Lexi Hastings who unexpectedly passed away in December.

- 8. President Bennett-Johnson called for the Superintendent's Reports.**

Superintendent Simpson reported on the following:

Attended Donuts for Dads at Central on March 10th. Stated this was a great event hosted by Principal Dani Watson and Central Elementary Staff.

On March 29th, presented 21 grants along with representatives from the Guthrie Educational Foundation to teachers totaling approximately \$22,000. Normally, an event is held of an evening to award these grants. This year, it was decided the grants would be presented during class time so students could be involved in the celebrations as well. In addition to the grants, all 2016-2017 site teachers of the year were awarded \$50 to be used towards their classrooms.

The Chamber of Commerce Workforce Development Committee went to each school on March 31st to surprise and honor support staff members throughout the District.

Announced the date for the second TIF Review Committee Meeting to be April 14th.

Prom will be held at the Dominion House on April 29th.

All board members received a copy of the performance review recommendations made through board committees.

Reported the cuts in state aid through March total almost \$239,000. We are continuing to receive cuts. The details were discussed during the Finance Committee Meeting.

The new windows have been installed at Central Elementary. Dr. Simpson is currently working to schedule a pre-construction meeting with W.L. McNatt in the next couple of weeks to get a construction schedule complete for Charter Oak Elementary. We will wait to have a ground breaking ceremony for Charter Oak Elementary until we have gravel for parking.

9. President Bennett-Johnson called for action on the Consent Agenda.

A motion was made by Pennington and seconded by Pierson to approve the Consent Agenda excluding Item 9B.

The motion carried with 7 ayes and 0 nays.

A motion was made by Pennington and seconded by Smedley to approve Item 9B, minutes of special meeting held on March 30, 2017.

The motion carried with 6 ayes and 1 abstention-Member Bennett-Johnson abstaining.

10A. President Bennett-Johnson called for discussion and possible board action to adopt the OSSBA Superintendent Evaluation Instrument.

Dr. Ann Caine from the Oklahoma State School Boards Association discussed the OSSBA Superintendent Evaluation Instrument and service.

Discussion followed.

A motion was made by Pierson and seconded by Watts to adopt the OSSBA Superintendent Evaluation Instrument.

Discussion followed.

The motion carried with 5 ayes and 2 nays-Members Pennington and Davis voting nay.

10B. President Bennett-Johnson called for recommendation, consideration and action upon contract for auditing services for 2017-2018 for fiscal year 2016-2017.

A motion was made by Pierson and seconded by Davis to approve the contract with Putnam & Company, PLLC, for auditing services for 2017-2018 for fiscal year 2016-2017.

The motion carried with 7 ayes and 0 nays.

- 10C. President Bennett-Johnson called for recommendation, consideration and action upon Growth and Development presentation by Ms. Debbie Blan R.N. for 5th grade students at Guthrie Upper Elementary.

Discussion followed.

A motion was made by Watts and seconded by Smedley to approve the Growth and Development presentation by Ms. Debbie Blan R.N. for 5th grade students at Guthrie Upper Elementary.

The motion carried with 7 ayes and 0 nays.

- 10D. President Bennett-Johnson called for recommendation, consideration and action upon revision to District Policy:
- *D-9 Testing Employees (other than bus drivers) With Regard to the Use of Alcohol and Illegal Chemical Substances*

A motion was made by Pennington and seconded by Smedley to approve the revision to District Policy:

- *D-9 Testing Employees (other than bus drivers) With Regard to the Use of Alcohol and Illegal Chemical Substances*

The motion carried with 7 ayes and 0 nays.

- 10E. President Bennett-Johnson called for recommendation, consideration and action upon revision to District Policy:
- *G-3 Production of Public Records Policy*

A motion was made by Pierson and seconded by Watts to approve the revision to District Policy:

- *G-3 Production of Public Records Policy*

The motion carried with 7 ayes and 0 nays.

11. President Bennett-Johnson called for proposed executive session for the purpose of discussing employment of personnel, FMLA requests, resignation/separation from employment and transfer of position requests all as set out on the Personnel Reports, employment of career and probationary contract teachers as listed for 2017-2018 and discussion of teacher negotiations for 2017-2018, disclosure of which information would violate the confidentiality requirements of state and/or federal law all pursuant to 25 OKLA. STAT. Section 307 (B) 1, 2 and 7.

- 11A. A motion was made by Smedley and seconded by Watts to go into executive session.

The motion carried with 7 ayes and 0 nays. Executive session began at 7:40 p.m.

11B. President Bennett-Johnson acknowledged the Board's return to open session at 8:15 p.m.

11C. President Bennett-Johnson stated that in executive session only those items listed in Agenda Item 11 were discussed and no votes were taken.

12. President Bennett-Johnson called for a vote on action as set out on the Personnel Reports.

A motion was made by Smedley and seconded by Pennington to approve action as set out on the Personnel Reports.

The motion carried with 7 ayes and 0 nays.

13. President Bennett-Johnson called for action upon recommendation to employ career and probationary contract teachers as listed for 2017-2018.

A motion was made by Watts and seconded by Sallee to approve to employ career and probationary contract teachers as listed for 2017-2018.

The motion carried with 7 ayes and 0 nays.

14. President Bennett-Johnson called for recommendation, consideration and action to accept any resignations offered since the posting of the agenda.

Superintendent Simpson stated he had received one resignation: Ms. Judee Koch, District Psychometrist, announced her retirement effective May 23, 2017.

A motion was made by Pennington and seconded by Smedley to approve the retirement of Ms. Judee Koch effective May 23, 2017.

The motion carried with 7 ayes and 0 nays.

15. President Bennett-Johnson called for discussion and possible action on new business not known about or could not have been reasonably foreseen at the time of the agenda posting.

Superintendent Simpson stated there was no new business.

16. A motion was made by Pennington and seconded by Watts to adjourn the meeting.

The motion carried with 7 ayes and 0 nays.

The meeting adjourned at 8:18 p.m.

Jana Frey, Minutes Clerk

Jennifer Bennett-Johnson, Board President

TREASURER'S REPORT
APRIL 30, 2017

BANK BALANCES

FARMERS & MERCHANTS

General Fund	\$ 5,329,179.23
Building Fund	702,537.79
Sinking Fund	1,981,896.40
ILR Fund	65,425.18
G&E Fund	11,715.67
Child Nutrition Fund	360,635.81
Activity Fund	579,833.67
School Age-Care Fund	75,619.14
Bond Fund	<u>2,715,756.03</u>

TOTAL \$ 11,822,598.92

RECEIPTS

GENERAL FUND:

Logan County	\$ 618,477.76
State of Oklahoma	804,036.96
Okla. Tax Comm.	225,146.92
School Land Earn.	62,862.12
R.O.T.C.	5,968.27
Federal Programs	459,248.14
Misc Receipts	28,352.54
Correcting Entry(-)	
General Acct. Int.	3,546.64
Minus (-) Bank Fees	<u>149.76</u>
TOTAL	\$2,207,489.59

SINKING FUND:

Logan County \$212,957.21

CHILD NUTRITION FUND:

Local	\$32,523.98
State	11,606.55
Federal	<u>105,510.16</u>
TOTAL	\$149,640.69

INS.LOSS RECOVERY FUND:

\$1,955.03

BUILDING FUND

Logan County	\$ 73,636.16
Bldg. for Champs	<u>20.00</u>
TOTAL	\$ 73,656.16

BOND FUND:

Interest	\$565.74
Bank Fees	<u>(-)13.45</u>
TOTAL	\$552.29

WARRANTS PAID

GENERAL FUND:

2015-2016
2016-2017 \$1,580,560.02

GIFTS & ENDOWMENTS FUND:

2015-2016
2016- 2017

BUILDING FUND:

2015- 2016
2016-2017 \$ 39,676.92

INS. LOSS RECOVERY FUND:

2015-2016
2016-2017

CHILD NUTRITION FUND:

2015-2016
2016-2017 \$120,828.21

BOND FUND:

2015-2016 \$223,528.88
2016-2017 19,400.58

CD/INVESTMENTS:

Oklahoma State Bank – Bond CD \$1,000,000.00
Farmers and Merchants Bank – Bond CD \$7,000,000.00

TOTAL MONIES IN F&M BANK \$11,822,598.92

PLEDGED – FDIC \$250,000.00
PLEDGED – F&M BANK \$ 19,782,000.00

TOTAL MONIES IN OKLAHOMA STATE BANK \$1,000,000.00

PLEDGED – FDIC \$250,000.00
PLEDGED – OSB \$800,000.00

**GUTHRIE PUBLIC SCHOOLS
ACTIVITY FUND FUNDRAISER REQUEST
May 08, 2017**

- a.** Link Crew, 858 Link Crew Leader Dues
- b.** Drama, 913 Dessert & Play Ticket sales
- c.** Drama, 913 Follies & Improv Show



RECEIVED
4.24.17

GUTHRIE PUBLIC SCHOOLS
ACTIVITY FUND FUNDRAISER REQUEST FORM

Date of Request: April 19, 2017 Site Name: High School

Acct. Name & #: Link crew #858 Current Unobligated Account Balance: \$ 666.99

Select One: Soliciting in school only Soliciting in school and community Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.)

Link Crew Leader Dues

*If food and/or beverage items are being **sold to students during the school day**, they must meet the Smart Snacks in School's nutritional standards that went into effect across the country July 1st 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards: <https://foodplanner.healthiergeneration.org/calculator/>*

Please supply the following information:

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies, soda)

Manufacturer: None

Purpose for which funds will be used:
Operating costs and t-shirts

Name of Vendor: None

Address of Vendor: _____

Items to be purchased in order to conduct the fundraiser:

None

- a. Estimated INCOME: \$600.00
- b. Less Estimated EXPENSE: \$550.00
- c. Estimated PROFIT: \$50.00

NOTES:

First day of Fundraiser: May 9, 2017 Last Day of Fundraiser: May 31, 2018

I understand that when this fundraiser is completed, an After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close date of the fundraiser.

What will happen to any items that are not sold? _____

Are school district facilities required? _____ If yes, a facility use permit must be completed.

Sponsor's Signature: [Signature] Date: 4/20/17

Principal's Signature: [Signature] Date: 4-20-17

Athletic Director's Signature (if applicable): _____ Date: _____

Board of Education Approval Date: _____



GUTHRIE PUBLIC SCHOOLS
ACTIVITY FUND FUNDRAISER REQUEST FORM

Date of Request: 4-5-17 Site Name: GHS

Acct. Name & #: Drama 913 Current Unobligated Account Balance: \$1615⁹²/₁₀₀

Select One: Soliciting in school only Soliciting in school and community Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.)

Dessert and play -tickets sold at the door in the evening

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in School's nutritional standards that went into effect across the country July 1st 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards: <https://foodplanner.healthiergeneration.org/calculator/>

Please supply the following information:
Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies, soda)
Evening event

Manufacturer: _____

Purpose for which funds will be used:

props, subs, transportation, costumes, paints, supplies, food, drinks, scripts, fees, lodging, misc.

Name of Vendor: _____

Address of Vendor: _____

Items to be purchased in order to conduct the fundraiser:

desserts, drinks, props, misc.

- a. Estimated INCOME: 300.00
- b. Less Estimated EXPENSE: 200.00
- c. Estimated PROFIT: 100.00

NOTES:

First day of Fundraiser: May 9, 2017 Last Day of Fundraiser: May 9, 2017

I understand that when this fundraiser is completed, an After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close date of the fundraiser.

What will happen to any items that are not sold? n/a

Are school district facilities required? yes If yes, a facility use permit must be completed.

Sponsor's Signature: Shelley Bergman Date: 4/5/17

Principal's Signature: Chris Elbrando DS Date: 4-5-17

Athletic Director's Signature (if applicable): _____ Date: _____

Board of Education Approval Date: _____

Form: AF Fundraiser Request 4/2016

RECEIVED
4-7-17

GUTHRIE PUBLIC SCHOOLS
ACTIVITY FUND FUNDRAISER REQUEST FORM

Date of Request: 4-5-17 Site Name: GHS

Acct. Name & #: Drama 913 Current Unobligated Account Balance: \$ 1,615.92
08

Select One: Soliciting in school only Soliciting in school and community Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.)

Follies an improv show performed for students.

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in School's nutritional standards that went into effect across the country July 1st 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards: <https://foodplanner.healthiergeneration.org/calculator/>

Please supply the following information:

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies, soda)

n/a

Manufacturer: _____

Purpose for which funds will be used:

props, subs, transportation, costumes, paints, supplies, food, drinks, scripts, fees, lodging, misc.

Name of Vendor: _____

Address of Vendor: _____

Items to be purchased in order to conduct the fundraiser:

misc. props

- a. Estimated INCOME: 200.00
- b. Less Estimated EXPENSE: 50.00
- c. Estimated PROFIT: 150.00

NOTES:

First day of Fundraiser: May 18, 2017 Last Day of Fundraiser: May 18, 2017

I understand that when this fundraiser is completed, an After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close date of the fundraiser.

What will happen to any items that are not sold? n/a

Are school district facilities required? yes If yes, a facility use permit must be completed.

Sponsor's Signature: Shelley Bengman Date: 4/5/17

Principal's Signature: Chris Grande DS Date: 4-5-17

Athletic Director's Signature (if applicable): _____ Date: _____

Board of Education Approval Date: _____

Form: AF Fundraiser Request 4/2016

TRANSFERS FOR BOARD APPROVAL
May 08, 2017

TO:	FROM:	REASON	\$AMOUNT
Faver Activity, 937	HS Activity, 884	Transport costs	\$100.00
FFA, 877	GF Refund Acct. 925	Postage	\$ 61.54
Jr Class, 862	Sr Class, 861	Dues paid in error	\$50.00



RECEIVED
4-17-17



**Guthrie Public Schools
ACTIVITY FUND
REQUEST FOR TRANSFER OF FUNDS
(Effective 2006)**

Amount 100.00

Date Requested 4-5-17

Transfer to: #937 Faver Activity
Account Name & Number

Transfer from: #884 HS Activity
Account Name & Number

State Reason for Transfer Below

to cover costs of transportation for job shadowing students

Sponsor's Signature: Chris P. [Signature]

President / Vice-Pres. Signature: _____

Treasurer/Secretary's Signature: _____

Principal's Signature: Chris P. [Signature]

Transfer # _____

Board Approved _____



RECEIVED
4-24-17



Guthrie Public Schools
ACTIVITY FUND
REQUEST FOR TRANSFER OF FUNDS
(Effective 2006)

Amount \$ 6154

Date Requested 4/20/17

Transfer to: 877, FFA
Account Name & Number

Transfer from: 925, General Fund Refund Account
Account Name & Number


State Reason for Transfer Below

Postage for FFA Banquet 181 @ .344 each

Sponsor's Signature: 

President / Vice-Pres. Signature: _____

Treasurer/Secretary's Signature: _____

Principal's Signature: 

Transfer # _____

Board Approved _____



RECEIVED
4-28-17

Guthrie Public Schools
ACTIVITY FUND
REQUEST FOR TRANSFER OF FUNDS
(Effective 2006)

Amount 50.00

Date Requested 4/27/2017

Transfer to: 862 Junior Class
Account Name & Number

Transfer from: 861 Senior Class
Account Name & Number

State Reason for Transfer Below

Justice Simonton is a junior not a senior. *Paid Sr. dues to acct. 861
When S/B paid to Jr Dues acct
862.*

Sponsor's Signature:

Paul S. Johnson

President / Vice-Pres. Signature: _____

Treasurer/Secretary's Signature: _____

Principal's Signature:

Chris [Signature]

Transfer # _____

Board Approved _____



Staking A Claim in Our Students' Future

Cody Thompson
Director of Operations

Phone 405-282-5944
cody.thompson@guthriepls.net

To: Dr. Mike Simpson and
Board of Education

Date: April 26, 2017

We would like to declare the following Vo-Ag items surplus:

2 Torches
4 Mig welders
Tig machine

Thank you,

A handwritten signature in black ink, appearing to read 'Cody Thompson', with a long horizontal line extending to the right.

Cody Thompson

**Transportation Department
Fuel Bids
2016-2017**

DATE: <u>04/13/17</u>	TIME BIDS BEGAN: <u>9:02</u>	AMOUNT NEEDED: DIESEL: <u>7000</u>
PO#:	TIME BIDS CLOSED: <u>9:32</u>	UNLEADED: <u>1000</u>

COMPANY NAME	CONTACT PERSON	PHONE	UNLEADED	DIESEL
FUEL MASTERS	<i>Scott</i> KIT, BRIAN, CODY or HARDIN	1-866-455-3835	1.8670	1.7680
PENLEY OIL COMPANY	MIKE, SCOTT or <u>GEORGEANN</u>	235-7553	1.84124	1.76024
RED ROCK	JOANIE or <u>TRICHA</u>	677-3373	1.8248	1.7399
TRUMAN ARNOLD COMPANIES	CASEY	1-800-808-6500	1.945643	1.86043

AMOUNT OF FUEL PURCHASED:	COMPANY BID AWARDED TO: <i>Red Rock</i>	
UNLEADED FUEL: <i>1000 gallons</i>	PRICE PER GALLON: <i>1.8248</i>	TOTAL AMT: <i>1,824.80</i>
DIESEL FUEL: <i>7000 gallons</i>	PRICE PER GALLON: <i>1.7399</i>	TOTAL AMT: <i>12,179.30</i>
		TOTAL PURCHASE: <i>\$14,004.10</i>

PER TELEPHONE BIDS RECEIVED BY: <u><i>Sune Bull</i></u> <u><i>Vicki Biggs</i></u>	COMMENTS:
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Purchase Order Register

Options: Year: 2016-2017, Fund: GEN FUND-FOR OP, Date Range: 7/1/2016 - 6/30/2017, PO Range: 800 - 896

PO No	Date	Vendor No	Vendor	Description	Amount
800	04/05/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/FOUNDATION GRANT/WORKMAN/JH	51.02
801	04/05/2017	15994	AMAZON CAPITAL SERVICES	FURNITURE/FOUNDATION GRANT/ALLEN/FOGARTY	837.07
802	04/05/2017	12171	LAKESHORE LEARNING MATERIALS	BOOKS/CD'S/FOUNDATION GRANT/JENSON/COTTERAL	1,200.60
803	04/05/2017	13138	HERTZBERT-NEW METHOD, INC	BOOKS/EDUCATION FOUNDATION GRANT/MICK/JH	753.69
804	04/05/2017	13545	SCHOLASTIC BOOK FAIRS, INC	BOOKS/EDUCATION FOUNDATION GRANT/DAVENPORT/FOGARTY	700.00
805	04/05/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/EDUCATION FOUNDATION GRANT/DAVENPORT/FOG.	46.58
806	04/07/2017	43919	TANGIBLE PLAY, INC	SUPPLIES/FOUNDATION GRANT/PERRING/FOGARTY	751.00
807	04/07/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/FOUNDATION GRANT/STANSBURY/COTTERAL	249.98
808	04/07/2017	12171	LAKESHORE LEARNING MATERIALS	SUPPLIES/FOUNDATION GRANT/DAVENPORT/COTTERAL	129.00
809	04/07/2017	12682	MIDWEST BUS SALES, INC.	BLANKET FOR SUPPLIES AND PARTS	5,000.00
810	04/07/2017	16611	ACT HOLDCO	BLANKET FOR PARTS AND SUPPLIES	5,000.00
811	04/07/2017	14207	WALMART COMMUNITY	SUPPLIES/FOUNDATION GRANT/RIFE/JH	49.99
812	04/07/2017	14207	WALMART COMMUNITY	SUPPLIES/FOUNDATION GRANT/HARRIS/FOGARTY	145.34
813	04/07/2017	12394	LOWE'S COMPANIES, INC.	SUPPLIES/VO-AG/DRAKE/HS	400.00
814	04/07/2017	43554	ROBERTS DISPOSAL SERVICES, INC	DAMAGED POLYCAR/ACCIDENT/TRANSPORT ATION	35.00
815	04/07/2017	12171	LAKESHORE LEARNING MATERIALS	SUPPLIES/FOUNDATION GRATN/ALEXANDER/FOGARTY	997.97
816	04/11/2017	11933	JOHN VANCE MOTORS, INC.	VO-AG TRUCK REPAIRS/TRANSPORTATION	5,478.95
817	04/12/2017	43918	TODAY'S THERAPY SOLUTIONS	REGISTRATION/SPECIAL ED/CENTRAL/FOGARTY	230.00
818	04/12/2017	12910	OFFICE DEPOT, INC.	INK CARTRIDGES/VO- AG/DRAKE/HS	600.00
819	04/12/2017	10163	BARNES & NOBLE BOOKSELLERS, INC.	BOOKS/FOUNDATION GRANT/GREEN/FOGARTY	665.45
820	04/12/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/FOUNDATION GRANT/GREEN/FOGARTY	946.34
821	04/12/2017	43789	NANCY ELIZABETH MCLEAN	OT CONTRACT REMAINDER OF YEAR/SPECIAL ED	12,000.00
822	04/12/2017	42541	TERESA EWING	PT CONTRACT FOR REMAINDER OF YEAR/SPECIAL ED	12,000.00
823	04/13/2017	13286	RED ROCK DISTRIBUTING CO.	FUEL PER BID/TRANSPORTATION	14,004.10

Purchase Order Register

Options: Year: 2016-2017, Fund: GEN FUND-FOR OP, Date Range: 7/1/2016 - 6/30/2017, PO Range: 800 - 896

PO No	Date	Vendor No	Vendor	Description	Amount
824	04/14/2017	42601	LIGHTSPEED TECHNOLOGIES, INC.	SUPPLIES/FOUNDATION GRANT/REDUS/HS	1,494.00
825	04/14/2017	43174	BOATHOUSE ROW SPORTS, LTD	HS- UNIFORMS (GIRLS TRACK)	1,116.00
826	04/14/2017	10032	IKEA US WEST, INC.	SUPPLIES/FOUNDATION GRANT/MURRAY/CENTRAL	269.97
827	04/14/2017	13171	KEITH PICKETT	SUPPLIES/V. LAUSEN/COTTERAL	59.20
828	04/14/2017	14377	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS/LIBRARY/JENSEN/COTTER AL	348.43
829	04/14/2017	15926	DELL MARKETING L.P.	PRINTER INK/SPECIAL ED/WOODS/ADMINISTRATION	336.27
830	04/14/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/V. LAUSEN/COTTERAL	930.10
831	04/14/2017	40123	SUMMIT TRUCK GROUP	BLANKET FOR PARTS/TRANSPORTATION	3,000.00
832	04/14/2017	14207	WALMART COMMUNITY	SUPPLIES/FOUNDATION GRANT/BARRETT/HS	50.00
833	04/14/2017	14207	WALMART COMMUNITY	OFFICE SUPPLIES/DODGION/CENTRAL	165.91
834	04/14/2017	13229	QUILL CORPORATION	ADDING MACHINE FOR SP SVC OFFICE	19.99
835	04/14/2017	14207	WALMART COMMUNITY	SUPPLIES/FACS/MOORE/HS	1,000.00
836	04/17/2017	15926	DELL MARKETING L.P.	PRINTER CARTRIDGE/SPECIAL ED/HS	78.84
837	04/18/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/FOUNDATION GRANT/MIDGETT/FOGARTY	49.47
838	04/18/2017	40791	APPLE, INC.	IPADS/VO-AG/DRAKE/HS	798.00
839	04/18/2017	10599	OK DEPT OF CAREER & TECH EDUCATION	SUPPLIES/VO-AG/DRAKE/HS	242.00
840	04/18/2017	10087	AMERICAN PLANT PRODUCTS & SERVICE I	SUPPLIES/VO-AG/DRAKE/HS	1,200.00
841	04/18/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/FOUNDATION GRANT/MIDGETT/FOGARTY	1,335.28
842	04/18/2017	12933	OKLAHOMA ASBO	REGISTRATION FOR CHAPPEL/HAMBY	400.00
843	04/18/2017	10272	JOHN A RHINEHART	NAME PLATE/CHAPPEL/ADMINISTRATION	50.00
844	04/18/2017	16611	ACT HOLDCO	SUPPLIES/TRANSPORTATION	4,062.13
845	04/18/2017	17992	WESTERN GLASS & ATV, INC.	BUS REPAIRS/TRANSPORTATION	75.00
846	04/19/2017	84047	MICHELLE LASHAWN CHAPPEL	MILEAGE REIJBURSEMENT FOR REMAINDER OF YEAR	150.00
847	04/19/2017	10272	JOHN A RHINEHART	PLAQUES/FOUNDATION GRANT/FAVER	266.00
848	04/20/2017	17810	LEARNING SCIENCES INTERNATIONAL	TRAINING FOR TEACHER EVALUATIONS	4,500.00
849	04/20/2017	17473	HYDROTEX PARTNERS LTD.	BLANKET FOR SUPPLIES/TRANSPORTATION	2,248.40
850	04/20/2017	43510	HOOTEN OIL COMPANY, INC	SUPPLIES/TRANSPORTATION	290.00
851	04/20/2017	12899	O'REILLY AUTOMOTIVE INC.	SUPPLIES/TRANSPORTATION	4,539.51
852	04/20/2017	11933	JOHN VANCE MOTORS, INC.	REPAIRS FOR TRUCK	1,155.04

Purchase Order Register

Options: Year: 2016-2017, Fund: GEN FUND-FOR OP, Date Range: 7/1/2016 - 6/30/2017, PO Range: 800 - 896

PO No	Date	Vendor No	Vendor	Description	Amount
853	04/21/2017	10599	OK DEPT OF CAREER & TECH EDUCATION	CURRICULUM SUPPLIES/FACS/MOORE/HS	73.00
854	04/21/2017	43932	TREASURE BAY, INC.	BOOKS/FOUNDATION GRANT/CRAWFORD/FOGARTY	309.38
855	04/24/2017	12963	OKLAHOMA DEPT. OF CAREER & TECH ED.	REGISTRATON/FACS/PETTY/JH	50.00
856	04/24/2017	14207	WALMART COMMUNITY	TV/WALL MOUNT/SUPPLIES/VO- AG/DRAKE/HS	900.00
857	04/24/2017	10599	OK DEPT OF CAREER & TECH EDUCATION	REGISTRATION/FACS/MOORE/HS	75.00
858	04/24/2017	17940	PROSPERITY BANK	SUPPLIES/VO-AG/DRAKE/HS	350.00
859	04/24/2017	15926	DELL MARKETING L.P.	COMPUTER EQUIPMENT/VO- AG/DRAKE/HS	2,063.00
860	04/24/2017	43236	CDI COMPUTER DEALERS INC.	STORAGE CART/VO-AG/DRAKE/HS	1,029.00
861	04/24/2017	14207	WALMART COMMUNITY	VACUUM/VO-AG/DRAKE/HS	135.00
862	04/24/2017	12910	OFFICE DEPOT, INC.	FILE CABINETS/HAMBY/HS	759.95
863	04/25/2017	42562	HARBOR FREIGHT	TOOL SET/TECH ENG/DARCY/JH	386.89
864	04/25/2017	12173	LAMPTON WELDING SUPPLY COMPANY, INC	SUPPLIES/EQUIPMENT/VO- AG/DRAKE/HS	850.00
865	04/25/2017	12394	LOWE'S COMPANIES, INC.	SUPPLIES/VO-AG/DRAKE/HS	350.00
866	04/25/2017	43580	DIGI SECURITY SYSTEMS LLC	DOOR REPAIRS/BENSON/TECHNOLOGY	1,446.26
867	04/25/2017	16611	ACT HOLDCO	REPAIRS/TRANSPORTATION	4,000.00
868	04/25/2017	12967	OKLAHOMA HOME CENTERS, INC.	BLANKET FOR SUPPLIES/TRANSPORTATION	500.00
869	04/27/2017	14377	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS/LIBRARY/DAVIS/GUES	450.41
870	04/27/2017	17154	EVAN STANART	EQUIPMENT/TECH ENG/DARCY/JH	4,720.00
871	04/27/2017	17940	PROSPERITY BANK	SUPPLIES/FOUNDATION GRANT/J.BALL/GUES	625.00
872	04/27/2017	15994	AMAZON CAPITAL SERVICES	BOOKS/FOUNDATION GRANT/HOSKINS/GUES	50.00
873	04/27/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/TECH ENG/DARCY/JH	181.89
874	04/27/2017	15994	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES/ANDERSON/FOGARTY	197.75
875	04/28/2017	15418	VIRCO INC.	CLASSROOM FURNITURE/HS	4,819.20
876	04/28/2017	10272	JOHN A RHINEHART	PLAQUES/FOUNDATION GRANT/FAVER	19.00
877	04/28/2017	17249	S. T. BOLDING III	ELECTRICAL WORK ON HS CLOCKS	1,000.00
878	04/28/2017	17330	AMERICAN TIME & SIGNAL	CLOCK REPLACEMENT	5,054.02
879	04/28/2017	14377	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS/LIBRARY/HUDSON/HS	1,071.44
880	04/28/2017	43938	CAPITOL STAGE EQUIPMENT CO., INC.	STAGE CURTAINS/HS	3,188.00
881	04/28/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/FOUNDATION GRANT/SIMONTON/HS	54.98
882	05/01/2017	13183	PITSCO, INC	SUPPLIES/TECH ENG/DARCY/JH	1,104.40
883	05/01/2017	16667	CDW DIRECT LLC	TABLETS/TECH ENG/PETERMAN/JH	2,384.00
884	05/01/2017	12910	OFFICE DEPOT, INC.	SUPPLIES/TECH ENG/PETERMAN/JH	173.81

Purchase Order Register

Options: Year: 2016-2017, Fund: GEN FUND-FOR OP, Date Range: 7/1/2016 - 6/30/2017, PO Range: 800 - 896

PO No	Date	Vendor No	Vendor	Description	Amount
885	05/01/2017	14207	WALMART COMMUNITY	DIGITAL ANTENNA/VO-AG/DRAKE/HS	30.00
886	05/01/2017	16185	KELVIN TECHNOLOGIES	SUPPLIES/TECH ENG/DARCY/JH	432.50
887	05/01/2017	17552	ULINE, INC.	SUPPLIES/TECH ENG/PETERMAN/JH	687.69
888	05/01/2017	15339	FISHER SCIENCE EDUCATION	SUPPLIES/SCIENCE/DEMENT/HS	345.60
889	05/01/2017	12394	LOWE'S COMPANIES, INC.	COUNTER TOPS/FACS/PETTY/JH	125.00
890	05/01/2017	14207	WALMART COMMUNITY	SUPPLIES/WEBB/JH	1,100.00
891	05/01/2017	16691	PEARSON ASSESSMENTS	ASSESSMENT MATERIALS/TODD/FOGARTY	1,309.00
892	05/01/2017	17398	EDMOND MUSIC, INC.	SUPPLIES/BAND/BLACKBURN/HS	227.05
893	05/01/2017	42864	STILLWATER PRESS	HS- FERTILIZER (ATHLETIC FIELDS)	180.00
894	05/01/2017	41912	OKC SAMS CLUB, # 8117	SUPPLIES/FACS/PETTY/JH	1,500.00
895	05/01/2017	14207	WALMART COMMUNITY	SUPPLIES/FACS/PETTY/JH	222.00
896	05/01/2017	15418	VIRCO INC.	FURNITURE/FACS/MOORE/HS	790.70
Non-Payroll Total:					\$137,822.54
Payroll Total:					\$0.00
Report Total:					\$137,822.54

Purchase Order Register

Options: Year: 2016-2017, Fund: Building, Date Range: 7/1/2016 - 6/30/2017, PO Range: 230 - 232

PO No	Date	Vendor No	Vendor	Description	Amount
230	04/17/2017	43927	TECHNICAL ANALYSIS, INC	MOLD TESTING AND REMOVAL/FOGARTY	1,000.00
231	04/20/2017	43827	ED HUMES LOCKSMITH SERVICE, INC.	DISTRICT LOCK REPAIRS AND KEYS	2,000.00
232	04/20/2017	43801	6-L MECHANICAL	DISTRIST HVAC REPAIRS	2,000.00
Non-Payroll Total:					\$5,000.00
Payroll Total:					\$0.00
Report Total:					\$5,000.00

Purchase Order Register

Options: Year: 2016-2017, Fund: CHILD NUTRITION FUND, Date Range: 7/1/2016 - 6/30/2017, PO Range: 38 - 43

PO No	Date	Vendor No	Vendor	Description	Amount
38	04/05/2017	10130	AUTO-CHLOR SERVICES, LLC	DISHWASHER/GUES	15,995.00
39	04/20/2017	43926	PRO STAINLESS & SHEET METAL, LLC	STAINLESS STEEL FOR TABLE/GUES	1,400.00
40	04/20/2017	43931	JANET BOYLES	MEAL REFUND/PARENT REQUEST	5.95
41	04/27/2017	43937	KATHRYN ROSE	MEAL REFUND/MOVED	61.55
42	05/01/2017	43933	CRYSTAL CRADEUR	MEAL REFUND/MOVED	88.30
Non-Payroll Total:					\$17,550.80
Payroll Total:					\$0.00
Report Total:					\$17,550.80

Purchase Order Register

Options: Year: 2016-2017, Fund: BUILDING BOND 2016, Date Range: 7/1/2016 - 6/30/2017, PO Range: 2 - 2

PO No	Date	Vendor No	Vendor	Description	Amount
2	05/01/2017	43942	W. L. MCNATT & COMPANY	GENERAL CONTRACTOR/CHARTER OAK ELEMENTARY	9,284,500.00
				Non-Payroll Total:	\$9,284,500.00
				Payroll Total:	\$0.00
				Report Total:	\$9,284,500.00

Change Order Listing

Options: Fund: GEN FUND-FOR OP, Year: 2016-2017, ReferenceDate: PO Approval Date, Date Range: 4/4/2017 - 5/1/2017, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
71	07/01/2016	17249	S. T. BOLDING III	BLANKET FOR ELECTRICAL REPAIRS	-2,000.00
72	07/01/2016	43236	CDI COMPUTER DEALERS INC.	BLANKET FOR PARTS	-5,000.00
75	07/01/2016	43320	CHICKASAW	NETWORK SUPPORT FOR 2016-2017	-1,000.00
78	07/01/2016	15905	E-FILLIATE, INC.	BLANKET FOR PARTS/TECHNOLOGY	-1,000.00
81	07/01/2016	43235	HARMAN PROFESSIONAL	BLANKET FOR EQUIPMENT REPAIRS	-500.00
84	07/01/2016	42601	LIGHTSPEED TECHNOLOGIES, INC.	BLANKET FOR PARTS/SUPPLIES/TECHNOLOGY	-100.00
85	07/01/2016	17472	NETSOLUTIONS	BLANKET FOR PARTS/REPAIRS/TECHNOLOGY	-1,000.00
93	07/01/2016	43238	SOONER ACOUSTIC MUSIC, INC.	PARTS AND REPAIRS/TECHNOLOGY	-500.00
110	07/01/2016	12967	OKLAHOMA HOME CENTERS, INC.	BLANKET FOR SUPPLIES FOR 2016-17	-10.79
159	07/06/2016	12173	LAMPTON WELDING SUPPLY COMPANY, INC	PROPANE BOTTLE LEASE AND SUPPLIES FOR 2016-17	74.87
164	07/06/2016	13229	QUILL CORPORATION	OFFICE SUPPLIES/HAMBY/HS	-1,034.73
173	07/13/2016	12686	MIDWEST PUBLISHING CO.	PRINTING FOR 2016-17/HS	-404.65
210	07/27/2016	14316	AHP OF OKLAHOMA	FERPA PUBLICATION FOR 2016-2017	-230.11
217	07/27/2016	14207	WALMART COMMUNITY	BLANKET FOR SUPPLIES/SPECIAL ED	-23.92
224	08/01/2016	83904	JESSICA N PETTY	REIMBURSEMENT FOR OKACTE CONFERENCE EXPENSES	-86.00
429	09/26/2016	12967	OKLAHOMA HOME CENTERS, INC.	SUPPLIES/BAND/BLACKBURN/HS	-93.28
509	10/28/2016	17903	BILL'S TRANSMISSION SERVICE, INC.	BUS TRANSMISSION/TRANSPORTATION	-3,000.00
540	11/18/2016	43642	CREATIVE NOTEBOOK SOLUTIONS, LLC	SUPPLIES/TECH ENG/PETERMAN	-40.00
660	12/21/2016	15994	AMAZON CAPITAL SERVICES	SUPPLIES/TECH ENG./DARCY/JH	-5.84
680	01/19/2017	43632	AJG, INC	BLANKET FOR PARTS/SUPPLIES/TECHNOLOGY	-500.00
688	01/23/2017	43510	HOOTEN OIL COMPANY, INC	SUPPLIES/TRANSPORTATION	111.41
696	01/26/2017	14377	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS/LIBRARY/DAVIS/GUES	-34.15
717	02/13/2017	16611	ACT HOLDCO	REPAIRS TO BUS 8	-1,267.59
720	02/13/2017	10599	OK DEPT OF CAREER & TECH EDUCATION	CURRICULUM SUPPLIES/VO-AG/DRAKE/HS	-3.05
731	02/21/2017	16611	ACT HOLDCO	BLANKET FOR PARTS/TRANSPORTATION	-22.12
734	02/23/2017	17940	PROSPERITY BANK	ROOMS/ENID STOCK SHOW/VO-AG/DRAKE/HS	-2.00
744	03/01/2017	41377	JOSTEN, INC	DIPLOMAS/COVERS/HS	87.19
747	03/01/2017	16611	ACT HOLDCO	BUS DIAGNOSTICS/TRANSPORTATION	-1,672.20
760	03/07/2017	17940	PROSPERITY BANK	ROOMS/OYE/OKCY/VO-AG/DRAKE/HS	-285.44
766	03/10/2017	15994	AMAZON CAPITAL SERVICES	SUPPLIES/TECH ENG./DARCY/JH	-74.46

Change Order Listing

Options: Fund: GEN FUND-FOR OP, Year: 2016-2017, ReferenceDate: PO Approval Date, Date Range: 4/4/2017 - 5/1/2017,
Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
771	03/10/2017	13646	CAROLYN BLACK HALLER	HS- SIGNS (TENNIS)	50.00
774	03/24/2017	14377	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS/LIBRARY/MANN/FOGARTY	-10.45
776	03/24/2017	42077	DESHILDS TRUCK SERVICE, INC.	BUS REPAIRS/TRANSPORTATION	-617.10
783	03/24/2017	42234	CHALK'S TRUCK PARTS, INC.	CROSSING GATES/TRANSPORTATION	86.25
785	03/24/2017	42351	DELCO DIESEL SERVICES, INC.	TOOLS/TRANSPORTATION	-1.00
790	03/30/2017	12171	LAKESHORE LEARNING MATERIALS	SUPPLIES/EDUCATION FOUNDATION GRANT/SHAFER/CENT.	1.00
Non-Payroll Total:					(\$20,108.16)
Payroll Total:					\$25,871.79
Report Total:					\$5,763.63

Change Order Listing

Options: Fund: Building, Year: 2016-2017, ReferenceDate: PO Approval Date, Date Range: 4/4/2017 - 5/1/2017, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
14	07/01/2016	11165	EMSCO ELECTRIC SUPPLY CO., INC.	DISTRICT ELECTRICAL SUPPLIES	-882.35
28	07/01/2016	10129	AUTO PARTS & MACHINE	DISTRICT SUPPLIES	13.36
78	08/15/2016	10814	JIM MCGEE'S BACKHOE SERVICE	DISTRICT SAND, DIRT, AND ROCK DELIVERY	-1,100.00
106	10/17/2016	17673	NATION WHOLESALE FENCE COMPANY	FENCING/CENTRAL	-39.00
114	10/20/2016	17959	GLYNES LARUE	DISTRICT INTERCOM/BELL REPAIRS	-1,695.00
120	11/01/2016	14288	WINSUPPLY OF OKLAHOMA CITY	DISTRICT PLUMBING SUPPLIES	-24.99
173	01/10/2017	17852	ROBERT L & BRUCE L WYCKOFF	TRACTOR REPAIRS/MAINTENANCE	-1,717.34
180	01/25/2017	43881	MINICK MATERIALS COMPANY, INC.	SUPPLIES/PLAYGROUND/FOGARTY	-2,000.00
189	02/06/2017	10087	AMERICAN PLANT PRODUCTS & SERVICE	HS GREENHOUSE REPAIRS	-810.50
198	02/17/2017	15994	AMAZON CAPITAL SERVICES	BLANKET FOR DISTRICT PARTS AND SUPPLIES	65.66
213	03/07/2017	43881	MINICK MATERIALS COMPANY, INC.	GRAVEL FOR MAINTENANCE	-149.61
221	03/24/2017	43881	MINICK MATERIALS COMPANY, INC.	RAILROAD TIES/MAINTENANCE	-115.50
222	03/24/2017	43801	6-L MECHANICAL	HVAC REPAIRS AT GUES	-300.00
Non-Payroll Total:					(\$8,755.27)
Payroll Total:					\$0.00
Report Total:					(\$8,755.27)

ACTIVITY FUND – FUND 60
BANK RECONCILIATION – FARMERS & MERCHANTS BANK
5/08/2017

GENERAL LEDGER ACCOUNT

BANK RECONCILIATION

Balance (4/01/17)	\$566,032.91	Balance per bank statement as of (4/30/17)	\$579,833.67
Add Receipts	\$ 77,859.08	Add Deposits in Transit	\$ 5,996.98
Less Checks Written	\$ 78,767.96	less O/S Checks	\$ 20,682.62
Adjustments	\$	*Adjustments	\$ -24.00
		Bank correction	\$
Balance per Ledger	\$565,124.03	Balance per Ledger	\$565,124.03

Adjustment/Correction explanations:

Coding adjustments- Reverse post to March receipts, correction reposted in April

This information is accurate and correct to the best of my knowledge.


 Anita Paul
 Activity Fund Clerk

5-2-17
 Date

Guthrie Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 4/1/2017 - 4/30/2017

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
801 CENTRAL FACULTY	\$67.65	\$27.95	\$0.00	\$0.00	\$95.60	\$0.00	\$95.60
802 CENTRAL ACTIVITY	\$12,908.50	\$2,707.13	\$0.00	\$3,034.50	\$12,581.13	\$2,646.00	\$9,935.13
803 CENTRAL PTO	\$6,793.60	\$933.03	\$0.00	\$863.72	\$6,862.91	\$1,654.54	\$5,208.37
804 COTTERAL PTO	\$7,302.81	\$762.35	\$0.00	\$1,032.20	\$7,032.96	\$1,274.88	\$5,758.08
805 COTTERAL ACTIVITY	\$16,477.59	\$2,656.54	\$0.00	\$1,630.06	\$17,504.07	\$5,577.60	\$11,926.47
806 COTTERAL FACULTY	\$580.96	\$15.35	\$0.00	\$0.00	\$596.31	\$0.00	\$596.31
808 FOGARTY PARENTS ORG.	\$12,734.02	\$848.10	\$0.00	\$1,332.43	\$12,249.69	\$258.54	\$11,991.15
809 FOGARTY ACTIVITY	\$23,350.84	\$6,153.60	\$0.00	\$3,894.84	\$25,609.60	\$7,663.89	\$17,945.71
810 FOGARTY FACULTY	\$582.22	\$42.95	\$0.00	\$0.00	\$625.17	\$70.00	\$555.17
811 Elem Snack Grant	\$1,634.95	\$0.00	\$0.00	\$741.11	\$893.84	\$0.00	\$893.84
812 GUES ACTIVITY	\$28,898.46	\$360.89	\$0.00	\$1,721.44	\$27,537.91	\$6,332.23	\$21,205.68
813 GUES FACULTY	\$985.53	\$122.25	\$0.00	\$0.00	\$1,107.78	\$500.00	\$607.78
815 GUES PARENTS ORG.	\$27,324.23	\$1,364.60	\$0.00	\$1,656.91	\$27,031.92	\$5,722.86	\$21,309.06
816 GHS SPECIAL KIDS	\$338.22	\$0.00	\$0.00	\$0.00	\$338.22	\$0.00	\$338.22
817 ART JUNIOR HIGH	\$309.56	\$0.00	\$0.00	\$0.00	\$309.56	\$0.00	\$309.56
818 JH BUILDERS CLUB	\$443.54	\$0.00	\$0.00	\$0.00	\$443.54	\$0.00	\$443.54
819 ATHLETICS JUNIOR HIGH	\$15,490.46	\$3,090.00	\$0.00	\$3,787.32	\$14,793.14	\$2,528.26	\$12,264.88
820 GOLF JUNIOR HIGH	\$1,191.31	\$1,540.00	\$0.00	\$110.00	\$2,621.31	\$890.00	\$1,731.31
821 FHA JUNIOR HIGH	\$3,569.84	\$421.50	\$0.00	\$684.73	\$3,306.61	\$1,480.11	\$1,826.50
822 HONOR SOCIETY JR HIGH	\$3,716.31	\$50.00	\$0.00	\$640.00	\$3,126.31	\$0.00	\$3,126.31
823 JR HIGH ACCOUNT	\$9,424.52	\$1,942.00	\$0.00	\$36.50	\$11,330.02	\$4,443.00	\$6,887.02
824 JR HIGH FACULTY	\$1,488.13	\$371.15	\$0.00	\$517.59	\$1,341.69	\$37.50	\$1,304.19
825 LIBRARY JR HIGH	\$2,640.55	\$0.00	\$0.00	\$0.00	\$2,640.55	\$0.00	\$2,640.55
826 LEARN 2 LOVE	\$4,214.82	\$7,313.18	\$0.00	\$0.00	\$11,528.00	\$0.00	\$11,528.00
827 CHEERLEADERS JR HIGH	\$3,949.41	\$0.00	\$0.00	\$0.00	\$3,949.41	\$0.00	\$3,949.41
830 STUCO JH	\$5,695.68	\$670.00	\$0.00	\$1,465.13	\$4,900.55	\$304.26	\$4,596.29
831 T.S.A. JR HIGH	\$1,870.45	\$0.00	\$0.00	\$270.59	\$1,599.86	\$0.00	\$1,599.86
832 YEARBOOK JR HIGH	\$1,692.22	\$60.00	\$0.00	\$60.00	\$1,692.22	\$3,000.00	(\$1,307.78)
834 JR HIGH ACADEMIC TEAM	\$170.74	\$0.00	\$0.00	\$0.00	\$170.74	\$0.00	\$170.74
850 ACADEMIC TEAM HS	\$89.70	\$0.00	\$0.00	\$0.00	\$89.70	\$0.00	\$89.70
851 ART CLUB HS	\$6,855.39	\$50.00	\$0.00	\$157.30	\$6,748.09	\$889.35	\$5,858.74
852 ATHLETICS HS	\$61,592.31	\$4,723.35	\$0.00	\$15,341.47	\$50,974.19	\$16,954.40	\$34,019.79
853 HS CHEER	\$2,910.07	\$595.00	\$0.00	\$100.00	\$3,405.07	\$200.00	\$3,205.07
854 FOOTBALL CAMP	\$702.25	\$2,700.00	\$0.00	\$0.00	\$3,402.25	\$2,211.03	\$1,191.22
855 TENNIS HS	\$7,098.06	\$4,632.50	\$0.00	\$2,736.90	\$8,993.66	\$2,388.43	\$6,605.23
856 GHS LIBRARY	\$1,601.42	\$0.00	\$0.00	\$0.00	\$1,601.42	\$0.00	\$1,601.42
857 YOUTH & GOVERNMENT HS	\$51.94	\$0.00	\$0.00	\$0.00	\$51.94	\$0.00	\$51.94
858 GHS LINK CREW	\$66.99	\$0.00	\$0.00	\$0.00	\$66.99	\$0.00	\$66.99
859 BAND (OPERATING) HS	\$3,885.81	\$415.00	\$0.00	\$600.53	\$3,700.28	\$11,269.47	(\$7,569.19)
861 CLASS OF 2017 HS	\$7,332.85	\$300.00	\$0.00	\$0.00	\$7,632.85	\$489.00	\$7,143.85
862 CLASS OF 2018 HS	\$7,075.68	\$5,450.00	\$0.00	\$51.91	\$12,473.77	\$5,903.09	\$6,570.68
863 CLASS OF 2019 HS	\$4,424.62	\$0.00	\$0.00	\$0.00	\$4,424.62	\$0.00	\$4,424.62
864 GHS ALUMNI ACCOUNT	\$2,499.32	\$0.00	\$0.00	\$0.00	\$2,499.32	\$0.00	\$2,499.32
869 ENGLISH CLUB	\$1,709.68	\$0.00	\$0.00	\$223.73	\$1,485.95	\$60.00	\$1,425.95
870 HS FACULTY/COURTESY ACCOUNT	\$1,590.45	\$34.55	\$0.00	\$5.94	\$1,619.06	\$854.06	\$765.00
871 HS STUDENT PANTRY	\$3,672.63	\$0.00	\$0.00	\$1,728.14	\$1,944.49	\$400.00	\$1,544.49
872 CLASS OF 2020	\$870.35	\$0.00	\$0.00	\$0.00	\$870.35	\$0.00	\$870.35
873 SPEECH HS	\$503.25	\$0.00	\$0.00	\$0.00	\$503.25	\$0.00	\$503.25
876 FFA 4H BOOSTER CLUB HS	\$52,015.97	\$300.00	\$0.00	\$3,531.11	\$48,784.86	\$3,751.69	\$45,033.17
877 FFA HS	\$17,765.29	\$4,413.00	\$0.00	\$5,436.27	\$16,742.02	\$6,207.07	\$10,534.95
878 FCCLA (FHA) HS	\$288.69	\$0.00	\$0.00	\$30.80	\$257.89	\$0.00	\$257.89
879 FOREIGN LANGUAGE SPAN HS	\$3,371.79	\$1,585.00	\$0.00	\$980.65	\$3,976.14	\$1,875.60	\$2,100.54
882 GUTHRIE RUNNING CLUB HS	\$4,381.49	\$0.00	\$0.00	\$1,943.87	\$2,437.62	\$1,159.88	\$1,277.74
883 HERITAGE CLUB HS	\$746.17	\$0.00	\$0.00	\$98.77	\$647.40	\$71.20	\$576.20

Guthrie Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 4/1/2017 - 4/30/2017

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
884 HIGH SCHOOL ACCOUNT	\$16,307.02	\$2,563.49	\$0.00	\$260.29	\$18,610.22	\$5,458.71	\$13,151.51
886 HONOR SOCIETY HS	\$3,023.29	\$480.00	\$0.00	\$1,055.44	\$2,447.85	\$45.99	\$2,401.86
888 JOURNALISM HS	\$387.30	\$0.00	\$0.00	\$0.00	\$387.30	\$0.00	\$387.30
889 KEY CLUB HS	\$540.67	\$0.00	\$0.00	\$0.00	\$540.67	\$0.00	\$540.67
892 MATH OF FINANCE	\$27.58	\$0.00	\$0.00	\$0.00	\$27.58	\$0.00	\$27.58
893 MU ALPHA THETA HS	\$710.21	\$15.00	\$0.00	\$285.00	\$440.21	\$0.00	\$440.21
895 JROTC HS	\$5,889.72	\$0.00	\$0.00	\$664.25	\$5,225.47	\$500.00	\$4,725.47
896 S.A.D.D. HS	\$40.02	\$0.00	\$0.00	\$0.00	\$40.02	\$0.00	\$40.02
897 SOCCER CLUB HS	\$3,067.80	\$968.94	\$0.00	\$978.11	\$3,058.63	\$585.34	\$2,473.29
898 SCIENCE CLUB HS	\$5,738.32	\$791.00	\$0.00	\$471.76	\$6,057.56	\$2,522.48	\$3,535.08
899 STUDENT COUNCIL HS	\$18,411.73	\$40.00	\$0.00	\$218.61	\$18,233.12	\$306.39	\$17,926.73
900 CAMPUS BEAUTIFICATION HS	\$8,789.47	\$60.00	\$0.00	\$1,654.71	\$7,194.76	\$87.45	\$7,107.31
902 VOCAL HS	\$5,458.13	\$846.00	\$0.00	\$3,468.19	\$2,835.94	\$1,441.46	\$1,394.48
904 YEARBOOK HS	\$19,276.78	\$665.00	\$0.00	\$0.00	\$19,941.78	\$22,000.00	(\$2,058.22)
907 HS MEMORIAL FUND	\$73.92	\$0.00	\$0.00	\$0.00	\$73.92	\$0.00	\$73.92
908 VOCAL TRIP ACCOUNT HS	\$2,690.94	\$4,400.00	\$0.00	\$0.00	\$7,090.94	\$0.00	\$7,090.94
911 FFA BUILDING FUND	\$8,163.83	\$0.00	\$0.00	\$0.00	\$8,163.83	\$2,352.50	\$5,811.33
912 GHS BUSINESS PROF OF AMERICA	\$597.44	\$0.00	\$0.00	\$0.00	\$597.44	\$0.00	\$597.44
913 DRAMA HS	\$2,269.32	\$0.00	\$0.00	\$34.80	\$2,234.52	\$590.60	\$1,643.92
921 BANQUET ACCOUNT	\$309.01	\$0.00	\$0.00	\$0.00	\$309.01	\$0.00	\$309.01
922 COURTESY COMMITTEE ADMIN	\$263.87	\$0.00	\$0.00	\$45.00	\$218.87	\$155.00	\$63.87
925 GENERAL FUND REFUND	\$7,501.46	\$73.95	\$0.00	\$0.00	\$7,575.41	\$0.00	\$7,575.41
927 HALL OF FAME BANQUET	\$828.67	\$0.00	\$0.00	\$0.00	\$828.67	\$0.00	\$828.67
929 SPECIAL OLYMPICS	\$44,948.35	\$620.00	\$0.00	\$2,788.14	\$42,780.21	\$17,694.03	\$25,086.18
930 DISTRICT ELEM. PTO	\$175.34	\$0.00	\$0.00	\$0.00	\$175.34	\$0.00	\$175.34
932 SUMMER SCHOOL HS	\$3,100.00	\$1,600.00	\$0.00	\$0.00	\$4,700.00	\$0.00	\$4,700.00
933 FAVER C&C	\$132.68	\$13.75	\$0.00	\$0.00	\$146.43	\$0.00	\$146.43
934 TRANSPORTATION C&C	\$3,637.41	\$928.85	\$0.00	\$378.97	\$4,187.29	\$1,237.66	\$2,949.63
935 VENDING MACHINE ADMIN	\$567.30	\$23.80	\$0.00	\$0.00	\$591.10	\$311.28	\$279.82
936 GUES HONOR CHOIR	\$623.91	\$0.00	\$0.00	\$35.98	\$587.93	\$0.00	\$587.93
937 FAVER ACTIVITY	\$944.06	\$0.00	\$0.00	\$0.00	\$944.06	\$1,025.00	(\$80.94)
938 NATIVE AMERICAN PARENT COM	\$205.72	\$0.00	\$0.00	\$0.00	\$205.72	\$0.00	\$205.72
940 ADMINISTRATION MISC	\$12,382.35	\$822.88	\$0.00	\$3,833.40	\$9,371.83	\$991.03	\$8,380.80
942 C.N. CLEARING ACCT	\$0.00	\$6,295.45	\$0.00	\$6,148.85	\$146.60	\$5,682.00	(\$5,535.40)
Total	\$566,032.91	\$77,859.08	\$0.00	\$78,767.96	\$565,124.03	\$162,054.86	\$403,069.17



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

May 1, 2017

To whom it may concern:

The Guthrie YMCA of YMCA Greater of Oklahoma City would like to request the use of the Guthrie Public Schools transportation again for our YMCA Summer Day Camp field trips. We will be having two sites, one at Cotteral Elementary and one at GUES elementary. Typically, we go on three Field Trips a week.

Tuesdays – Swim Day: Pick up students from school site at 1:00pm, drive them to the Highland Pool in Guthrie. Take the students back to the school at 4:00pm.

Wednesdays – Field Trip Days: We go on a different field trip each week. We will have a list soon, but we go anywhere from Stillwater to Oklahoma City. We typically leave at 9:00am and return at 4:00pm. These times will vary depending on the trip.

Thursdays – Swim Day: Pick up students from school site at 1:00pm, drive them to the Highland Pool in Guthrie. Take the students back to the school at 4:00pm.

Our Summer Day Camp will operate from Tuesday, May 30th thru Friday, August 11th. On Tuesday and Thursday's we would only use one bus and do a shuttle system to get the kids to the pool. We would need two buses for Wednesdays.

Please let me know what other information you may need from me.

Sincerely,

Kristin Hersom
Center Director
GUTHRIE YMCA
114 East Oklahoma Ave
Guthrie, OK 73044
405-282-8206
khersom@ymcaokc.org

We will make the necessary arrangements for this request

5/2/17

GUTHRIE YMCA
114 E. Oklahoma Ave., Guthrie, OK 73044
P 405 282 8206 F 405 360 0057 YMCAOKC.ORG



SponsorGUTHRIE SCHOOL (42-I001) : FY 2017

Administrator DENNIS SCHULZ (ASST SUPERINTENDENT)**Authorized Rep.** JANA WANZER**Sponsor Type** School: Public or Private Non-Profit School Food Authority**DUNS** 060772753**DUNS Expiration Date** 05/04/2017**Mailing Address** GUTHRIE SCHOOL

802 EAST VILAS

GUTHRIE, OK

73044 - 5228

Physical Address 802 EAST VILAS

GUTHRIE, OK

73044 - 5228

Phone 405-282-8900 ext: 8942**Fax** 405-282-5904**Cell Phone** 405-282-8900**Email** JANA.WANZER@GUTHRIEPS.NET**FEI** 726021131

Program Information

GUTHRIE SCHOOL (42-1001) : FY 2017

Did the Sponsoring Organization expend \$750,000 or more in total federal funds in last fiscal year? Yes

Is Program Audit Annual or Biannual? Annual

Is sponsor planning to use school food service facilities for meal preparation? Yes

Is food to be prepared at a location other than the food service site? No

Does sponsor contract with a food service management company (FSMC)? No

Does sponsor provide ongoing year-round services to the community? Yes

Beginning Date of Operation: 6/5/2017

Ending Date of Operation: 6/29/2017

Number of Operating Days: 16

Number of sites to participate: 1

Does Sponsor operate sites in other states: No

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Administrative Personnel

GUTHRIE SCHOOL (42-I001) : FY 2017

	Hours Per Day	Wages Per Hour	Days Worked	Total Salary
Position Title MONITOR/BOOKKEEPER/DIRECTOR				
Staff Name JANA WANZER				
Fund Source SFSP Program Funds	3.00	\$12.00	16	\$576.00

Sponsor Plans and Training

GUTHRIE SCHOOL (42-I001) : FY 2017

Sponsor Plans

All new sites and sites that had problems in previous years' operations will be visited before beginning operations in order to ensure that the sites have facilities to provide meal services for the number of children expected to attend.	Yes
All sites will be visited at least once during the first week of operation (Optional for all sites that were operated successfully in the previous year and have an experienced program staff).	Yes
All sites will be reviewed at least once during the first four weeks of program operations and a reasonable level of monitoring will occur thereafter.	Yes
At least one sponsor representative will attend a State Agency training. Sponsor shall ensure that the supervisory personnel responsible for the food service receives training in all areas of program administration and operations.	Yes
SFSP training will be provided for all personnel prior to the operation of any site(s). Sponsor must maintain a copy of sponsor's training documentation for a period of three years.	Yes

Training Dates

Purpose of the Program	5/15/2017
Site Eligibility	5/15/2017
Recordkeeping Requirements	5/15/2017
Organized Site Activity	5/15/2017
Organized Site Activity	5/15/2017
Duties Of Monitor	5/15/2017
Nondiscrimination Compliance	5/15/2017

Miscellaneous

GUTHRIE SCHOOL (42-I001) : FY 2017

List sources and amount of income to program other than SFSP reimbursement and identify how income will be used:

ONLY SOURCING TO STUDENTS. WE DO NOT HAVE ANY ADULTS, DONATIONS, GRANTS, ETC.. (THE ONLY ADULTS WE HAVE ARE THE ONES PREPARING AND SERVING THE MEAL.

Adult Meals	
Non Program Adult Breakfast Charge	\$2.05
Non Program Adult Lunch Charge	\$4.00
Non Program Adult Snack Charge	\$1.00
Non Program Adult Supper Charge	\$4.00

Was the sponsoring organization or any of its officers ever terminated from or determined to have been seriously deficient in its operation of any federal child nutrition program? **No**

If so, explain why.

How are you collaborating with the SFA to inform eligible families of the availability and location of free meals prior to school ending?

**FLYERS HANDED OUT AT SCHOOLS
MEDIA RELEASE TO GUTHRIE NEWS LEADER**

Procedures

GUTHRIE SCHOOL (42-I001) : FY 2017

(A) Outline the procedure for collecting the daily number of children's meals served:

DAILY MEAL COUNT SHEET. COMPONENTS ARE CHECKED AT THE END OF THE LINE TO BE SURE ALL COMPONENTS ARE AVAILABLE FOR A REIMBURSABLE MEAL.

(B) Outline the procedure for collecting the daily number of adult meals served:

DAILY MEAL COUNT SHEET. COMPONENTS ARE CHECKED AT THE END OF THE LINE TO BE SURE ALL COMPONENTS ARE AVAILABLE FOR A REIMBURSABLE MEAL. THE ONLY ADULTS WE SERVE ARE PROGRAM ADULT MEALS

(C) Outline the procedure for collection the hours worked by site personnel:

TIME SHEET

(D) Outline the method used to collect records from each site if applicable:

RECORDS SUBMITTED WEEKLY TO CN OFFICE BY SITE SUPERVISOR

(E) Outline where SFSP records will be kept:

RECORDS WILL BE KEPT AT THE CN OFFICE, BY THE DIRECTORS DESK FROM JUNE 2017 TO AUGUST 2017.

(F) Outline procedure, including time frames, for correcting problems that could result in termination of the program at approved site(s) and the method of follow-up to ensure correction of problems:

WE WILL CORRECT ALL PROBLEMS WITHIN 24 HOURS.

Civil Rights Compliance
GUTHRIE SCHOOL (42-I001) : FY 2017

List your efforts to assure that minority population have an equal opportunity to participate in program operations. (Minority is defined as: a person or group of persons belonging to the protected classes covered by the Title VI of the Civil Rights Act of 1964 and later specified by the Office of Management and Budget [OMB])

WE DO NOT DISCRIMINATE AGAINST ANYONE. WE MARKET THE SFSP BY USE OF THE PUBLIC RELEASE, FLYER AND SCHOOL ANNOUNCEMENTS BEFORE THE REGULAR SCHOOL YEAR ENDS.

List your efforts to contact minority and grassroots organizations about the opportunity to participate in the program. (Grassroots organization is defined as: any organization at the local level which interacts directly with potential participants or beneficiaries, such as a community action program, civic organization, migrant group, church, neighborhood council, local chapter of NAACP, or other similar group.)

PUBLIC FLYER RELEASE, TELEPHONE CONTACTS

Enter the sources used to obtain the estimated number of eligible beneficiaries.

CIVIL RIGHTS COMPLIANCE STUDENT COUNT REPORT

<u>Estimated enrollment by race</u>		<u>Estimated enrollment by ethnicity</u>	
Asian	18	Hispanic	434
White	2665	Non Hispanic	3024
Black	441		
Islander	8		
Native American	326		

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Expenditures

GUTHRIE SCHOOL (42-I001) : FY 2017

Operating Costs		Administrative Costs	
Cost of Food and Milk	\$4,000.00	Administrative Salaries	\$576.00
Labor, Payroll Taxes, Benefits	\$4,200.00	Payroll Taxes and Benefits	\$0.00
Nonfood Supplies	\$500.00	Office (Maintenance, Rental)	\$0.00
Utilities	\$0.00	Utilities	\$0.00
Rental of Facility	\$0.00	Mileage	\$0.00
Rental of Equipment	\$0.00	Audit & Legal Fees	\$0.00
Use Allowance of Equipment	\$0.00	Communications (phone, postage)	\$0.00
Transportation of Children/Meals	\$0.00	Publication Fee	\$0.00
Other (specify)	\$0.00	Other (specify)	\$0.00
Operating Subtotal	\$8,700.00	Administration Subtotal	\$576.00
Which form of procurement will your organization be using for the current summer?	Formal, \$150,000 and above	Grand Subtotal	\$9,276.00
Specify Other Operating Cost :	0		
Specify Other Admin Cost :			

Site Information

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES : FY 2017

Site GUTHRIE UPPER ES : (125)

Supervisor JANA WANZER

Address GUTHRIE SCHOOL
702 CROOKS DRIVE
42: LOGAN
GUTHRIE, OK
73044 - 5228

Urban/Rural

Phone 405-282-8900

Fax 405-282-5904

Cell Phone 405-282-8900

Email JANA.WANZER@GUTHRIEPS.NET

Latitude 35.892564

Longitude -97.417462

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Site Personnel

GUTHRIE SCHOOL (42-1001) : GUTHRIE UPPER ES : FY 2017

Position Title / Fund Source	Number of Staff	Hours Per Day	Number Of Days
SITE SUPERVISOR			
SFSP Program Funds	1	6.00	16
COOK'S HELPER			
SFSP Program Funds	1	6.00	16

Site Demographics

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES : FY 2017

Type of Site : School

If 'Other' site, please describe :

Site Eligibility : Open

Data source : Your Low Income Data

Year of last determination:

If 'Other' data source, please describe :

For Camps and Closed Enrolled Sites ONLY

Projected Enrollment 0

Projected Free Enrollment 0

Projected Reduced-Price Enrollment 0

Sites that serve homeless children must provide information sufficient to demonstrate that the site is not a residential child care institution. If cash payments, SNAP benefits, or any in-kind service are required of any meal recipient at these sites, you must describe the method(s) used to ensure that no such payments or services are received for any Program meal served to children. In addition, by certifying this form you are certifying that this site employs meal counting methods which ensure that reimbursement is claimed only for meals served to children and if this site serves primarily homeless children, the primary purpose is to provide shelter and meals to homeless families.

If this is a migrant site, you certify the following:

Report specific geographic area to be served by site

GUTHRIE AREA

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Site Operations

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES : FY 2017

Begin Date for Site Operations : 6/5/2017
End Date for Site Operations : 6/29/2017

Meal Prep Method : Prep at Site
If 'Other', specify the method used.

Number of Operating Day in:

May : 0
June : 16
July : 0
August : 0
September : 0

Will the site serve meals on Memorial Day? No
Will the site serve meals on July 4th? No

Please indicate any other days the site will be closed.

WE WILL NOT OPERATE ON FRIDAYS DURING THE MONTH OF JUNE.

Please indicate any planned field trips (with dates).

THERE WILL NOT BE ANY FIELD TRIPS.

Days of Operations

S [] M [X] T [X] W [X] Th [X] F [] S []

Site Offer vs. Serve

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES : FY 2017

Name of schools currently participating in Offer versus Serve in the National School Lunch Program:

Will the school sponsor's approved site be participating in the Offer versus Serve for the SFSP?

No

If so, which meal service?

The menu-planning option implemented by your school site

Traditional SFSP

Will site continue with menu-planning option for SFSP sites?

Yes

If not, what menu-planning option will be used?

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
SUMMER FOOD PROGRAM**

Site Meals

GUTHRIE SCHOOL (42-1001) : GUTHRIE UPPER ES : FY 2017

<u>Meal</u>	<u>Begin Time</u>	<u>End Time</u>	<u>Avg. Daily Participation</u>
Breakfast	8:00 AM	8:45 AM	175
Lunch	11:30 AM	12:30 PM	175

Pre Operational Visit

GUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES : FY 2017

Estimated number of children the site could serve: 160
Estimated number of needy children in area: 2,100

For the estimated number of children, does the site have:

A. Shelter for inclement weather?	Yes
B. Adequate cooking facilities (if applicable)?	Yes
C. Adequate storage for prepared or delivered food?	Yes
D. Storage space for records at site?	Yes
E. Adequate refrigeration?	Yes
F. Access to a telephone?	Yes

Is another site needed in this area? Yes

Are the present facilities adequate for an organized meal service? Yes

If answer is no, comments:

What system will be used for serving meals to attending children:

Cafeteria Style
Family Style
Unitized meals
Other (Explain)

What type of organized activities are possible or planned at this site?

SUMMER SCHOOL, YMCA FOR THE MONTH OF JUNE.

Improvements or corrective actions needed before site operates:

NONE

The first week visit for a returning site that operated successfully during the previous summer may be waived. Does this site need a visit the first week?

Describe the delivery and holding of meals until time of service, and arrangements for storing and refrigerating any leftover meals until the next day.

REFRIGERATORS AND HOT BOXES ARE ON SITE.

Describe the arrangements for food service during periods of inclement weather.

NO MEAL SERVICE

Describe communication for making necessary adjustments in the number of meals delivered or prepared in accordance with the number of children attending daily at each site.

CampsGUTHRIE SCHOOL (42-I001) : GUTHRIE UPPER ES : FY 2017

Please list all camp sessions along with the number of enrolled children in each session who meet the Program's income standards.

For Camps who DO charge separately for meals, please describe the method or methods to be used in accepting applications from families for Program meals. (Enter N/A if you do not charge separately).

For Camps who DO charge separately for meals, please describe the method used by camps for collecting payments from children who pay the full price of the meal while preventing the overt identification of children receiving a free meal. (Enter N/A if you do not charge separately).

The user has NOT yet indicated agreement or consent to the policies and procedures outline in Section 6(c) for Camps.

MEMORANDUM:

TO: Members of the Board of Education and Dr. Mike Simpson,
Superintendent

FROM: Eldona Woodruff, Director of Special Education

SUBJECT: Transition School-to-Work Agreement with the State of Oklahoma
Department of Rehabilitation Services

DATE: May 1, 2017

Attached is an agreement with the State of Oklahoma Department of Rehabilitation Services to continue the transition school-to-work program for eligible students with disabilities during the 2017-2018 school year. The purpose of this agreement is to provide work-readiness training and work experiences for students with disabilities. Through this agreement, students with disabilities may be employed by the school or a private employer not more than 15 hours a week during the school year or not more than 20 hours a week during the summer break. The student will receive school credit for participation in the school work study program. The school district will pay the student a stipend for their work based on the federal minimum wage. The Department of Rehabilitation will reimbursement the school district for stipends of students in the school work study program. Also, The Department of Rehabilitation will participate in IEP transition services meetings, confer with teachers and parents, and complete vocational evaluations.

Thank you.

To: School Work Study Schools (The contact person for your school)

It is time for all of the school districts that have a Transition School-to-Work: Work Study contract to sign a new contract for fiscal year 2018.

You are receiving this email with a new contract and the Vendor Information Form attached. **You will need to complete the Vendor Information Form and "eSign" both, which will automatically send them back to us for our signatures.** The forms will be tracked electronically from that point.

Please complete the entire Vendor Information Form and eSign. Then please review the **entire contract** and find the indicated signature block for your eSignature. Follow the instructions.

Optional: If this email has been sent to someone other than the proper signatory, you may click the hyperlink that allows you to have someone else sign, or you may download a copy of the vendor form and contract then sign and email it back to klowry@okdrs.gov.

We must receive the completed contract and Vendor Information Form before we can process your contract. Please submit as soon as possible so there are no delays in the processing of your contract.

Remember, the EIN number is your Federal ID Number.

Services beginning July 1, 2017 or after may not be provided until the Award of Contract has been issued.

If you have questions about signing the contract, please communicate with Jim Kettler at the Oklahoma Department of Rehabilitation. His email address is jkettler@okdrs.gov and his phone number is (405) 951-3443. For SWS contract content and service questions, contact Larry Hartzell at lhartzell@okdrs.gov or (405) 635-2759.

Thank you for your help in this matter.

OKLAHOMA DEPARTMENT OF REHABILITATION SERVICES
VENDOR INFORMATION FORM

Please complete all blanks below.

FEI#
(Federal
Employer
Tax ID#)

Vendor Name _____

Mailing Address _____

City/State _____

9-Digit Zip Code - *Look up 9-digit zip code at: <http://zip4.usps.com/zip4/welcome.jsp>.*

Payment Address
(If different from mailing
address) _____

City/State _____

9-Digit Zip Code - *Look up 9-digit zip code at: <http://zip4.usps.com/zip4/welcome.jsp>.*

Telephone: () - Fax: () - Email Address: _____
Email address will only be used for sending contract documents to you, and to communicate with you about information regarding your contract.

Name of Contact
Person: _____

Telephone: () - Email Address: _____
Email address will only be used for sending contract documents to you, and to communicate with you about information regarding your contract.

Signature and Date

**STATE OF OKLAHOMA
DEPARTMENT OF REHABILITATION SERVICES
TRANSITION SCHOOL-TO-WORK: WORK STUDY**

This agreement, consisting of fifteen (15) pages (the "Contract"), is hereby made between the Oklahoma Department of Rehabilitation Services ("DRS") and

**GUTHRIE PUBLIC SCHOOLS
802 E VILAS
GUTHRIE OK 73044-5228**

("Contractor"), and constitutes the entire agreement between the DRS and the Contractor, and no other representations are given or should be implied from written or oral agreements or negotiations that preceded the Contract.

RECITALS

WHEREAS, the Oklahoma Department of Rehabilitation Services is authorized to make and enter into all contracts necessary or incidental to the performance of its duties, and may purchase or lease equipment, furniture, materials and supplies, and incur such other expenses as may be necessary to maintain and operate the Department, 74 O.S. § 166.1.C; and

WHEREAS, the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act both provide for transition services for children with disabilities to facilitate the child's movement from school to post-school activities including employment, 20 U.S.C. § 1401(34) and 29 U.S.C. § 721(a)(11)(D); and

WHEREAS, the Oklahoma Department of Rehabilitation Services is authorized by rules promulgated by the Oklahoma Commission for Rehabilitation Services, O.A.C. 612: 10-7-244 – 249, and by the State Plan for Vocational Rehabilitation Services to implement the Transition from School-to-Work Program; and

WHEREAS, in the School-to-Work program, there are many services needed. Some of these services are provided by the school under the IEP and some are provided by the Oklahoma Department of Rehabilitation Services under the IPE. Other services may be provided by the parents, Career Tech, and others. A major component of the Transition School-to-Work program is work-readiness training and work experience. The work experience can be provided through Work Adjustment Training or the three types of Work Study Programs.

NOW THEREFORE, the parties agree as follows:

I. Contract Period

The Contract is effective from the latest date of signature of both parties or July 1, 2017, whichever is the latter, through June 30, 2018. The Contract may be renewed for two additional one-year periods upon written agreement of the DRS and the Contractor.

II. Contract Services

A. Work Study Program

There are three types of Work Study:

- 1. School Work Study allows students with disabilities to work on the school campus. The students are supervised or closely monitored by school personnel, and the school pays the students a wage with the DRS making reimbursement to the school for that payment. The school maintains liability for the students while working on campus.**
- 2. Work Site Learning allows students with disabilities to work in the community. The students are supervised or closely monitored by school personnel, and the school pays the students a wage with the DRS making reimbursement to the school for that payment. The school maintains liability for the students while working off campus.**
- 3. Employer Work Study allows students with disabilities employment experience in part-time jobs in the community with the employers paying the wages/salary(ies). In this instance, the students are employees of the community employers, employers maintain liability, and the DRS does not reimburse the employers for the wages/salary(ies).**

Participating students may work up to 15 hours per week during the school year (i.e., during the day, evenings, weekends, or holidays). In each of the cases described above, the students must be given school credit for their participation during the school day, and the school staff and the DRS counselor will provide important guidance and instructional help around the work experience. If the student works after school hours, in the evening or on weekends, the school may also choose to give the student school credit and is encouraged to do so to support earning elective credits. The school will provide staff to work with the DRS counselor in the area of transition. The school will have at least one person designated to serve as the "Teacher/Transition Coordinator". Paraprofessionals could serve as Transition Coordinator or could also be assigned to help with the process and documentation. The Contractor agrees to provide designated staff time for performing the needed duties related to transition. The Contractor agrees to fully inform the staff responsible for carrying out the duties set forth in the Contract. This includes providing all necessary staff with a copy of the Contract.

Students eligible to participate include those DRS transition students:

- with documented disabilities (includes IEP, 504 Plan, or other documents), who:
 - have been determined eligible for DRS services; or
 - are on a trial work plan as determined by the DRS counselor;
- with an approved case;

- with an individualized plan for employment (IPE) in place;
- with SWS as a line of service on the IPE;
- who are at least 16 years of age; and
- who are attending high school.

DRS clients preauthorized to participate in Work Study may do so for **up to 24 total months**, as approved on an individual basis by the DRS counselor. The months do not need to be consecutive. Based on individual needs and barriers due to disability, there may be exceptions where the client requires more time to make additional progress. In that instance, the DRS counselor may authorize additional time. Summer months spent in Work Study count in the total 24 months. Transportation, scheduling, administrative or family convenience, or family/individual income needs are not acceptable reasons to extend Work Study beyond 24 months.

Students wishing to continue working 15 hours per week through the summer as part of Transition School-To-Work: Work Study may do so under the current contract through June 30, 2018 as part of the Contract. Beginning July 1, 2018, the student could continue working if a new contract for the 2019 fiscal year has been processed and approved. The DRS will reimburse **100% of wages for hours worked during the summer, plus FICA and FUTA**, through this partnership. If students intend on working more than the specified 15 hours per week in the summer, any hours over the 15 and up to 20 per week must be preapproved by the DRS Counselor. All Child Labor Laws apply and must be adhered to.

<https://www.dol.gov/general/topic/youthlabor>

The school is required to continue supervising, monitoring, and reporting on students working in the school or in the community during the summer.

Paid work positions must reflect **real work/jobs** and include tasks that would normally be a function of that position. The students must be learning skills that will transfer to competitive, integrated employment in the community. Classroom instructional time does not count as work. The Contractor must ensure that students have access to a wide variety of work/job types and must also ensure the Contractor has enough work to cover the number of students intended to participate in the program. Examples of work/jobs within the school include, but are not limited to, the following.

- *Custodial/bus barn:* learning simple maintenance of school vehicles, detailing school vehicles.
- *Manager of sports teams:* scheduling, scorekeeping, ordering, inventory maintenance, hauling, moving.
- *Teacher's Aid/Assistant:* reading to groups of or individual children, cleaning, organizing, grading, designing bulletin boards.
- *Office Assistant:* Making ID badges, taking photos for badges, using a camera, laminating, answering phones, taking phone messages, greeting visitors and directing to locations, data entry, filing.
- *Information Technology Assistant:* use compressed air to clean computers and

keyboards, replace batteries, replace mice, clean monitors, conduct virus scans, clean out old hard drives, organizing, inventory maintenance, stocking, ordering.

The same guidelines should be adhered to when selecting community placements for paid work experiences.

The final 9 months of their Work Study must be outside the school/district and in the community (unless approved by the DRS counselor in special circumstances).

Students may not work in their family owned business unless approved by the DRS Counselor. This includes farms and other businesses.

B. Contractor's Obligations

The designated Teacher/Transition Coordinator(s) will:

1. be knowledgeable about the contents and requirements of the Contract, especially the Key Points documented in Appendix A;
2. obtain written preauthorization from the DRS counselor before initiating services for students (i.e., not starting the student to work before DRS has approved in writing);
3. complete the DRS Student Case Sheet for each client prior to participation in DRS services to ensure eligibility and other essential dates of the case;
4. maintain an updated copy of the DRS Student Case Sheet in each client's folder;
5. serve as a member of the transition team and make decisions for job placement as a team;
6. provide information regarding the program to school personnel, students, and parents;
7. provide job readiness instruction and assistance to the students in the program prior to starting their jobs (e.g., helping them prepare for interviewing for the potential position) through transition services or five core Pre-Employment Transition Services;
 - a. Job Exploration Counseling;
 - b. Work-based Learning Experiences
 - c. Counseling on opportunities for enrollment in postsecondary education (college, CareerTech, trade education, professional certification, etc.);
 - d. Workplace Readiness, including social and independent living skills;
 - e. Self-advocacy, including peer mentoring;
8. assist with job placement and regular follow-up on the students' progress;
9. work with the DRS Counselor to maintain a list of all authorized participating students, the place of employment, job title, and tasks learned or practiced, at least one time per semester or updated as new students join or jobs/job duties change;
10. assist with the coordination of the individualized education program (IEP) and the individualized plan for employment (IPE) to reflect the SWS services provided by DRS, including, but not limited to, present levels of performance, services, and annual education/training or employment goals on the IEP;
11. document such transition services or Pre-Employment transition services provided and completed by participating students;
12. provide such documentation to DRS counselor at the end of each semester;
13. submit by the 15th of the following month (or whenever payroll is run by the school for

- their payment cycle), at the same time, monthly time sheets, progress reports, and proof of payment to students for reimbursement of the wages paid for students participating in School Work Study or Work Site Learning; and
14. ensure the electronic copy of the contract is routed to the appropriate person for signature and returned electronically to DRS.

If claiming mileage reimbursement for teacher coordinator travel to/from job sites of DRS clients, submit monthly itineraries and travel claims which are each signed and verified by the school district superintendent.

C. DRS's Obligations

The DRS Counselor will:

1. provide Teacher/Transition Coordinators blank copies of the DRS Student Case Sheet;
2. provide Teacher/Transition Coordinators updated information (as available) for the DRS Student Case Sheet;
3. provide Teacher/Transition Coordinators written preauthorization prior to initiation of services for each student approved to work;
4. serve as a member of the transition team and make decisions for job placement as a team;
5. organize his or her work schedule in order to be available to confer with the school personnel, the students in the program, parents, employers and other partners in the process;
6. accept referrals, process applications, and assist with the coordination of the IEP and the IPE and offer input to the IEP employment goals;
7. arrange and provide services as needed, including vocational evaluations, and counseling and guidance;
8. assist with job placement and regular follow-up on the students' progress;
9. work with the school staff/teachers to maintain a list of all authorized participating students, the place of employment, job title, and tasks learned or practiced, at least one time per semester or updated as new students join or jobs/job duties change;
10. regularly monitor students at job sites;
11. ensure the school/district is submitting monthly time sheets, progress reports, proof of payment to students, and documentation of transition services or Pre-Employment Transition Services (as completed);
12. provide reimbursement for the wages of students participating in School Work Study and Work Site Learning; and
13. provide mileage reimbursement at the state rate for teacher coordinator travel to/from job sites of DRS clients participating in School Work Study and Work Site Learning.

D. Student Wage

1. The DRS and the Contractor agree that students who are employed by a school as part of a training program are not independent contractors, but employees of the school. The

Contractor agrees to deduct state and federal income tax from wages paid to the student. The Contractor is responsible for costs incurred for workman's compensation or other expenses not included in the minimum wage reimbursed by the DRS, as part of its contribution toward providing coordinated transition services outlined in the Individuals with Disabilities Education Act (IDEA) and the Workforce Innovation and Opportunity Act (WIOA).

2. The DRS and the Contractor further agree that IRS regulations provide that services performed by a student, who is employed by the school in which the student is enrolled, are not considered "employment" for purposes of FICA (Federal Insurance Contribution Act—Social Security and Medicare) and FUTA (Federal Unemployment Tax Act—employment tax) payroll deductions. 26 C.F.R. § 31.3121(b)(10)-2(a)(1) and § 31.3306(c)(10)-2(b). The rules provide that the services performed by the student must be incident to and for the purposes of pursuing a course of study at the school. Section 31.3121(b)(10)-2(c). The DRS and the Contractor agree that students who are employed by a school as part of a training program are not subject to FICA or FUTA. The employee/student must be enrolled and regularly attending classes at the school at which the employee is employed to have the status of a student within the meaning of the regulations. This exemption does not apply if the student is working for a private employer through Employer Work Study, rather than the school, as part of an internship program. *The student must be employed by the school in order for the exception to apply.* The Oklahoma Employment Security Act provides that employment as part of a work-training program is exempt from the definition of "employment" and, therefore, not subject to the Act and, therefore, should not be documented as wages paid in quarterly submissions to the OESC. 40 O.S. §1-210 (15)(I). At the end of the calendar year, students are to be provided with a **W-2, Wage and Tax Statement, and not a 1099-Misc Form for Independent Contractors.**

3. For the school to be reimbursed for the student's wage, the student must have a trial work plan and/or an Individualized Plan of Employment (IPE) with the Oklahoma Department of Rehabilitation Services, and be participating in School Work Study or Work Site Learning. Additionally, the school must have received in writing preauthorization for students to begin working before payments will be issued.

4. The maximum number of hours of training per student reimbursable by the DRS cannot exceed 15 hours per week during the school year. The number of hours worked may exceed 15 for summer work only, when pre-approved by the DRS counselor; however, the DRS will reimburse 100% of the wages for up to 20 hours per week for wages paid by the school. Students may begin working up to 20 hours per week beginning with the first day of summer break; however, upon the first day back to school, the students must go back to working only up to 15 hours per week.

5. Students who are completing high school at the end of the school year and who are participating in services through the Contract must cease work upon their last day of school/graduation. They may not continue to work through School Work Study or Work Site Learning beyond their last day of high school.

III. Compensation

A. Contract Amount

The DRS shall reimburse the Contractor an amount equal to the current federal minimum wage for the wage paid by the school to students under the Transition Work Study Program. Currently the federal minimum wage is \$7.25 per hour. The DRS will reimburse the Contractor the total gross amount paid by the school to the students. For students working through the school in the summer, the DRS will reimburse 100% of the total gross amount paid by the school to the students. The DRS will also reimburse for FICA and FUTA paid by the school district for students working through the school during the summer months, as summer work is not exempt from FICA and FUTA, since students are not enrolled at least half-time in school. For example, if a student works 15 hours per week, at \$7.25 per hour, the gross amount would be \$108.75. That is the amount DRS will reimburse the Contractor. Payment will be made upon receipt of properly completed and approved invoices/pay stubs, time sheets and progress reports documenting the provision of services, and/or a proper claim for reimbursement of Contractor-paid travel expenses pursuant to the contract for services. By law the DRS cannot pay in advance. Neither the Contractor nor any other parties may rely upon any amount set by the DRS in the Contract, or otherwise, as a guaranty, warranty, or any other promise of receipt or payment of that amount, except for those goods and/or services provided and accepted by the DRS pursuant to the Contract. The DRS will cancel the Contract if procedures are not followed (e.g., putting students to work before authorized, inappropriate job placements, delayed billing, not submitting proper documentation as outlined in the contract). If a settlement agreement must be reached between the Contractor and the DRS, the Contractor will receive only 50% of the funds for which it is seeking reimbursement.

The Oklahoma State Constitution, Article 10, Section 23 states, "Balanced Budget - Procedures. The state shall never create or authorize the creation of any debt or obligation, or fund or pay any deficit, against the state, or any department, institution or agency thereof, regardless of its form or the source of money from which it is to be paid, except as may be provided in this section and in Sections 24 and 25 of Article X of the Constitution of the State of Oklahoma."

An express or written contract is a document evidencing, among other things, the mutual consent of the contracting parties. The written document becomes effective when the parties have signified their mutual consent by the act of signing it. The act of signing occurs when it occurs and applies only to events in the future.

To ensure you stay within the law and that you receive full compensation for services provided, please wait for official written documentation from your DRS counselors as to when a service may actually begin for an approved DRS client. The DRS CAN NOT backdate in order to pay for services for any youth with disabilities.

According to Oklahoma Senate Bill 2199, school districts must conduct national criminal record background searches and fingerprinting on prospective employees. Therefore, the DRS will reimburse the school district up to \$45.00 per client who:

- * Is going to participate in School Work Study or Work Site Learning;
- * Is at least 18 years of age; and
- * Who has not previously had a criminal background check completed by the school district or any other school district in Oklahoma.

This reimbursement will occur upon request and submission of properly completed documentation to the DRS counselor. If the Contractor chooses to request the expedited background check (\$58.00) from the Oklahoma State Department of Education, the Contractor will be responsible for any additional fees beyond the \$45.00.

B. Payment

The State of Oklahoma has forty-five (45) days from receipt of a proper invoice, timesheets and progress reports documenting the provision of services, and/or a proper claim for reimbursement of Contractor-paid travel expenses pursuant to the contract for services to make payment to the Contractor. Invoices, time sheets and progress reports shall be sent to the DRS counselor who authorized services for each DRS client. DRS cannot reimburse wages for work study hours that are not preapproved in writing by the DRS counselor.

The DRS counselor's name, address, and telephone number are shown on each DRS client's Authorization for Purchase. If the State of Oklahoma fails to make payment within the forty-five (45) days, the Contractor is eligible to receive interest on the unpaid balance due per State of Oklahoma Statutes. The Contractor is responsible for claiming the interest.

All students who are placed in the Transition Work Study program must be active VR/VS clients and have a trial work plan and/or an IPE in place in order for the school/district to be reimbursed for wages paid through School Work Study or Work Site Learning, or for the student to participate in Employer Work Study.

C. Lapse Of Invoices/Claims

Proper invoices documenting the provision of services, and/or proper claims for reimbursement of Contractor-paid travel expenses pursuant to the contract for services shall be submitted within ninety (90) calendar days of the provision of those services, and/or incurrence of those travel expenses. Supporting encumbrances may be cancelled upon a lapse of six (6) months from the actual provision of services, and/or incurrence of travel expenses pursuant to the contract for services, unless specified otherwise in the Contract.

IV. Special Terms and Assurances

A. Grievance

The Contractor shall operate a system for resolution of grievances by recipients of the services provided under the Contract, regarding the substance or application of any written or unwritten policy or rule of the Contractor, or any decision, behavior, or action by the Contractor, its agents or employees. The grievance system used by the Contractor shall be subject to approval by the DRS.

B. Insurance

The Contractor is hereby required to carry liability insurance adequate to compensate persons for injury to their person or property occasioned by an act of negligence by the Contractor, its agents or employees. Said policy must provide that the carrier may not cancel or transfer the policy without giving the DRS thirty (30) days written notice prior to the cancellation or transfer. The Contractor shall timely renew the policies to be carried pursuant to this section throughout the term of the Contract, and provide the DRS with evidence of such insurance and renewals upon request.

C. Punitive Actions

The Contractor understands that payment for services to DRS clients pursuant to the Contract shall be made by the DRS. Accordingly, the Contractor shall not restrict or refuse services under the Contract to DRS clients based on nonpayment by the DRS. No actions shall be taken against the DRS client, including collection actions for any service covered under the Contract, or for any late payment for which the DRS has responsibility. In addition, the Contractor agrees that no punitive actions will be taken against any client of the DRS for late payment of any tuition, fees, books, supplies, etc. for which the DRS has responsibility. This includes, but is not limited to, withholding grades, Pell or other financial aids, or delaying enrollment.

D. Prior DRS Employment

The Contractor hereby certifies that at the start of the contract period neither he/she, or if applicable, no member of its board or officers are former DRS employees who were employed by the DRS during the prior twelve (12) months.

E. Travel

The travel expenses to be incurred by the Contractor pursuant to the Contract shall be included in the total amount of the contract award. The DRS will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, the DRS will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, 74 O.S. § 500.1-37. The Contractor shall be responsible for all travel arrangements, and provide supporting documentation for reimbursement.

F. Legal Employment Status Verification System

The Contractor certifies that it and all proposed subcontractors, whether known or unknown at the time the Contract is executed or awarded, are in compliance with 25 O.S. §1313, and participate in the Status Verification System. The Status Verification System is defined in 25 O.S. §1312, and includes, but is not limited to, the free Employee Verification Program (E-Verify) available at www.dhs.gov/E-Verify.

V. Standard Terms and Assurances

A. Equal Opportunity/Non-Discrimination

The Contractor shall at all times comply with all federal laws relating to nondiscrimination, including, but not limited to, Presidential Executive Order 11246, as amended, and the Civil Rights Act of 1964, 42 U.S.C. §2000 *et seq.*; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701 *et seq.*; the Americans With Disabilities Act of 1990, 42 U.S.C. §12101 *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*; the Age Discrimination in Employment Act, 42 U.S.C. §6101 *et seq.*; and all amendments to these acts, and all requirements imposed by the regulations issued pursuant to these acts, including, but not limited to, providing equal opportunity, both to those seeking employment and those seeking services, without regard to race, color, religion, sex, national origin, age, or handicap.

B. Lobbying Activities

The Contractor certifies the following:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, renewal, amendment, or modification of any federal grant or cooperative agreement;

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

C. Debarment, Suspension, And Other Responsibility Matters

In accordance with Presidential Executive Order 12549, the Contractor certifies that neither it nor its principals are presently debarred, suspended or otherwise ineligible for participation in federal assistance programs.

D. Drug-Free Workplace

The Contractor certifies compliance in providing or continuing to provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part § 85.600 *et seq.*

E. Modification

The Contract may only be modified by mutual consent of the parties in writing.

F. Cancellation

1. With Cause: In the event the Contractor fails to meet the terms and conditions of the Contract, or fails to provide services in accordance with the provisions of the Contract, the DRS may, upon written notice of default transmitted via Certified Mail to the Contractor, cancel the Contract effective upon receipt of notice or at 5:00 PM on the fifth calendar day from the date the DRS mailed the notice, whichever occurs first. Such cancellation shall not be an exclusive remedy, but shall be in addition to any other rights and remedies provided for by law. In the event a Notice of Cancellation is issued, the Contractor shall have the right to request a review of such a decision, as provided by the rules and regulations promulgated by the State of Oklahoma, Department of Central Services, Central Purchasing Division.

2. Without Cause: It is further agreed that the Contract may be canceled by either party by providing thirty (30) days prior written notice.

G. Access To And Retention Of Records

The Contractor shall maintain adequate and separate accounting and fiscal records, and account for all funds provided by any source to pay the cost of the Contract. Authorized personnel of the U.S. Department of Education or other pertinent federal agencies, and authorized personnel of the Oklahoma Department of Rehabilitation Services, State Auditor and Inspector, and other appropriate state entities shall have the right of access to any books, documents, papers, or other records of contract which are pertinent to the performance or payment of the Contract, in order to audit, examine, make excerpts and/or transcripts. The Contractor shall be required to maintain all records for three (3) years after the DRS makes final payment, and all other pending matters are closed.

H. Subcontracting

The services to be performed under the Contract shall not be subcontracted, in whole or in part, to any other person or entity without written approval by the DRS. The terms of the Contract, and such additional terms as the DRS may require, shall be included in any subcontract. Approval of the subcontract shall not relieve the Contractor of any responsibility for performing the Contract.

I. Compliance With State & Federal Laws

The Contractor shall comply with all applicable state and federal laws, rules and regulations relevant to the performance of the Contract. Compliance shall be the responsibility of the Contractor, without reliance on or direction by the DRS.

J. Client Confidentiality

The Contractor assures compliance with DRS requirements pertaining to the protection, use, and release of personal information. The Contractor will hold confidential all personal information regarding individuals, including lists of names, addresses, photographs, records of evaluation, and all other records of the DRS client. This information may not be disclosed, directly or indirectly, unless consent is obtained in writing or as otherwise required by law.

K. Unallowable Costs

In the event any audit, audit resolution, review, monitoring, or other oversight results in the determination that the Contractor has expended DRS funds on unallowable costs on this or any previous contract, the Contractor shall reimburse the DRS in full for all such costs on demand. The DRS may, at its sole discretion, deduct and withhold such amounts from subsequent payments to be made to the Contractor under this or other contracts.

L. Audit

1. Federal Funds

Organizations that expend five hundred thousand dollars (\$500,000.00) or more in a year in federal funds from all sources shall have a certified independent audit conducted in accordance with OMB Circular A-133, (June 26, 2003 Revision), "Audits of States, Local Governments and Non-Profit Organizations," pursuant to the Single Audit Act of 1984 31 U.S.C. 7501 *et seq.*, and subsequent amendments thereto.

2. State Funds

Corporations both for-profit and non-profit, and governmental entities that receive fifty thousand dollars (\$50,000.00) or more in a year in state funds from the DRS shall have a certified independent audit of its operations conducted in accordance with Government Auditing Standards. The financial statements shall be prepared in accordance with Generally Accepted Accounting Principles, and the report shall include a supplementary schedule of awards listing all state and federal funds by funding source.

3. Auditor Approval And Audit Distribution

The audit shall be performed by a certified public accountant, or a public accountant who has a valid and current permit to practice public accountancy in the State of Oklahoma, and who is approved by the Oklahoma Accountancy Board to perform audits according to Government Auditing Standards. The Contractor's fiscal managers and appropriate oversight bodies shall review the auditor's latest external quality control review report prior to the audit being conducted. The DRS retains the right to examine the workpapers of said auditor.

The Contractor shall submit two copies of the annual audit report to the Oklahoma Department of Rehabilitation Services - Contracts Unit, 3535 N.W. 58th Street, Suite 300, Oklahoma City, Oklahoma 73112, plus a copy of the management letter, if applicable, corrective action plan to all audit findings, and the auditor's latest external quality control review report within one hundred twenty (120) days of the Contractor's fiscal year end. In the event the Contractor is unable to provide the audit report within the time specified, the Contractor shall submit a written request for an extension to the address listed above, citing the reason for delay. The DRS reserves the right to suspend payment to the Contractor for costs owed pursuant to the Contract, if the DRS has not received the prior year audit.

M. Energy Efficiency

The Contractor agrees to meet mandatory standards and policies relating to energy efficiency in compliance with the Energy Policy and Conservation Act [P.L. 94-163], codified at 42 USC 6201 et seq.

N. Environmental Protection

If the payments pursuant to the Contract are expected to exceed one hundred thousand dollars (\$100,000.00), the Contractor must comply with Section 306 of the Clear Air Act [42 U.S.C. 1857 {h}], Section 508 of the Clean Water Act [33 U.S.C. 1368], Executive Order 11738, and Environmental Protection Agency Regulations [40 C.F.R. Part 15], which prohibit the use under nonexempt federal contracts, grants, or loans of facilities included on the EPA List of Violating Facilities.

O. Employment Relationship

The Contract does not create an employment relationship. Individuals performing services required by the Contract are not considered employees of the State of Oklahoma or the DRS for any purpose, and as such shall not be eligible for benefits accruing to state employees. The Contractor shall comply with all applicable laws regarding workers' compensation insurance.

P. Contract Jurisdiction

The Contract will be governed in all respects by the laws of the State of Oklahoma. The State of Oklahoma, District Court of Oklahoma County will be the venue in the event any legal action is filed by the DRS or the Contractor to enforce or to interpret provisions of the Contract.

Q. Severability

If any provision under the Contract, or its application to any person or circumstance, is held invalid by any court of competent jurisdiction, such invalidity does not affect any other provision of the Contract or its application that can be given effect without the invalid provision or application.

Appendix A

Key Points of the DRS Transition School-To-Work: Work Study Contract

1. The contractor must obtain written preauthorization from the DRS counselor before initiating services for students (i.e., not starting the student to work before DRS has approved in writing).
2. Students may work up to 15 hours per week during the school year. In the summertime, the DRS counselor may approve up to 20 hours per week.
3. Students may participate in SWS up to 24 total months, again as approved by the DRS Counselor.
4. The final 9 months of SWS must be outside the school district and in the community (unless approved by the DRS counselor).
5. DRS will reimburse the Contractor for the total gross amount paid by the school to the students during the school year up to the hourly federal minimum wage.
6. The Contractor should deduct Federal and State Income Tax, both during the school year and in the summer.
7. During the school year, students are not subject to FICA (social security) and FUTA (unemployment tax). The school should not withhold FICA and FUTA during the school year.
8. During the summer when students are not in school, School does withhold FICA and FUTA.
9. The DRS will reimburse 100% of total gross wages paid for summer hours worked, plus FICA and FUTA in the summer.
10. Documents required for reimbursement:
 - a) The monthly timesheet;
 - b) The progress report(s); and
 - c) Proof that payment has already been made to the working students (this could be a copy of the check, a pay stub, an invoice showing amounts paid, or something else from the business office).
 - d) These documents should be sent to the DRS counselor on a monthly basis. Waiting until the end of the semester or the end of the year to submit them is not acceptable.
10. School Work Study (SWS) Payment Process:
 - a) School sends Progress Report, Time Sheet, and Proof of Payment to DRS Counselor.
 - b) Counselor authorizes payment to school.
 - c) Counselor enters payment amount.
 - d) State Office sends a check to the school.
 - e) The State of Oklahoma has forty-five (45) days from receipt of a proper invoice, timesheets and progress reports to make payment to the Contractor.

STATE OF OKLAHOMA
DEPARTMENT OF REHABILITATION SERVICES
WORK PLAN

Guthrie Public Schools

VENDOR

Contract Number

Bonnie Allen

_____ has been appointed program monitor for the above stated contract and assumes responsibility for actual monitoring of all programmatic aspects of the contract including the periodic and ongoing review of reports or other valid indications of performance. The program monitor also assumes oversight responsibility for fiscal monitoring of said contract.

The contract monitor has been assigned the following duties:

1. Act as liaison for the contract.
2. Monitoring to insure that services are pre-authorized.
3. Monitoring the services provided through this contract.
4. Insuring the field staff are receiving, reviewing, and approving claims, and when required, submitting to DRS State Office for payment.
5. Periodically reviewing interim reports, or other indications of past performance through contact with field staff and/or vendors.
6. Monitoring vendor compliance with the requirements and specifications of the contract.
7. Complete a Professional Services Evaluation.
8. Receive and review vendor complaints, and forward them to the Contracts Unit.

All information pertinent to this contract, ie, original contract copies, addendums, revisions, vendor correspondence, evaluations, reports, audits, compliance reviews, and staff comments regarding service provision, except for client evaluations and reports, will be maintained in the Central Repository located in the Contracts Section of the Department of Rehabilitation Services. All evaluations and reports related directly to a client will be filed in the client's case file. Documentation will be made available for review upon request by the Department of Central Services. Copies of claims will be maintained in the Finance Unit of the DRS, and confidential client information will be maintained in the client's case service file.

The services to be performed through the contract are necessary for DRS to carry out its policies, rules, and regulations regarding the provision of indicated and appropriate rehabilitation services, in a timely manner leading to employment of eligible disabled individuals.

Signature:

Email: dtyson-jones@okdrs.gov

Quotation

Company Address	Learning Sciences International 175 Cornell Rd., Suite 18 BlairsvillePA 15717 US	Quote Number	Q-07734
		Expiration Date	5/5/2017
Program Partner Phone	Lee Manly (918) 995-1112	Payment Terms	Net 30
Implementation		Make checks payable to: Learning Sciences International	
		Fax Signed Quote to: (724) 299-8133	
Bill To Name	Guthrie Public Schools 802 E Villas Guthrie, OK 73044 US	Contact Name	Doug Ogle
Bill To		Phone	(405) 282-8900
		Email	doug.ogle@guthrie.net

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	TOTAL PRICE
0.50	Marzano Focused Teacher Evaluation Model Overview	PD000-M054	Marzano Focused Teacher Evaluation Model Overview; Prerequisite: Domain 1: Framework, Domain 1: IRR and Protocol, Domain 1: IRR and Scoring, Domain 1: IRR and Feedback, Domains 2-4. Max of 50 participants. Guthrie is sharing this session with Yukon Public Schools.	USD 4,500.00	USD 2,250.00
0.50	Marzano Focused Teacher Evaluation Model Overview - Reproduction License	PD000-M054-WR	Marzano Focused Teacher Evaluation Model Overview - Reproduction License	USD 1,000.00	USD 500.00
				SUBTOTAL:	USD 2,750.00
				TOTAL:	USD 2,750.00

Notes:

Learning Sciences International Terms & Conditions

Customer Acknowledgment

Customer acknowledges agreement with these Terms & Conditions of Sale by placement of an order to purchase products or services from Learning Sciences International, LLC.

Prices

Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted.

Payment

Purchase order or payment is required prior to order fulfillment. Make checks payable in USD to "Learning Sciences International" and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.

Purchase Orders

Please reference quote number (shown above) on all purchase orders. Purchase orders should be sent to Learning Sciences International, 175 Cornell Road, Suite 18, Blairsville, PA 15717 or faxed to (724) 299-8133 or emailed to: AccountsReivable@learningsciences.com

Terms

Standard payment terms are net 30 from date of invoice. Seller reserves the right to charge interest at the rate of 0.5% per month on past due balances. Seller also reserves the right to submit invoices greater than 90 days past due to a third party agency for collection.

Scheduling

On-site training and professional development sessions requires 30 days advance notice. Purchase order or payment must be received before training dates can be reserved. Trainings scheduled at the Customer's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee.

All training sessions must be scheduled no later than 12 months following receipt of purchase order.

Cancellation

On-site training and professional development sessions may be rescheduled prior to 30 days in advance without penalty. Districts who cancel / reschedule within the 30 day window will be charged a \$500 fee + travel expenses incurred (including cancellation and airline booking fees.)

Shipping and Handling

Shipping and Handling for print materials shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply.

LSI will fulfill your order based on the quantity of materials shown on your purchase order. Should you request additional copies of materials, you will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.

Sales, Use, Value Add and other Taxes

Customers exempt from sales taxes must provide a copy of their current exemption certificate, if applicable. LSI reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on Seller's sales tax collection requirements and Customer's current jurisdiction rates in effect on the date of invoice.

Materials Reprint Licenses

Professional development sessions and related materials are revised periodically to reflect most current research and provide the best possible experience for the learners. Updates to materials covered under reprint licenses will be provided free of charge upon request during the terms of the license. Customers are advised to print only sufficient quantities to cover their immediate training needs.

Recording of Presentations

All audio and video recording is prohibited without written consent from Learning Sciences International, LLC.

iObservation Terms of Use

iObservation terms of use can be found at www.effectiveeducators.com.

Signature: _____

Effective Date: ____/____/____

Name (Print): _____

Title: _____

Please sign and return with Purchase Order.

THANK YOU FOR YOUR BUSINESS!

Quotation

Company Address
 Learning Sciences International
 175 Cornell Rd., Suite 18
 Blairsville PA 15717
 US

Quote Number Q-07771
Expiration Date 7/7/2017

Program Partner Phone
 Lee Manly
 (918) 995-1112

Payment Terms Net 30

Implementation

Make checks payable to: Learning Sciences International

Fax Signed Quote to: (724) 299-8133

Bill To Name
Bill To
 Guthrie Public Schools
 802 E Villas
 Guthrie,
 OK
 73044
 US

Contact Name Doug Ogle
Phone (405) 282-8900
Email doug.ogle@guthrieeps.net

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1.00	Full Package Marzano Protocol + Library	IO300-M1	iObservation renewal for 17/18 school year. Full Package Marzano Protocol + Resource Library. Current subscription term ends 7/30/17.	USD 4,500.00	USD 4,500.00
SUBTOTAL:					USD 4,500.00
TOTAL:					USD 4,500.00

Notes:

Learning Sciences International Terms & Conditions

Customer Acknowledgment

Customer acknowledges agreement with these Terms & Conditions of Sale by placement of an order to purchase products or services from Learning Sciences International, LLC.

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Customers exempt from sales taxes must provide a copy of their current exemption certificate, if applicable. LSI reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on Seller's sales tax collection requirements and Customer's current jurisdiction rates in effect on the date of invoice.

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iObservation Terms of Use

iObservation terms of use can be found at www.effectiveeducators.com.

Signature: _____

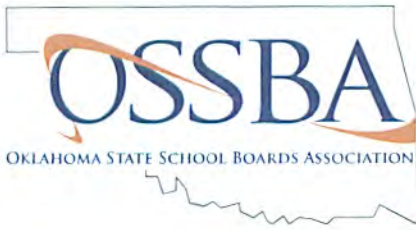
Effective Date: ____/____/____

Name (Print): _____

Title: _____

Please sign and return with Purchase Order.

THANK YOU FOR YOUR BUSINESS!



April 17, 2017

GUTHRIE
802 East Vilas
Guthrie, OK 73044

Re: 2017-2018 Oklahoma State School Boards Association Membership

Dear Superintendent and Board President:

The Oklahoma State School Boards Association is proud to serve Oklahoma school districts and school board members – the elected officers whose leadership most impacts Oklahoma children.

OSSBA belongs to its members and is the only organization that exists to represent the school board member. These are tough financial times for schools, and OSSBA membership ensures board members and district leaders have on-demand access to legal and policy expertise, free and low-cost training opportunities and other money-saving resources. This school year, OSSBA:

- Answered more than 20,000 calls and emails from school board members and district leaders on legal matters at *no additional charge*.
- Provided legal service two Monday evenings a month to answer questions that arise during board meetings.
- Helped more than two dozen districts save time and money through our eMeeting service to streamline board meeting preparation and materials.
- Assisted more than 400 school districts in minimizing unemployment costs through our OPSUCA program.
- Offered more than 100 free and low-cost professional development opportunities for board members to become more effective stewards and leaders and meet state-mandated training requirements.
- Served as the voice of board members at the state Capitol, advocating for legislation to support public education and serving as a trusted resource for legislative leaders on public education matters.
- Assisted districts with adoption and implementation of a new superintendent evaluation tool.
- Partnered with the K20 Center at the University of Oklahoma to help four school districts involve the community in crafting a long-term plan for their district.

Oklahoma State School Boards Association
2801 N. Lincoln Blvd., Suite 125
Oklahoma City, OK 73105
405.528.3571 • 888.528.3571
405.528.5695 • www.ossba.org



- Launched an online digital resource library to provide free and low-cost digital classroom resources for Oklahoma teachers.
- Unveiled an online member portal to make event registration easy and provide board members a simple way to check on credits obtained.

OSSBA will continue to improve on these services in the 2017-2018 school year and add more ways for districts to make the most of limited resources.

Invoice number 170201 for GUTHRIE in the amount of \$3,600.00 has been mailed to your accounting department. Prompt payment ensures continued membership. A membership renewal form is also included for your convenience. We look forward to continuing to serve you. If you have any questions, please do not hesitate to call at (405) 528-3571 or toll free at (888) 528-3571.

Sincerely,

Shawn Hime
Executive Director

Oklahoma State School Boards Assn.
 2801 N. Lincoln Blvd. Suite 125
 Oklahoma City, OK 73105
 405.528.3571 or 888.528.3571
 Fax: 405.609.3091
 EIN: 73-6636480

Invoice	170201
Date	7/15/2017
Page	1
Amount Due	\$3,600.00
Customer #	216

Customer:

Guthrie Public Schools
 802 East Vilas
 Guthrie OK 73044

For proper credit please return top portion

Customer ID	Customer Name	Purchase Order No.		Due Date	
216	Guthrie Public Schools			7/15/2017	
Item Number	Description	Ordered	Discount	Unit Price	Ext. Price
1000	School Membership Dues 2016-2017	1	\$0.00	\$3,600.00	\$3,600.00

The membership fee covers the provision of various services by the Oklahoma State School Boards Association to boards of education. Such services include legal information, publications, in-office consultations, answers to telephone and letter inquiries from school officials and school patrons, monitoring of state and federal education legislation, and other services designed to improve the quality of management of public education in Oklahoma. Member boards of education also receive reduced rates for workshop registrations, subscriptions and fee service programs

Subtotal	\$3,600.00
Tax	\$0.00
Total	\$3,600.00

MEMORANDUM:

TO: Members of the Board of Education and Dr. Mike Simpson,
Superintendent

FROM: Eldona Woodruff, Director of Special Education

SUBJECT: Contractual Agreement with Marylyn Steffensen for Psychometric
Services

DATE: May 1, 2017

Attached is an agreement with Marylyn Steffensen to provide Special Education evaluations for the 2017-2018 school year. Federal and state policies require that evaluations and eligibility meetings must be completed within 45 school days of parent permission for testing. This contract with Marylyn Steffensen will supplement services provided by our school psychometrist and psychologists. During the school year, anytime the number of assessment referrals exceeds the amount our school psychometrist and psychologist can complete in a 45 day period, the additional assessments will be completed by Ms. Steffensen.

Ms. Steffensen has agreed to provide services for Guthrie Public Schools during the 2017-2018 school year for \$425.00 per test battery (including a written psycho-educational report) and \$50.00 per hour for eligibility meetings and consultations. Ms. Steffensen will not charge mileage. These services will be approximately \$10,000.00.

Additional Quotes

Linda Johnson - \$450 per test battery plus \$50 per hour for eligibility meetings and consultation

Mediscan Staffing Services - \$75 - \$95 per hour

Soliant - \$71.50 - \$86.50 per hour

ProCare Therapy \$70 - \$80 per hour plus mileage and travel time depending on the experience of the service provider and the needs of the district

Marylyn Steffensen
Certified School Psychometrist

830 West Lakeview Drive
Guthrie, OK 73044
405-642-8380 (cell)
msteffensen1@cox.net

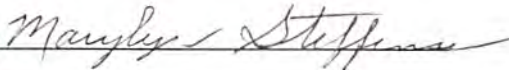
Contract for Professional Services

This contract is entered into by and between Marylyn Steffensen and Guthrie Public Schools for psychometric services July 1st, 2017 and ending June 30th, 2018.

Services include psychoeducational testing per referral, written psychoeducational reports in a timely manner to comply with state and federal mandates, attendance on eligibility teams as Qualified Examiner, and consultation, as requested.

Compensation charged will be \$425 per test battery, with additional consultations at \$50 per hour.

Evaluations will be conducted with the use of district materials: test kits, protocols, and/or record forms.

Marylyn Steffensen 

Director of Special Services _____

Superintendent _____

MEMORANDUM:

TO: Members of the Board of Education and Dr. Mike Simpson,
Superintendent

FROM: Eldona Woodruff, Director of Special Education

SUBJECT: Agreement with Oklahoma Hearing Solutions for Audiological
Services

DATE: May 1, 2017

Attached is an agreement with Oklahoma Hearing Solutions, Fine Hearing Clinic, to provide audiological services for the 2017 – 2018 school year. The Guthrie Public School District is required to provide audiology services including evaluations and hearing aid molds for certain students with hearing impairments. There are two non-profit organizations that provide some of these services. One is local and one is in Oklahoma City. We are often able to utilize these organizations for some services for some of our students. Due to our referrals to the non-profit organizations, we spent zero (0) dollars for this service last school year. When we are unable to utilize these organizations, we will refer students to Oklahoma Hearing Solutions AKA Fine Hearing Clinic. Oklahoma Hearing Solutions has agreed to continue to provide these services for Guthrie Public Schools. The cost of this contract maybe up to \$1,000.

Additional Quotes:

John W. Keys Speech and Hearing Center, University of Oklahoma College of Allied Health starting at \$65 - \$155 per hour

Hearing Health Care, Shawnee starting at \$90 - \$110 per hour

Oklahoma Hearing Center starting at \$75 per hour

**Oklahoma Hearing Solutions
Public School Audiology Service Contract**

April 7, 2017

Guthrie Public Schools
802 E. Vilas
Guthrie, OK 73044

Re: Audiological Services for the 2017-2018 school year

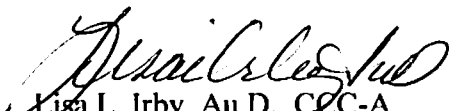
To Whom It May Concern:

Enclosed you will find the proposed Audiology Service Contract for the 2017-2018 school year. Please sign the original and return it in the stamped envelope we have enclosed for your convenience.

Our audiology staff is very experienced in the utilization of assistive listening devices such as FM Units, Auditory Trainers and Soundfield amplification. We are also one of the few clinics that offer Auditory Processing Disorder (APD) evaluations in the Oklahoma City metro area. Upon request, we are able to test individuals with challenges using two audiologists at no additional cost. We are also available to assist you with IEP matters involving your hearing impaired students, their families, and their teachers. In addition, we are contracted Medicaid/Sooner Care providers for medical services and necessary hearing equipment under their guidelines.

We consider it an honor to serve your district with the best hearing healthcare service available. For your added convenience, we now have two locations to better serve you. Fine Hearing Care is located in Edmond at 2405 S. Bryant Ave. Suite 100 Edmond, OK 73013 and Hearing Solutions is located at 408 S. Mustang Rd. Ste. B Yukon, OK 73099. We are able to see your students at either of our locations. If you have any questions or comments regarding this matter, please contact Jill Laxton at jill.laxton@finehearingcare.com or at 405-340-9191. We look forward to serving you and your students.

Sincerely,


Lisa L. Irby, Au.D., CEC-A
Owner/Head Audiologist

Oklahoma Hearing Solutions

2405 S. Bryant, Suite 100 Edmond, OK 73013
408 S. Mustang Road, Suite B Yukon, OK 73099

Phone: 405.340.9191 Fax 405.340.9185
Phone: 405.265.1133 Fax 405.265.1144

AUDIOLOGY SERVICE CONTRACT FOR THE GUTHRIE PUBLIC SCHOOL DISTRICT

Oklahoma Hearing Solutions is proposing the following audiological service contract for the 2017-2018 school year in the Guthrie Public School District.

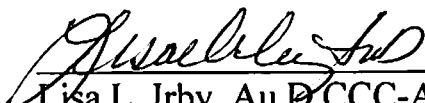
These services may include:

- | | |
|--|-------------------|
| ◆ Hearing Evaluation (in our office) | \$ 60.00 |
| ◆ Hearing Aid Evaluation | \$ 60.00 |
| ◆ Hearing Aid Evaluation (on-site) ** | \$ 90.00 |
| ◆ Central Auditory Processing (CAP) Evaluation | \$175.00 |
| ◆ Otoacoustic Emissions (OAE) | \$ 30.00 |
| ◆ Tympanometry | \$ 15.00 |
| ◆ FM Unit Fitting | \$ 75.00 |
| ◆ FM Unit / Equipment Check | \$ 30.00 per unit |
| ◆ Earmolds | \$ 55.00 |
| ◆ Hearing Aid Repairs (with 6 month warranty) | Cost + 30% |
| ◆ Equipment Repair and/or Parts | Cost + 30% |
| ◆ Hearing Aid Accessories and/or Parts | Cost + 30% |
| ◆ In-service Training / Consultation ** | \$ 75.00 per hour |
| ◆ Additional Visits with Students ** | \$ 75.00 per hour |

** Mileage added for on-site services at the rate of \$.45 per mile

Other services, equipment, and/or products are available with pricing upon request.

The effective dates of this agreement are July 1, 2017 to June 30, 2018. Should any invoice be left unpaid in excess of 60 days, it will be subject to possible finance charges. Either party may cancel this agreement with written notice at any time.


 Lisa L. Irby, Au.D., CCC-A
 Oklahoma Hearing Solutions, LLC
 DBA: Fine Hearing Care

10 April 2017
 Date

 Name:
 Guthrie Public Schools

 Date

802 East Vilas
Guthrie, OK 73044
405-282-5959 – Phone
405-282-5963 - Fax

Guthrie Public Schools
Technology Department

Memo

To: Board of Education

From: Dee Benson 

Date: April 28, 2017

Re: Technology Plan

Please contact me if you have any questions. My cell number is 405-202-7409 or email dee.benson@guthrie.net.

This is the same plan that was approved last year with updated dates and additions of software we are using.

**GUTHRIE
PUBLIC
SCHOOLS**

TECHNOLOGY PLAN

2017-2020

“Staking a Claim in our Children’s Future”

Executive Summary

The effective use of technology in education is paramount to our successful movement into the twenty-first century, making it essential that we provide our students, staff, and community with ample opportunities to integrate technology into their learning experiences. Implementation of technology into the curriculum can help us in this quest by offering many new revolutionary tools that are changing the face of the educational process and the ways we are able to access information. This transformational power of technology, together with the help of parents, staff and administrators, will better equip our graduating seniors to enter the technology-based workplace and to be more responsible, effective, participants in society.

In today's global environment, technological competence parallels the ability to read. Successful integration of technology into the curriculum will result in students with improved achievement and higher test scores; improved student attitude, enthusiasm, and engagement; richer classroom content; improved student retention and job placement rates.

Technology helps teachers improve their classroom practices by expanding their opportunities for training and by fostering interaction with other teachers and professionals. Technology used as an administrative and management tool, enables principals and superintendents to effectively save money, streamline operations, and monitor student progress. Technology offers new and exciting ways for parents to increase their involvement in their children's education.

On the whole, Guthrie Schools are beginning to incorporate technology into the curriculum. Technology purchases are determined by long-term goals, controlled by budget constraints, and made with the direction and guidance of a comprehensive, District-wide technology plan.

The technology plan presents specific recommendations for the development of a comprehensive educational network of information resources. The plan recommends diverse educational technologies and provides wide and equal access for students and staff.

Vision Statement

We envision technology as an effective and necessary tool, capable of enhancing both the communication ability and productivity of our students, staff and parents. Guthrie students must be competitive in an ever-changing world. The opportunity to develop

technological proficiency will empower Guthrie Public Schools to:

- Create a global, diverse, and enriched learning experience
- Enable students, parents, and staff to become lifelong learners
- Enable students to become active participants in our information-based society
- Enhance problem solving skills in all areas of the educational environment
- Strengthen the partnership among students, home, school, and community

Mission Statement

“It is the mission of the Guthrie Public Schools to empower all students with the tools necessary to become productive members of society through a cooperative effort between the student, home, school, and community.”

Technology will be utilized to support curriculum, to provide integrated opportunities for learning, and to prepare the student for lifelong global learning in a rapidly changing technological society. Guthrie Public Schools must provide up-to-date technology so that the following Priority Academic Student Skills (PASS) can be effectively addressed.

The student technology objectives are:

- Operation of the computer
- Use of application software as a tool
- Problem-solving and research skills
- Use of telecommunications
- Technology awareness
- Understanding of ethical and legal issues in technology
- Appropriate technology skills necessary for success

Guthrie Public Schools must provide up-to-date technology so teachers and staff can:

- Improve instructional strategies to increase student achievement
- Communicate student progress accurately and efficiently
- Improve professional skills
- Network with other professionals to share skills and resources

- Demonstrate dimensions of technology-based learning to promote student achievement and staff productivity
- Promote parental and community involvement

Guthrie Public Schools Technology Priority Goals

Administrative Goals

- I. All administrators and support staff will have electronic access at any time to available administrative and instructional technologies.
- II. The District will continue to acquire the latest hardware, software, and improved communication technology to enhance administrative efficiency in all schools.
- III. The District will provide professional development to administrators and related support personnel on the implementation of the latest administrative and instructional technologies.

Instructional Goals

- I. The District will provide all students and teachers access at any time from any place in the school to available instructional technologies.
- II. The District will continue to acquire hardware which meets or exceeds state standards for instructional technologies.
- III. The District will continue to acquire instructional software and other media to support the use of instructional technology.
- IV. The District will coordinate the involvement of personnel and technology facilities in the community for the purpose of incorporating new technologies into instruction.
- V. The District will utilize human resources within the system to support the implementation of instructional technology
- VI. The District will acquire improved communication technology to support the instructional process.
- VII. The District will acquire improved technology to increase parental involvement and to promote better home/school communication.

VIII. The District will revise curriculum to emphasize the application of technology in all subject areas.

IX. The District will support and collaborate with community service agencies to expand the existing adult literacy programs.

Professional Development Technology Goal

The District will provide professional development to teachers and other staff on the effective implementation of new technology in education.

Plans to Evaluate the Successes and/or Failures of Implementation

- Collect data on usage and technical difficulties in the use of distance learning programs. Adjust professional development and follow-up as needed.
- Assess individual school requests for additional hardware equipment and acquisitions to determine cost effectiveness and consistency with system-wide technology goals.
- Assess acquisitions for hardware that would take into account students with special needs, particularly those who are vision, hearing, orthopedic, mentally, or physically challenged.
- Analyze assessment forms returned from teachers on instructional software currently being used by teachers and adjust professional development accordingly.
- Report to parents and community on instructional software currently being used and assessed by teachers.
- Survey schools as to parental/community involvement in technology currently being implemented at individual school sites.
- Assess individual school programs for the effective and beneficial involvement with business, industry, and other community leaders.
- Assess impact of grants, business, and corporate financial support to instruction in the school system and make recommendations to the Board for the continued solicitation of such funds.
- Review the standards policy for programming on the District's local cable public access channel.

- **Assess the curriculum as part of the annual revision process to ensure appropriate application of technology in the total curriculum.**
- **Assess the effective implementation of the Priority Academic Student Skills (PASS) Instructional Technology guidelines by building-level personnel and suggest appropriate revision.**
- **Survey teachers to determine how Internet access has impacted the curriculum for their appropriate grade or subject level and revise guidelines for accessing on-line services as needed.**
- **Complete data collection on how teachers have incorporated word processing applications on the computer as a tool for teaching writing in all curriculum areas and expand the use of computers as a writing tool.**
- **Appraise the formal technology training offered through Professional Development and its effectiveness in the instructional process.**
- **Collect data of in-service training by technology specialists to determine building-level emphasis on integrating technology into the school curriculum.**
- **Survey parents as to the improvement of school/community communication.**

Impact on Curriculum, Instruction, and Evaluation

Through the use of advanced computing and telecommunications technology, learning can be qualitatively different. The process of learning in the classroom can become significantly richer as students have access to new and different types of information. Students can then in turn manipulate that information on the computer through graphic displays and can communicate their findings in a variety of media to their teachers, students in the next classroom, or students around the world.

The impact of the plan will be observed by:

- 1. Increased teacher knowledge and skill in use of technology within curriculum development**

Learning to utilize multimedia technology is an important tool in learning to read and write. Students today receive, and will increasingly receive, information from various types of visual media. Using multimedia as a learning tool is much more than giving students a camera and shooting pictures or operating a computer. Technical applications must be taught as part of an existing subject so students understand how technology can be a tool that makes them a more productive and powerful person in any subject area.

2. Renewed teacher commitment and enthusiasm to teaching and instruction

The plan provides teachers with the necessary knowledge and skills to infuse technology into their classrooms. The most effective and efficient approach to improving instruction is to enhance the skills of the teachers, support them in professional development, and provide them with the necessary tools.

3. Expanded knowledge of, and access to, educational resources

Through planned training, the plan will promote a desire to use technology and provide the tools to meet the need. They will discover techniques for integrating Internet resources into instruction. Teachers will have immediate access to experts and special interest on-line discussion groups. The possibilities of engaging their students in “real world” learning projects and supplementing class lectures with multimedia presentations and online resources will tailor student learning opportunities more specifically to each individual student.

4. Improved curriculum and instruction with appropriate student assessment

Properly used, technology can enhance the achievement of all students. Among the attractions of computer assisted instruction are its ability to individualize instruction and to provide instant feedback. Since students are able to control the pace at which they proceed through their exercises and activities, they are neither held back nor left behind by their peers. Multimedia technology expands the possibilities for more comprehensive student assignments that require students’ active participation and application of knowledge. The use of technology in the classroom improves students’ motivation and attitudes about themselves and about learning. Students are found to be challenged, engaged, and more independent when using technology.

5. More relevant curriculum to keep students in school

Students are no longer restricted to writing paper-and-pencil essays. They can create multimedia presentations using computers to combine text, graphs, charts, digital images, photographs, slides, real-time video, and sound. No longer do class projects have to be static—they can be dynamic through the use of technology. Video and audio technologies bring material to life, enhancing students' ability to remember and understand what they see and hear. By incorporating pictures, sound, and animation in classroom activities, multimedia significantly enhances student recall of basic facts, as well as their understanding of complex systems.

Technology is particularly valuable in improving student writing. For example, the ease with which students can edit their written work using word-processing, makes them more willing to do so, which in turn improves the quality of their writing.

6. Expanded knowledge about teacher-led implementation of technologies and “best-teacher practices”

The computer must be recognized as an effective teaching tool, which assists the educator, as well as the student. Software offers students individualized learning. While students progress on a subject at their own pace, those who begin to fall behind can receive proper interpersonal attention from the instructor. The computer allows the teacher to concentrate on interaction and individualized assistance. As an assessment tool, technology yields meaningful information, on demand, about students' progress and accomplishments and provides a medium for its storage.

Current environment

Presently the Guthrie Public School System network is comprised of 13 sites connected by a 1GB fiber WAN. These sites are connected to the Internet by a 500 MB circuit provided by Cox Communications. All District computers have access to the Internet.

The District has consolidated all servers into the one location to save time and money.

100% of classrooms have at least one computer.

Every classroom in the District is wired for connection to the Internet.

Technology Goals

1. Provide at least 1 modern computer for every classroom
2. Continue to provide information to the public and staff through an Internet and an Intranet presence.
3. Provide a mobile lab at the Junior High for teachers to schedule for class use.
4. Provide a mobile lab at each elementary for teachers to schedule for class use.
5. Establish a program of regular technology staff development training for all teachers and administrators in the district.
6. Establish a full schedule of Distance Learning Classes for both students and staff.
7. Establish a schedule for upgrading and replacing computers and servers.
8. Upgrade and replace aging equipment on a regular basis.

Minimum Required Components

1. **Strategies for improving academic achievement and teacher effectiveness –**
 - a. Our students are developing technology skills at an earlier age. Consequently they expect to be taught with technology. In order for this teaching to take place we must provide the infrastructure to support all types of technology. Guthrie has taken the first step by securing a 1GB wide area network connection between all sites. This enables the District to consolidate services in a central location and to provide the highest degree of uptime possible to our users. Once teachers and students learn that the technology is reliable, they are using the skills that they have learned from classroom and professional development to integrate technology into every lesson. Ed Tech funds will be used to constantly expand and upgrade the infrastructure used by the staff and students.
2. **Goals –**
 - a. By 2018, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - i. Increase passage rate on 3rd grade reading test to 100 percent.
 1. Purchase assessment/screening materials/software to monitor student's progress & drive instruction.
 2. Purchase computers and tablets at school sites.
 - b. All Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - i. Forty percent (40%) of all K-12 limited-English-proficient (LEP) students enrolled will show progress in attaining English proficiency (increasing one or more levels of proficiency established by the state).
 - ii. Ten percent (10%) of all K-12 LEP students enrolled will attain English proficiency (exiting out of ESL program).
 - iii. Ten percent (10%) of K-12 LEP students will be at or above proficient in mathematics on the State's assessment.
 1. Purchase ESL materials or supplemental instructional materials to teach LEP students.
 - c.

All students will be taught by highly qualified teachers

1. On-line professional development in the core academic content area.
 - d. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
 1. Provide all teachers ongoing professional development opportunities on safe and healthy school issues (e.g. Safe and Healthy School Conference, Safe School Summit, monthly video conferences, etc.
 - e. All students will graduate from high school.
 - i. Increase graduation rate by 5%.
 1. Purchase supplemental instructional software and hardware for summer enrichment programs in reading/language arts/math.
- 3. Steps to increase accessibility –**
- a. Guthrie Public Schools is a 21st Century Learning Center. Therefore, we provide an after school care program for our students as well as a tutoring and enhancement program. Ed Tech funds will be used to provide materials for both of these programs as well as to provide the availability of technology outside of the regular school day. Both of these programs are used to increase the education of students in the high need and high poverty areas of the District.
 - b. Guthrie Public Schools provides a summer school program for all Title I students. The Junior High has implemented a required summer school for all students who have failed a class the previous school year. Students use technology to complete lessons online which will help to bring them up to grade level in all curriculum areas.
 - c. Teachers are provided training in the use of technology to assist students and parents in the educational success of all students.
- 4. Promotion of curricula and teaching strategies that integrate technology**
- a. All software and materials used in the District must be based on scientifically proven research and methods. Students are assessed and monitored throughout the school year. Students who are not making adequate progress are remediated in order to bring them up to the current standards of performance.
- 5. Professional Development**
- a. Professional development will be offered on both a group and individual basis. All staff will be trained in the use of technology to properly assess and monitor the progress of their students. Technology is an important tool in the management of today's classroom.
 - b. Staff will have various opportunities for online training associated with the

various software programs used in the District.

- c. Staff Development days will be scheduled to provide staff with ideas and strategies that will help them to effectively integrate technology into their everyday lessons.

6. Technology type and costs

- a. In order to ensure the highest quality and uptime, the Guthrie Public Schools system has adopted a set of hardware standards. These standards help to insure the interoperability of all components within our system.
- b. The District has a technology budget of \$250,000 which funds the upkeep and repair of all current equipment.

7. Coordination with other resources

- a. All technology related purchases in the District must be approved by the Technology Department. This ensures that the equipment is compatible with our existing environment and that we have the equipment and training necessary to use the new technology.

8. Integration of technology with curricula and instruction

- a. Using the strategies outlined under promotion of curricula and teaching strategies that integrate technology and professional development the District will conduct ongoing training for the integration of technology into all areas of curricula and instruction. Training will begin before school starts and continue throughout the school year. All teachers are currently expected to integrate technology into their lessons at every opportunity.

9. Innovative delivery strategies

- a. Students will be offered the opportunity to participate in distance learning classes that will enhance their education. These classes will be offered as both college credit and HS credit courses. Distance learning classes will be expanded to offer opportunities for students and staff to enhance their educational experience without leaving the District.
- b. Students will have the opportunity to participate in virtual learning courses through the Edgenuity program.

10. Parental involvement

- a. Parental involvement will be enhanced through the use of our District web site. All information that is available in printed form will be available for download from the school web site. Teachers are being trained in producing class web pages to aid parents in the support of their child's education.
- b. The District has implemented the School Messenger Suite. This will allow parent communication for those parents who do not have access to the Internet.

11. Collaboration with adult literacy service providers

- a. The Guthrie Public School District is an adult literacy provider. We offer adult literacy courses in the evening as well as through our 21st Century program. We work with the community library to provide literacy services to the entire community.

12. Accountability measures

- a. Success of these programs will be monitored through the use of testing scores and the District report card.

13. Supporting resources

- a. NWEA - MAPS
- b. Read Naturally
- c. ALCA
- d. Voyager Learning
- e. Study Island
- f. Edgenuity

802 East Vilas
Guthrie, OK 73044
405-282-5959 - Phone
405-282-5963 - Fax

Guthrie Public Schools
Technology Department

Memo

To: Board of Education
From: Dee Benson, Director of Technology
Date: April 28, 2017
Re: 2017 - 2018 Erate

It is time to approve the contracts for next years Erate. Erate will pay 80% of the eligible costs and we are responsible for the ineligible costs and the remaining 20% of the cost. In the case of Internet and WAN costs, the OUSF program will cover the 20% not paid by Erate. The district costs are limited to fees and surcharges.

We will be changing providers for both internet and WAN services. Onenet will provide Internet and the cost decreased \$336 even though we will move from a 500MB to a 1GB connection. AT&T will provide our Wide Area Network with a cost decrease of \$67,200. Voice services are no longer eligible for Erate and will cost the district \$25,000 next year.

We will approve contracts with both our old and new providers so that we will not have a service interruption as we make the switchover.

If you have any questions please feel free to contact me anytime.

Office – 282-5959

Cell – 202-7409

Email – dee.benson@guthrieps.net

Year 20 Erate Contracts - Category 1								
Vendor	Category	Description	Total Cost	Ineligible	Erate Eligible	Erate Paid	OUSF Estimate	District Paid
AT&T	1	WAN Services	\$92,400.00		\$92,400.00	\$73,920.00	\$18,480.00	\$0.00
Cox	1	WAN Services	\$159,600.00		\$159,600.00	\$127,680.00	\$31,920.00	\$0.00
Onenet	1	Internet	\$46,960.00		\$46,960.00	\$37,568.00	\$9,392.00	\$0.00
Cox	1	Internet	\$62,100.00		62100	\$49,680.00	\$12,420.00	\$0.00
							Category 1 Total District Cost	\$0.00

OneNet use Only

Rec'd ___/___/___ by ___. Entered DB ___/___/___ by ___. Ticket # _____. Site ID(s):

Services Order Form & Agreement



Please type or print clearly.

About Your Organization

Name of Organization/Agency/Institution/School

Guthrie Public Schools

EIN (Federal Tax ID) 73-6021131

New Customer Welcome to OneNet! We look forward to serving your organization

Existing Customer with OneNet Internet access circuit or other services

Billing Account Number 9662

Phone (Main/Front Desk/Central Switchboard) (405) 282-5959

After-Hours Phone (405) 202-7409

Mailing Address 802 East Vilas

City Guthrie

State OK

Zip 73044

Billing Address (if different)

City

State

Zip

We are a: (choose one that best describes your organization)

Public K-12 School District

District Name Guthrie Public Schools

District Code 42-1001

Private K-12 School or campus

Vocational-Technical School or Career Technology Center

Public Library

Public College/University

Private Library

Private College/University

Medical Clinic, For Profit (Outpatient Only)

Research Corporation, For Profit

Medical Clinic, Nonprofit (Outpatient Only)

Research Corporation, Nonprofit

Hospital, For Profit (Out/Inpatient)

Hospital, Nonprofit (Out/Inpatient)

Municipal or County Government Agency

Tribal Government Agency

Museum

State Government Agency

Nonprofit Organization

Federal Government Agency

Other _____

Scan and email completed form to orders@onenet.net or fax to (405) 225-9250 or mail to 655 Research Parkway, Suite 200 Oklahoma City, OK, 73104. Questions? Call 888-5-ONENET

Name of Organization/Agency/Institution/School

Guthrie Public Schools

Customer Contacts

Administrative

The Administrative Contact has authority to request modifications to your OneNet circuit or services. He/She is the primary contact administration, the only person who may modify an agreement, and signatory of this agreement.

Name Dee Benson Title Director of Technology
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email dee.benson@guthrieips.net

On-Site Tech

The On-Site Tech Contact is available full-time at the circuit site and coordinates with OneNet for basic connectivity needs and troubleshooting. Technical expertise is helpful but not required. This contact also has authority to request technical changes to OneNet services.

Name Greg Sullaway Title System Analyst
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email greg.sullaway@guthrieips.net

Tech Consultant

The Tech Consultant is contracted with the customer.

Name Dee Benson Title Director of Technology
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email dee.benson@guthrieips.net

Billing

The Billing Contact has authority to modify the billing address and frequency and is OneNet's contact for resolving billing discrepancies.

Name Dee Benson Title Director of Technology
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email dee.benson@guthrieips.net

E-Rate

K-12 SCHOOLS & LIBRARIES ONLY: The E-Rate Contact is responsible for resolving questions related to E-Rate applications and funding awards.

Name Dee Benson Title Director of Technology
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email dee.benson@guthrieips.net

Website

The Website Contact has authority to modify and update your website and web services, including modification of website-related domain names.

Name Dee Benson Title Director of Technology
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email dee.benson@guthrieips.net

Email

The Email Contact has authority to modify and update your email services, including modification of email-related domain names.

Name Dee Benson Title Director of Technology
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email dee.benson@guthrieips.net

Abuse

The Abuse Contact is your liaison in the event of abuse of OneNet circuits (e.g./ illegal file sharing, spamming). IP addresses assigned by OneNet will list this person as primary contact.

Name Dee Benson Title Director of Technology
Daytime Phone (405) 282-5959 Fax (405) 282-5963 Email dee.benson@guthrieips.net

Scan and email completed form to orders@onenet.net or fax to (405) 225-9250 or mail to 655 Research Parkway, Suite 200 Oklahoma City, OK, 73104.
Questions? Call 888-5-ONENET

Name of Organization/Agency/Institution/School

Guthrie Public Schools

Are you requesting OneNet Internet service at this time?

YES (continue below)

NO (skip to page 4)

Service Request Details, Terms and Conditions

Existing OneNet customers: UPGRADE our Internet access circuit to increase bandwidth; replace what we already have.
 ADD a new Internet access circuit; keep the one(s) we already have.
 RELOCATE an existing Internet access circuit.

Building Name/Identifier Technology Building

Physical (Site) Address for Circuit 200 N Crooks Drive, BLDG 5

City Guthrie

State OK

Zip 73044

For installation of this circuit, physical access to your site will be provided by:

Name Dee Benson Title Director of Technology

Daytime Phone (405) 282-5959 After-Hours Phone (405) 202-7409 Email dee.benson@guthrie.net

Total amount of bandwidth requested: 1G Mbps I would like OneNet's help assessing our bandwidth needs.
The bandwidth/circuit type you request must be available in your geographic area (OneNet's network operates in part on local telecommunication lines).

Please tell us about your router.

Brand: Cisco Model #: 3560G

Do you own or lease your router? [X] Own [] Lease

Important! Preferred Internet access circuit start date: 07 / 01 / 2017 Best efforts will be made to meet your request.

Please initial below

Circuit readiness depends on several factors:

- 1. You must have the hardware to support the bandwidth used.
2. Your demarc(s) must be properly located, added or extended, to direct the circuit to its end point.
3. In the event conduit, backboard or power is necessary, the customer is responsible for construction unless specifically requested in the quoting process.

1. As the end user, you are responsible for items 1, 2, and 3 above. To discuss your circuit usage and needs, availability in your area, or the wiring infrastructure and equipment required, call 888-5-ONENET.

2. Billing begins on the date your circuit becomes operational (i.e. your requested bandwidth is provisioned, open and ready for data flow). Typically the date matches your requested start date (it will not be before). Any delay on your end (equipment is on order, a demarc has yet to be extended, etc.) will not constitute cause for deferral of billing. Please call if you experience extreme delays.

3. Public IP addresses will be assigned to customers by OneNet and remain under the control of OneNet.

4. Included automatically with your Internet access are 1) access to OneNet's 24-hour helpdesk and 2) multipoint videoconference bridging. You may schedule a multipoint videoconference by calling 888-5-ONENET; our video team will help determine whether your needs require special equipment. OneNet offers other bundled services at no additional charge, but customers must opt in (see page 4).

5. I agree to the terms of OneNet's Client Connection Policy and Acceptable Use Policy.

6. Billing continues until OneNet receives written notice of cancellation from customer's authorized administrator. Depending on the configuration of your circuit(s), the termination of OneNet services may incur service fees from one or more of our telecommunications partners. OneNet will hold customers responsible for such fees levied as the result of customer's voluntary cancellation.

7. (OPTIONAL) Customer agrees to an initial one-year agreement with up to four (4) voluntary annual renewals subject to annual ratification by customer and OneNet. Services will continue on a month-to-month basis if mutual annual ratification is not agreed upon until services are cancelled by the customer's authorized administrator as stated in # 6 above.

8. Provisioning Notes (entered by OneNet when applicable)

1G circuit will require a router with 2 Gigabit Ethernet Interfaces; one interface for the internet connection and one for the LAN

Name of Organization/Agency/Institution/School

Guthrie Public Schools

Select Your Services

Item and Details	Internet Access Customers Annual Rate	Non-Internet Access Customers Annual Rate	Multiplier	Your Rate
<input checked="" type="checkbox"/> Internet Access Circuit(s) <input type="checkbox"/> I am requesting multiple circuits.	\$ 45,960.00	N/A	x 1 circuits	\$ 45,960.00
<input type="checkbox"/> T1 (1.544Mbps) \$514 Monthly <input type="checkbox"/> Fast Ethernet (100Mbps)				
<input type="checkbox"/> Ethernet (10Mbps) <input checked="" type="checkbox"/> Gigabit Ethernet (1,000Mbps)	\$ 3,830.00 <i>Monthly</i>			
<input type="checkbox"/> Data DS-3 (45 Mbps) <input type="checkbox"/> Other: _____ Mbps				
One-time establishment fee	\$ 1000.00	N/A	x 1 <i>new circuits</i>	\$ 1,000.00 <i>Not Annual</i>
One-time construction fee	\$ _____	N/A		\$ _____ <i>Not Annual</i>
<input type="checkbox"/> Web Hosting Website domain name: _____	\$50	\$100	N/A	\$ _____
<input type="checkbox"/> We have only one domain name for this website.				
<input type="checkbox"/> We have additional domain name(s) for this website, which we have registered through a third party. Park the following with our ".ok.us" site at no charge				
Domain name 1: _____				
Domain name 2: _____				
<input type="checkbox"/> Email Hosting Emails for our organization use the domain name:@_____	\$250*	\$300*	N/A	\$ _____
<i>*Customers with fewer than 25 email accounts, please call for individual pricing.</i>				
<input type="checkbox"/> Email Compliance Archiving <i>Potentially unlimited retention customized for tiered policies, user-friendly web interface, advanced search, available for customers not on OneNet's messaging system, call 888-5-ONENET for availability</i>	\$10 per mailbox	\$12 per mailbox	x _____ <i>Mailboxes</i>	\$ _____
<input type="checkbox"/> Register a New Website Domain Name <i>Limit one per circuit or hosting customer, customer must opt in.</i> NOTE: OneNet registers only domain names with ".ok.us" suffixes. Domain names with more common suffixes (.com, .org, .edu) are available through commercial registrars and Educause. At your request (see "Web Hosting" above), OneNet can "park" (aka "point" or "forward") any domain name with your ".ok.us" site, saving you from building and maintaining separate websites for each name	\$0	\$0 (Bundled with web/email hosting package)	N/A	\$ _____
_____ + suffix:				
Preferred domain name (should be short and memorable)				
<input type="checkbox"/> .K12.OK.US (schools)	<input type="checkbox"/> .tec.ok.us (vo-tech and career centers)			
<input type="checkbox"/> .CC.OK.US (community and junior colleges)	<input type="checkbox"/> .lib.ok.us (libraries)			
<input type="checkbox"/> .mus.ok.us (museums)	<input type="checkbox"/> Contact me about other ".ok.us" options			
Circuit customers check one:				
<input type="checkbox"/> Our organization has one OneNet circuit and maintains one website.				
<input type="checkbox"/> Our organization has multiple circuits and maintains multiple websites. We have attached a request for registration of additional domain names.				
<input type="checkbox"/> Router Management <input type="checkbox"/> Customer owned router _____ <i>Manufacturer of Router</i>	\$0	Not Available	N/A	\$ _____
<input type="checkbox"/> OneNet owned router _____ <i>Manufacturer of Router</i>	\$ _____ <i>Monthly</i>			\$ _____
<input type="checkbox"/> Dedicated Application Hosting: Course Management Systems <input type="checkbox"/> Blackboard (Bb) <input type="checkbox"/> Desire2Learn (D2L) <i>Rates do not include software licensing fees, which you must purchase directly from the vendor</i>	Bb: \$8412 D2L: \$16,145	Bb: \$10,095 D2L: \$19,374	N/A	\$ _____
<input type="checkbox"/> Dedicated Application Hosting: Other Call 888-5-ONENET for details Application to be hosted: _____	Call for pricing	Call for pricing	N/A	\$ _____
<input type="checkbox"/> Dedicated Virtual Machine <i>Includes VM, bandwidth and support, operating system licensing is not included</i>	Small: \$600 Medium: \$1,100 Large: \$2,100 Custom: Call for pricing	Small: \$720 Medium: \$1,320 Large: \$2,520 Custom: Call for pricing	x _____ <i>Quantity</i>	\$ _____
<input type="checkbox"/> Small VM: 1vCPU, 2G RAM, 36GB disk.				
<input type="checkbox"/> Medium VM: 2vCPU, 4G RAM, 72GB disk.				
<input type="checkbox"/> Large VM: 4vCPU, 8G RAM, 144GB disk				
<input type="checkbox"/> Customized VM: _____				

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Name of Organization/Agency/Institution/School

Guthrie Public Schools

Select Your Services cont.

Item and Details	Internet Access Customers Annual Rate	Non-Internet Access Customers Annual Rate	Multiplier	Your Rate
<input type="checkbox"/> Colocation <i>Rack space for your hardware at our OKC data center. Fees do not include connectivity</i>	\$240 per rack unit	\$288 per rack unit	x _____ rack units	\$ _____
Connectivity Fee				
<input type="checkbox"/> Gig Port	\$144	\$173	x _____	\$ _____
<input type="checkbox"/> 10 Gig Port	\$324	\$389	x _____	\$ _____
<input type="checkbox"/> Internet Bandwidth per 1 mbps	\$48	\$58	x _____	\$ _____
<input type="checkbox"/> Data Storage: SAN High-Speed/Storage Area Network (IBM N-Series/NetApp) <i>Data stays on spinning disks. No setup fees</i>	SAS: \$2.40/ GB SATA: \$1.20/ GB	SAS: \$2.88/ GB SATA: \$1.44/ GB	x _____ GB	\$ _____
<input type="checkbox"/> Data Storage: HSM (SAM-FS) Shared Storage <i>Data may be stored on tape but is accessible like disk. No setup fees</i> Two locations available. Choose one or both: <input type="checkbox"/> OKC <input type="checkbox"/> Lawton	\$13 per 50 GB	\$16 per 50 GB	x _____ qty of 50 GB (x2 if both locations)	\$ _____
<input type="checkbox"/> Data Storage: TSM Backup <i>Traditional backup, except that OneNet runs the servers. One-Time setup fees apply</i> NOTE: Custom retention policy work is available at \$120/hour. Call 888-5-ONENET for details	\$15 per 50 GB Setup: \$500/ processor	\$18 per 50 GB Setup: \$500/ processor	x _____ qty of 50 GB plus _____ processors	\$ _____ Setup fees are one time only, not annual.
<input type="checkbox"/> Content Filtering <i>CIPA compliant content filtering for K-12 and library Internet access customers</i> <i>Libraries - please call OneNet for pricing</i>	\$600/year for up to 500 students \$1.30/student/year for 500+ students			\$ _____
<input type="checkbox"/> OTHER				\$ _____
Total All Services: \$				

Billing Details

Universal Service Fund recipients only:

Our OneNet service will be paid in full or in part by (check all that apply)

E-Rate

OUSF

OUSF may not fund the entire amount of Special Universal Services after E-Rate and OUSF credits are applied. The undersigned understands that OUSF funding, if any, may not be sufficient to cover the entire cost of Special Universal Services, after any E-Rate funding is applied to the bill. The undersigned further understands that it shall be the responsibility of the customer to pay any remaining balances.

Rural Health Care

Invoice My Organization*:

Annually
Email archiving and web/email hosting must be billed annually

Semiannually

Quarterly

Monthly
Customers receiving E-Rate, OUSF, Rural Health Care funding must be invoiced monthly

Electronic Invoicing Opt-In:

Opt-In
Please provide the information below to have your invoice sent electronically as a PDF attachment.

Contact Name: _____

Contact Phone: _____

Contact Email: _____

*You have the option of paying at different frequencies for various services. We will gladly customize our invoices to fit your needs. Call 888-5-ONENET to coordinate with our billing department.

Purchase Order # (where applicable)

Customer's notes/special instructions for OneNet regarding this order:

Signature of Authorized Administrative Representative

Signatory must be customer's primary contact for contract administration and the only person who may modify the contract

Date

Print Name

Thank you for your order! It is a pleasure to serve you.



Cox Account Rep:	Chris Dykstra - 17245	Cox System Address:	
Phone Number:	405-463-5588		6301 Waterford Blvd, ste 200
Fax Number:	405-286-5355		Oklahoma City, OK 73118

Customer Information		Authorized Customer Representative Information	
Legal Company Name:	guthrie ps - technology	Full Name:	
Street Address:	200 CROOKS DR BLDG FIVE	Billing Contact:	405-282-5959
City/State/Zip:	Guthrie, OK 73044	Fax:	
Billing Address:	create master account	Contact Number:	
City/State/Zip:	ATTN Dee Benson,	Email Address:	
Cox Account #:	131-0640316-01, 131-0643646-01		
Merge Bill	Yes		

Taxes and Fees Not Included

Service Address: 200 CROOKS DR BLDG FIVE, Guthrie, OK, 73044						Phone: 405-282-5959	
						Cox Account ID: 131-0640316-01, 131-0643646-01	
Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Split Local Loop Service - COI 1Gb		1	\$4,225.00	60	New	\$4,225.00	
Cox Optical Internet Professional Installation		1	\$0.00				\$0.00
Equipment Description			Quantity		Unit Price		Total Fee
Totals for guthrie ps - technology:			MRC:	\$4,225.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 802 E VILAS, Guthrie, OK, 73044						Phone: 405-282-5959	
						Cox Account ID: 131-0640306-01	
Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Split Local Loop Service - Metro E 1Gb *		1	\$950.00	60	New	\$950.00	
Equipment Description			Quantity		Unit Price		Total Fee
Totals for Guthrie Public Schools:			MRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00
Totals for all Accounts :			MRC:	\$5,175.00	NRC:	\$0.00	Equipment Cost: \$0.00

Special Conditions

Initial term of agreement is for the fiscal year of July 1, 2017 through June 30, 2018.

Notwithstanding anything to the contrary contained in this Agreement, Cox and Customer acknowledge that this Agreement is a five year agreement that consists of five (5) separate one-year terms, each of which is subject to cancellation only as a result of Customer's inability to obtain funding or appropriations for the payment required hereunder. This Agreement is for the second renewal year (June 1, 2017 to June 30, 2018). For each remaining renewal term hereafter, Customer agrees to use good faith and commercially reasonable efforts to renew the funding for the Services under this Agreement. If at any time during the Term hereof, Customer does not receive appropriations or funding for this Agreement, despite its good faith efforts to obtain such funding, Customer may, at its option, terminate this Agreement by providing at least 30 days prior written notice to Cox thereof, along with reasonable documentation substantiating such failure to obtain funding. Upon Cox's receipt of such notice, this Agreement shall terminate without liability to Customer (except that Customer will be required to pay for all Services rendered through the date of termination and shall also reimburse Cox for the construction costs, if any, unamortized upon the date of termination), and Cox may disconnect Services.

Promotion Details

By signing this Agreement, you represent that you are the authorized Customer representative and the information above is true and correct. This Agreement binds Customer to the terms and conditions attached to this Agreement (the "Service Terms") and any other terms and conditions applicable to the Services set forth above, including without limitation, the Cox tariffs, Service Guides, State and Federal regulations, the General Terms located at <http://www2.cox.com/aboutus/policies/business-general-terms.cox>, and the Cox Acceptable Use Policy (the "AUP"). Customer acknowledges receipt and acceptance of the Service Terms, the AUP and the General Terms by signing this Agreement. Customer acknowledges and accepts that Customer is solely responsible for protecting its network, equipment and the software through the use of firewalls, anti-virus and other security devices. Customer further acknowledges and accepts that Customer is solely responsible for fraudulent activity and related charges that result from Customer's failure to protect its network, equipment and the software. This Agreement is subject to credit approval and Customer authorizes Cox to check credit. The prices above do not include applicable taxes, fees, assessments or surcharges which are additional and may change. This proposal is valid provided Customer signs and delivers this Agreement to Cox unchanged within thirty (30) days from the date above. By signing this Agreement, Customer acknowledges that if (i) the transport Service(s) (e.g. Private Line Type Services, Ethernet Services) cross state boundaries or (ii) at least 10% of traffic on said transport Service(s) is Interstate in nature or designated for Internet traffic, then the entire transport Service(s) is considered Interstate. Customer has reviewed the interstate/intrastate designation of the transport Service(s) listed in the Service Description above and attests that all such designations are correct. In addition to any other termination rights in this Agreement, Cox may terminate this Agreement without liability at any time prior to installation of Services or if Cox determines that Customer's location is not reasonably serviceable according to Cox's standard practices. If Customer terminates or decreases any Service that is part of a bundle offering, the remaining Service(s) shall be subject to price increases for the remaining Term. Each party may use electronic signature to sign this Agreement, provided the electronic signature method used by Customer is acceptable to Cox. "Acceptance" of the Agreement by Cox shall occur upon the earlier of (i) Cox's countersignature of this Agreement or (ii) Cox's installation of Service at Customer's location. If Customer cancels this Agreement prior to installation of Service by Cox, Customer shall be liable for Cox's costs incurred. If Cox Equipment is not returned to Cox after disconnection of Services, Customer shall be liable for the Cox Equipment costs. I acknowledge that I have read and understand the 911 disclosures in Section 2 of the Service Terms. To review Cox's Internet Service Disclosures, please visit www.cox.com/internetdisclosures.

Customer Authorized Signature**CoxCom, LLC., Cox Oklahoma Telcom, LLC Signature**

Signature:

Signature:

Print:

Print:

Title Position:

Title Position:

Date:

Date:

This "Agreement" includes the terms and conditions (i) on the previous page or, if in the Cox Business e-commerce environment, as selected above (the "Cover Page"); (ii) on this page, including without limitation all policies and terms incorporated into this page (the "Service Terms"); and (iii) set forth at <http://ww2.cox.com/aboutus/policies/business-general-terms.cox> (the "General Terms").

1. Tariffs/Service Guide If Customer is purchasing any Service that is regulated by the FCC or any State regulatory body ("Regulated Service"), then Customer's use of such Regulated Service is subject to the regulations of the FCC and the regulatory body of the State in which the Customer location receiving the Regulated Service is located (which regulations are subject to change), as well as the rates, terms, and conditions contained in tariffs on file with State and Federal regulatory authorities. For States where the Regulated Service is de-tariffed, the Regulated Service is provided pursuant to the rates, terms and conditions for the Cox Service Guide for that State (the "SG"), which may be found at <http://ww2.cox.com/business/voice/regulatory.cox> and which terms are incorporated herein by reference. Cox may amend such tariffs and the SG and the Regulated Service shall be subject to such tariffs, or, if applicable, the SG, as amended. Customer must disclose to Cox if Customer intends to use the Regulated Services with payphone service. The tariffs and the SG contain cancellation or termination fees due in the event of cancellation or termination (including partial termination) of a Regulated Service prior to the Term selected on the Cover Page. Termination fees include, but are not limited to, nonrecurring charges, charges paid to third parties on behalf of Customer, and the monthly recurring charges for the balance of the Term.

2. E911 Services FOR IMPORTANT INFORMATION ABOUT COX'S 911 PRACTICES, PLEASE REVIEW THE INFORMATION ABOUT E911 SERVICE IN THE GENERAL TERMS AND ON THE WEBSITE <http://ww2.cox.com/business/voice/regulatory.cox>. ONLY THE EMTA WILL HAVE BATTERY BACKUP PROVIDED BY COX. CUSTOMER IS RESPONSIBLE FOR BATTERY BACKUP FOR THE IAD, ESBC, ATA AND ALL CUSTOMER EQUIPMENT. IN THE EVENT OF A POWER OUTAGE, CUSTOMER'S TELEPHONE SERVICE USING AN EMTA WILL CONTINUE TO OPERATE AS USUAL FOR UP TO EIGHT HOURS WITH THE BACKUP BATTERY PROVIDED BY COX. THE DURATION OF SERVICE DURING A POWER OUTAGE USING AN IAD, ATA, AND ESBC WILL DEPEND ON CUSTOMER'S BATTERY BACKUP CHOICE. IF THE EMTA, ATA, ESBC OR IAD THAT SUPPLIES YOUR TELEPHONE SERVICE IS DISCONNECTED OR REMOVED AND/OR THE BATTERY IS NOT CHARGED OR IS DAMAGED, SERVICE, INCLUDING ACCESS TO 911 OR E911, WILL NOT BE AVAILABLE. COX SHALL NOT BE RESPONSIBLE OR LIABLE FOR ANY FAILURE TO RECEIVE SERVICE OR FOR THE FAILURE OF ANY 911 OR E911 CALL IF CUSTOMER REMOVES OR DISCONNECTS THE EMTA, ATA, ESBC OR IAD OR IF CUSTOMER FAILS TO CHARGE THE BATTERY FOR SAID DEVICES AT ANY TIME DURING THE TERM OF THIS AGREEMENT. COX USES YOUR TELEPHONE SERVICE ADDRESS TO IDENTIFY YOUR LOCATION FOR E911 SERVICE. IF THE EMTA, ATA ESBC AND/OR IAD INSTALLED IN YOUR BUSINESS IS MOVED, THE E911 DISPATCH MAY NOT RECEIVE YOUR CORRECT ADDRESS. PLEASE NOTIFY COX IF YOU WOULD LIKE TO MOVE OR RELOCATE YOUR TELEPHONE SERVICE. IT CAN TAKE UP TO 2 BUSINESS DAYS FOR YOUR NEW ADDRESS TO BE UPDATED.

3. Service Start Date and Term This Agreement shall be effective upon execution by Customer and "Acceptance" by Cox (as such term is defined on the Cover Page). The "Initial Term" shall begin upon installation of Service and shall continue for the applicable Term commitment set forth on the Cover Page. However, if Customer delays installation or is not ready to receive Services on the agreed-upon installation date, Cox may begin billing for Services on the date Services would have been installed. Cox shall use reasonable efforts to make the Services available by the requested service date. Cox shall not be liable for damages for delays in meeting service dates due to install delays or reasons beyond Cox's control. If Customer delays installation for more than ninety (90) days after Customer's execution of this Agreement, Cox reserves the right to terminate this Agreement by providing written notice to Customer and Customer shall be liable for Cox's reasonable costs incurred. AFTER THE INITIAL TERM, THIS AGREEMENT SHALL AUTOMATICALLY RENEW FOR ONE (1) YEAR TERMS (EACH AN "EXTENDED TERM") UNLESS A PARTY GIVES THE OTHER PARTY WRITTEN TERMINATION NOTICE AT LEAST THIRTY (30) DAYS PRIOR TO THE EXPIRATION OF THE INITIAL TERM OR THEN CURRENT EXTENDED TERM. "Term" shall mean the Initial Term and Extended Term (s), if any. Cox reserves the right to increase rates for all Services by no more than ten percent (10%) during any Extended Term by providing Customer with at least sixty (60) days written notice of such rate increase. This limitation on rate increases shall not apply to video Services or Services for which rates, terms and conditions are governed by a Cox tariff or SG. Upon notice to Customer, Cox may change the rates for video Services periodically during the Term. Cox may change the rates for telephone Service subject to a Cox tariff or SG periodically during the Term. For the avoidance of doubt, promotional rates and promotional discounts provided to Customer will expire at the end of the Initial Term or earlier as set forth in the promotion language. Customer's payment for Service after notice of a rate increase will be deemed to be Customer's acceptance of the new rate.

4. Termination Customer may terminate any Service before the end of the Term selected by Customer on the Cover Page; provided, however, if Customer terminates any such Service before the end of the Term (except for breach by Cox), unless otherwise expressly stated in the General Terms,

Customer will be obligated to pay Cox a termination fee equal to the nonrecurring charges (if unpaid) and One Hundred Percent (100%) of the monthly recurring charges for the terminated Service(s) multiplied by the number of full months remaining in the Term. This provision survives termination of the Agreement. If there is signal interference with any Cox Service(s), Cox may terminate this Agreement without liability if Cox cannot resolve the interference by using commercially reasonable efforts.

5. Payment Customer shall pay Cox all monthly recurring charges ("MRCs") and all non-recurring charges ("NRCs"), if any, by the due date on the invoice. Any amount not received by the due date shown on the applicable invoice will be subject to interest or a late charge no greater than the maximum rate allowed by law. If Cox terminates this Agreement due to Customer's breach, or if Customer fails to pay any amounts when due and fails to cure such non-payment upon receipt of written notice of non-payment from Cox, Customer will be deemed to have terminated this Agreement and will be obligated to pay the termination fee described above. If applicable to the Service, Customer shall pay sales, use, gross receipts, and excise taxes, access fees and all other fees, universal service fund assessments, 911 fees, franchise fees, bypass or other local, State and Federal taxes or charges, and deposits, imposed on the use of the Services. Taxes will be separately stated on Customer's invoice. No interest will be paid on deposits unless required by law.

6. Service and Installation Cox shall provide Customer with the Services identified on the Cover Page and may provide related facilities and equipment, the ownership of which shall be retained by Cox (the "Cox Equipment"), or for certain Services, Customer, may purchase equipment from Cox ("Customer Purchased Equipment"). Customer is responsible for damage to any Cox Equipment. Customer may use the Services for any lawful purpose, provided that such purpose: (i) does not interfere or impair the Cox network or Cox Equipment; (ii) complies with the AUP; and (iii) is in accordance with the terms and conditions of this Agreement. Customer shall use the Cox Equipment only for the purpose of receiving the Services. Customer shall use Customer Purchased Equipment in accordance with the terms of this Agreement and any related equipment purchase agreement. Unless provided otherwise herein, Cox shall use commercially reasonable efforts to maintain the Services in accordance with applicable performance standards. Cox network management needs may require Cox to modify upstream and downstream speeds. Use of the data, Internet, web conferencing/web hosting Services shall be subject to the AUP at <http://ww2.cox.com/aboutus/policies/business-policies.cox>, which is incorporated herein by reference. Cox may change the AUP from time to time during the Term. Customer's continued use of the Services following an AUP amendment shall constitute acceptance of the revised AUP.

7. E-Rate Customers If Customer is an educational institution, library or other entity that qualifies as an applicant seeking reimbursement under the Federal Universal Service Fund Schools and Libraries Program (collectively, "E-Rate Customers"), the E-Rate provisions of the General Terms will apply, in addition to all other terms and conditions of this Agreement.

8. General Terms The General Terms are hereby incorporated into this Agreement by reference. Cox, in its sole discretion, may modify, supplement or remove any of the General Terms from time to time, without additional notice to Customer, and any such changes will be effective upon Cox publishing such changes on the website listed above. BY EXECUTING THIS AGREEMENT AND/OR USING OR PAYING FOR THE SERVICES, CUSTOMER ACKNOWLEDGES THAT IT HAS READ, UNDERSTOOD, AND AGREED TO BE BOUND BY THE GENERAL TERMS.

9. LIMITATION OF LIABILITY COX AND/OR ITS AGENTS SHALL NOT BE LIABLE FOR DAMAGES FOR FAILURE TO FURNISH OR INTERRUPTION OF ANY SERVICES, NOR SHALL COX OR ITS AGENTS BE RESPONSIBLE FOR FAILURE OR ERRORS IN SIGNAL TRANSMISSION, LOST DATA, FILES OR SOFTWARE DAMAGE REGARDLESS OF THE CAUSE. COX SHALL NOT BE LIABLE FOR DAMAGE TO PROPERTY OR FOR INJURY TO ANY PERSON ARISING FROM THE INSTALLATION OR REMOVAL OF EQUIPMENT UNLESS CAUSED BY THE NEGLIGENCE OF COX. UNDER NO CIRCUMSTANCES WILL COX BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOST PROFITS, ARISING FROM THIS AGREEMENT OR ITS PROVISION OF THE SERVICES.

10. WARRANTIES EXCEPT AS PROVIDED IN THIS AGREEMENT, THERE ARE NO OTHER AGREEMENTS, WARRANTIES OR REPRESENTATIONS, EXPRESS OR IMPLIED, EITHER IN FACT OR BY OPERATION OF LAW, STATUTORY OR OTHERWISE, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, RELATING TO THE SERVICES. SERVICES PROVIDED ARE A BEST EFFORTS SERVICE AND COX DOES NOT WARRANT THAT THE SERVICES, EQUIPMENT OR SOFTWARE SHALL BE ERROR-FREE OR WITHOUT INTERRUPTION. INTERNET AND WIFI SPEEDS WILL VARY. COX MAKES NO WARRANTY AS TO TRANSMISSION OR UPSTREAM OR DOWNSTREAM SPEEDS OF THE NETWORK.

11. Public Performance If Customer engages in a public performance of any copyrighted material contained in any of the Services, Customer, and not Cox, shall be responsible for obtaining any public performing licenses at Customer's expense. The Video Service that Cox provides under this Agreement does not include a public performance license.



Commercial Services Agreement
2/23/2017

Cox Account Rep: Chris Dylstra - 17245
Phone Number: 405-463-5588
Fax Number: 405-286-5355

Cox System Address:
6301 Waterford Blvd, ste 200
Oklahoma City, OK 73118

Customer Information
Legal Company Name: guthrie ps - technology
Street Address: 200 CROOKS DR BLDG FIVE
City/State/Zip: Guthrie, OK 73044
Billing Address: create master account
City/State/Zip: ATTN Dee Benson,
Cox Account #: 131-0640316-01, 131-0643646-01
Merge Bill: Yes

Authorized Customer Representative Information
Full Name: Dee Benson
Billing Contact: 405-282-5959
Fax:
Contact Number: 405.282.5959
Email Address: dee.benson@guthriepps.net

Taxes and Fees Not Included

Service Address: 200 CROOKS DR BLDG FIVE, Guthrie, OK, 73044

Phone: 405-282-5959
Cox Account ID: 131-0640316-01, 131-0643646-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
IP Address Block - /29 (8 IPs)	1	1	\$0.00	M-M	RN	\$0.00	
Split Local Loop Service - COI 500Mb	1	1	\$2,755.00	60	RN	\$2,755.00	
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description		Quantity		Unit Price		Total Fee	
Totals for guthrie ps - technology:		MRC:	\$3,705.00	NRC:	\$0.00	Equipment Cost:	\$0.00

Service Address: 602 E VILAS, Guthrie, OK, 73044

Phone: 405-282-5959
Cox Account ID: 131-0640306-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Split Local Loop Service-Metro E 500Mb Facility	1	1	\$737.00	60	RN	\$737.00	
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description		Quantity		Unit Price		Total Fee	
Totals for Guthrie Public Schools:		MRC:	\$1,687.00	NRC:	\$0.00	Equipment Cost:	\$0.00

Service Address: 200 E SPRINGER, Guthrie, OK, 73044

Phone: 405-282-5959
Cox Account ID: 131-0640307-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description		Quantity		Unit Price		Total Fee	
Totals for Guthrie PS - Baseball:		MRC:	\$950.00	NRC:	\$0.00	Equipment Cost:	\$0.00

Service Address: 300 CROOKS DR, Guthrie, OK, 73044

Phone: 405-282-5959
Cox Account ID: 131-0640308-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description		Quantity		Unit Price		Total Fee	
Totals for Guthrie PS - BFC:		MRC:	\$950.00	NRC:	\$0.00	Equipment Cost:	\$0.00

Service Address: 321 E NOBLE, Guthrie, OK, 73044

Phone: 405-282-5959
Cox Account ID: 131-0640304-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description		Quantity		Unit Price		Total Fee	
Totals for Guthrie PS - Central:		MRC:	\$950.00	NRC:	\$0.00	Equipment Cost:	\$0.00

Service Address: 2001 W NOBLE, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640303-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description			Quantity		Unit Price	Total Fee	
Totals for Guthrie PS - Cotteral:			NRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 1021 E PERKINS, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640309-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description			Quantity		Unit Price	Total Fee	
Totals for Guthrie PS - Faver:			NRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 902 N WENTZ, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640311-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description			Quantity		Unit Price	Total Fee	
Totals for Guthrie PS - Fogarty:			NRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 200 E HARRISON, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640299-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description			Quantity		Unit Price	Total Fee	
Totals for Guthrie PS - football Stadium (Jelsma):			NRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 200 CROOKS DR, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640310-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description			Quantity		Unit Price	Total Fee	
Totals for guthrie ps - HS:			NRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 705 E OKLAHOMA AVE, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640312-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description			Quantity		Unit Price	Total Fee	
Totals for Guthrie PS - JR HI:			NRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 702 CROOKS DR, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640298-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description			Quantity		Unit Price	Total Fee	
Totals for Guthrie PS - upper Elementary:			NRC:	\$950.00	NRC:	\$0.00	Equipment Cost: \$0.00

Service Address: 321 E GRANT, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0640313-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate	1	1	\$950.00	60	RN	\$950.00	
Equipment Description		Quantity		Unit Price		Total Fee	

Totals for Guthrie PS- Indoor Baseball: MRC: \$950.00 NRC: \$0.00 Equipment Cost: \$0.00

Service Address: 4300 E CHARTER OAK RD, Guthrie, OK, 73044

Phone: 405-282-5959

Cox Account ID: 131-0710447-01

Service Description	Prev QTY	New QTY	Unit Price	Term (Months)	Type	Service Charges	
						Monthly Recurring	One Time Activation & Setup Fees
Metro Ethernet Fiber - 1 Gb UNI - Interstate		1	\$950.00	60	New	\$950.00	
Equipment Description		Quantity		Unit Price		Total Fee	

Totals for Guthrie PS - new elementary school: MRC: \$950.00 NRC: \$0.00 Equipment Cost: \$0.00

Totals for all Accounts : MRC: \$16,792.00 NRC: \$0.00 Equipment Cost: \$0.00

Special Conditions

Initial term of agreement is for the fiscal year of July 1, 2017 through June 30, 2018. Notwithstanding anything to the contrary contained in this Agreement, Cox and Customer acknowledge that this Agreement is a five year agreement that consists of four separate one-year renewal terms, each of which is subject to cancellation only as a result of Customers inability to obtain funding or appropriations for the payment required hereunder. For each renewal term, Customer agrees to use good faith and commercially reasonable efforts to renew the funding for the Services under this Agreement. If at any time during the Term hereof, Customer does not receive appropriations or funding for this Agreement, despite its good faith efforts to obtain such funding, Customer may, at its option, terminate this Agreement by providing at least 30 days prior written notice to Cox thereof, along with reasonable documentation substantiating such failure to obtain funding. Upon Cox receipt of such notice, this Agreement shall terminate without liability to Customer (except that Customer will be required to pay for all Services rendered through the date of termination and shall also reimburse Cox for the construction costs, if any, unamortized upon the date of termination), and Cox may disconnect Services.

Promotion Details

- Thank you for your business! As a valued Cox Business Customer, we would like to offer additional services to help your business grow. Cox Media consultants provide media solutions to help reach your audience more effectively and efficiently with advanced cable and digital advertising products. Call toll free 1-855-MEDIAMX (1-855-633-4269) or mediamx@coxmedia.com today for more information.

By signing this Agreement, you represent that you are the authorized Customer representative and the information above is true and correct. This Agreement binds Customer to the terms and conditions attached to this Agreement (the "Service Terms") and any other terms and conditions applicable to the Services set forth above, including without limitation, the Cox tariffs, Service Guides, State and Federal regulations, the General Terms located at <http://www2.cox.com/aboutus/policies/business-general-terms.cox>, and the Cox Acceptable Use Policy (the "AUP"). Customer acknowledges receipt and acceptance of the Service Terms, the AUP and the General Terms by signing this Agreement. Customer acknowledges and accepts that Customer is solely responsible for protecting its network, equipment and the software through the use of firewalls, anti-virus and other security devices. Customer further acknowledges and accepts that Customer is solely responsible for fraudulent activity and related charges that result from Customer's failure to protect its network, equipment and the software. This Agreement is subject to credit approval and Customer authorizes Cox to check credit. The prices above do not include applicable taxes, fees, assessments or surcharges which are additional and may change. This proposal is valid provided Customer signs and delivers this Agreement to Cox unchanged within thirty (30) days from the date above. By signing this Agreement, Customer acknowledges that if (i) the transport Service(s) (e.g. Private Line Type Services, Ethernet Services) cross state boundaries or (ii) at least 10% of traffic on said transport Service(s) is Interstate in nature or designated for Internet traffic, then the entire transport Service(s) is considered Interstate. Customer has reviewed the Interstate/Intrastate designation of the transport Service(s) listed in the Service Description above and attests that all such designations are correct. In addition to any other termination rights in this Agreement, Cox may terminate this Agreement without liability at any time prior to installation of Services or if Cox determines that Customer's location is not reasonably serviceable according to Cox's standard practices. If Customer terminates or decreases any Service that is part of a bundle offering, the remaining Service(s) shall be subject to price increases for the remaining Term. Each party may use electronic signature to sign this Agreement, provided the electronic signature method used by Customer is acceptable to Cox. "Acceptance" of the Agreement by Cox shall occur upon the earlier of (i) Cox's countersignature of this Agreement or (ii) Cox's installation of Service at Customer's location. If Customer cancels this Agreement prior to installation of Service by Cox, Customer shall be liable for Cox's costs incurred. If Cox Equipment is not returned to Cox after disconnection of Services, Customer shall be liable for the Cox Equipment costs. I acknowledge that I have read and understand the 911 disclosures in Section 2 of the Service Terms. To review Cox's Internet Service Disclosures, please visit www.cox.com/internetdisclosures.

Customer Authorized Signature

CoxCom, LLC., Cox Oklahoma Telecom, LLC Signature

Signature:

Signature:

Print:

Print:

Title Position:

Title Position:

Date:

Date:

This "Agreement" includes the terms and conditions (i) on the previous page or, if in the Cox Business e-commerce environment, as selected above (the "Cover Page"); (ii) on this page, including without limitation all policies and terms incorporated into this page (the "Service Terms"); and (iii) set forth at <http://ww2.cox.com/aboutus/policies/business-general-terms.cox> (the "General Terms").

1. Tariffs/Service Guide If Customer is purchasing any Service that is regulated by the FCC or any State regulatory body ("Regulated Service"), then Customer's use of such Regulated Service is subject to the regulations of the FCC and the regulatory body of the State in which the Customer location receiving the Regulated Service is located (which regulations are subject to change), as well as the rates, terms, and conditions contained in tariffs on file with State and Federal regulatory authorities. For States where the Regulated Service is de-tariffed, the Regulated Service is provided pursuant to the rates, terms and conditions for the Cox Service Guide for that State (the "SG"), which may be found at <http://ww2.cox.com/business/voice/regulatory.cox> and which terms are incorporated herein by reference. Cox may amend such tariffs and the SG and the Regulated Service shall be subject to such tariffs, or, if applicable, the SG, as amended. Customer must disclose to Cox if Customer intends to use the Regulated Services with payphone service. The tariffs and the SG contain cancellation or termination fees due in the event of cancellation or termination (including partial termination) of a Regulated Service prior to the Term selected on the Cover Page. Termination fees include, but are not limited to, nonrecurring charges, charges paid to third parties on behalf of Customer, and the monthly recurring charges for the balance of the Term.

2. E911 Services FOR IMPORTANT INFORMATION ABOUT COX'S 911 PRACTICES, PLEASE REVIEW THE INFORMATION ABOUT E911 SERVICE IN THE GENERAL TERMS AND ON THE WEBSITE <http://ww2.cox.com/business/voice/regulatory.cox>. ONLY THE EMTA WILL HAVE BATTERY BACKUP PROVIDED BY COX. CUSTOMER IS RESPONSIBLE FOR BATTERY BACKUP FOR THE IAD, ESBC, ATA AND ALL CUSTOMER EQUIPMENT. IN THE EVENT OF A POWER OUTAGE, CUSTOMER'S TELEPHONE SERVICE USING AN EMTA WILL CONTINUE TO OPERATE AS USUAL FOR UP TO EIGHT HOURS WITH THE BACKUP BATTERY PROVIDED BY COX. THE DURATION OF SERVICE DURING A POWER OUTAGE USING AN IAD, ATA, AND ESBC WILL DEPEND ON CUSTOMER'S BATTERY BACKUP CHOICE. IF THE EMTA, ATA, ESBC OR IAD THAT SUPPLIES YOUR TELEPHONE SERVICE IS DISCONNECTED OR REMOVED AND/OR THE BATTERY IS NOT CHARGED OR IS DAMAGED, SERVICE, INCLUDING ACCESS TO 911 OR E911, WILL NOT BE AVAILABLE. COX SHALL NOT BE RESPONSIBLE OR LIABLE FOR ANY FAILURE TO RECEIVE SERVICE OR FOR THE FAILURE OF ANY 911 OR E911 CALL IF CUSTOMER REMOVES OR DISCONNECTS THE EMTA, ATA, ESBC OR IAD OR IF CUSTOMER FAILS TO CHARGE THE BATTERY FOR SAID DEVICES AT ANY TIME DURING THE TERM OF THIS AGREEMENT. COX USES YOUR TELEPHONE SERVICE ADDRESS TO IDENTIFY YOUR LOCATION FOR E911 SERVICE. IF THE EMTA, ATA ESBC AND/OR IAD INSTALLED IN YOUR BUSINESS IS MOVED, THE E911 DISPATCH MAY NOT RECEIVE YOUR CORRECT ADDRESS. PLEASE NOTIFY COX IF YOU WOULD LIKE TO MOVE OR RELOCATE YOUR TELEPHONE SERVICE. IT CAN TAKE UP TO 2 BUSINESS DAYS FOR YOUR NEW ADDRESS TO BE UPDATED.

3. Service Start Date and Term This Agreement shall be effective upon execution by Customer and "Acceptance" by Cox (as such term is defined on the Cover Page). The "Initial Term" shall begin upon installation of Service and shall continue for the applicable Term commitment set forth on the Cover Page. However, if Customer delays installation or is not ready to receive Services on the agreed-upon installation date, Cox may begin billing for Services on the date Services would have been installed. Cox shall use reasonable efforts to make the Services available by the requested service date. Cox shall not be liable for damages for delays in meeting service dates due to install delays or reasons beyond Cox's control. If Customer delays installation for more than ninety (90) days after Customer's execution of this Agreement, Cox reserves the right to terminate this Agreement by providing written notice to Customer and Customer shall be liable for Cox's reasonable costs incurred. AFTER THE INITIAL TERM, THIS AGREEMENT SHALL AUTOMATICALLY RENEW FOR ONE (1) YEAR TERMS (EACH AN "EXTENDED TERM") UNLESS A PARTY GIVES THE OTHER PARTY WRITTEN TERMINATION NOTICE AT LEAST THIRTY (30) DAYS PRIOR TO THE EXPIRATION OF THE INITIAL TERM OR THEN CURRENT EXTENDED TERM. "Term" shall mean the Initial Term and Extended Term (s), if any. Cox reserves the right to increase rates for all Services by no more than ten percent (10%) during any Extended Term by providing Customer with at least sixty (60) days written notice of such rate increase. This limitation on rate increases shall not apply to video Services or Services for which rates, terms and conditions are governed by a Cox tariff or SG. Upon notice to Customer, Cox may change the rates for video Services periodically during the Term. Cox may change the rates for telephone Service subject to a Cox tariff or SG periodically during the Term. For the avoidance of doubt, promotional rates and promotional discounts provided to Customer will expire at the end of the Initial Term or earlier as set forth in the promotion language. Customer's payment for Service after notice of a rate increase will be deemed to be Customer's acceptance of the new rate.

4. Termination Customer may terminate any Service before the end of the Term selected by Customer on the Cover Page; provided, however, if Customer terminates any such Service before the end of the Term (except for breach by Cox), unless otherwise expressly stated in the General Terms,

Customer will be obligated to pay Cox a termination fee equal to the nonrecurring charges (if unpaid) and One Hundred Percent (100%) of the monthly recurring charges for the terminated Service(s) multiplied by the number of full months remaining in the Term. This provision survives termination of the Agreement. If there is signal interference with any Cox Service(s), Cox may terminate this Agreement without liability if Cox cannot resolve the interference by using commercially reasonable efforts.

5. Payment Customer shall pay Cox all monthly recurring charges ("MRCs") and all non-recurring charges ("NRCs"), if any, by the due date on the invoice. Any amount not received by the due date shown on the applicable invoice will be subject to interest or a late charge no greater than the maximum rate allowed by law. If Cox terminates this Agreement due to Customer's breach, or if Customer fails to pay any amounts when due and fails to cure such non-payment upon receipt of written notice of non-payment from Cox, Customer will be deemed to have terminated this Agreement and will be obligated to pay the termination fee described above. If applicable to the Service, Customer shall pay sales, use, gross receipts, and excise taxes, access fees and all other fees, universal service fund assessments, 911 fees, franchise fees, bypass or other local, State and Federal taxes or charges, and deposits, imposed on the use of the Services. Taxes will be separately stated on Customer's invoice. No interest will be paid on deposits unless required by law.

6. Service and Installation Cox shall provide Customer with the Services identified on the Cover Page and may provide related facilities and equipment, the ownership of which shall be retained by Cox (the "Cox Equipment"), or for certain Services, Customer, may purchase equipment from Cox ("Customer Purchased Equipment"). Customer is responsible for damage to any Cox Equipment. Customer may use the Services for any lawful purpose, provided that such purpose: (i) does not interfere or impair the Cox network or Cox Equipment; (ii) complies with the AUP; and (iii) is in accordance with the terms and conditions of this Agreement. Customer shall use the Cox Equipment only for the purpose of receiving the Services. Customer shall use Customer Purchased Equipment in accordance with the terms of this Agreement and any related equipment purchase agreement. Unless provided otherwise herein, Cox shall use commercially reasonable efforts to maintain the Services in accordance with applicable performance standards. Cox network management needs may require Cox to modify upstream and downstream speeds. Use of the data, Internet, web conferencing/web hosting Services shall be subject to the AUP at <http://ww2.cox.com/aboutus/policies/business-policies.cox>, which is incorporated herein by reference. Cox may change the AUP from time to time during the Term. Customer's continued use of the Services following an AUP amendment shall constitute acceptance of the revised AUP.

7. E-Rate Customers If Customer is an educational institution, library or other entity that qualifies as an applicant seeking reimbursement under the Federal Universal Service Fund Schools and Libraries Program (collectively, "E-Rate Customers"), the E-Rate provisions of the General Terms will apply, in addition to all other terms and conditions of this Agreement.

8. General Terms The General Terms are hereby incorporated into this Agreement by reference. Cox, in its sole discretion, may modify, supplement or remove any of the General Terms from time to time, without additional notice to Customer, and any such changes will be effective upon Cox publishing such changes on the website listed above. BY EXECUTING THIS AGREEMENT AND/OR USING OR PAYING FOR THE SERVICES, CUSTOMER ACKNOWLEDGES THAT IT HAS READ, UNDERSTOOD, AND AGREED TO BE BOUND BY THE GENERAL TERMS.

9. LIMITATION OF LIABILITY COX AND/OR ITS AGENTS SHALL NOT BE LIABLE FOR DAMAGES FOR FAILURE TO FURNISH OR INTERRUPTION OF ANY SERVICES, NOR SHALL COX OR ITS AGENTS BE RESPONSIBLE FOR FAILURE OR ERRORS IN SIGNAL TRANSMISSION, LOST DATA, FILES OR SOFTWARE DAMAGE REGARDLESS OF THE CAUSE. COX SHALL NOT BE LIABLE FOR DAMAGE TO PROPERTY OR FOR INJURY TO ANY PERSON ARISING FROM THE INSTALLATION OR REMOVAL OF EQUIPMENT UNLESS CAUSED BY THE NEGLIGENCE OF COX. UNDER NO CIRCUMSTANCES WILL COX BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOST PROFITS, ARISING FROM THIS AGREEMENT OR ITS PROVISION OF THE SERVICES.

10. WARRANTIES EXCEPT AS PROVIDED IN THIS AGREEMENT, THERE ARE NO OTHER AGREEMENTS, WARRANTIES OR REPRESENTATIONS, EXPRESS OR IMPLIED, EITHER IN FACT OR BY OPERATION OF LAW, STATUTORY OR OTHERWISE, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, RELATING TO THE SERVICES. SERVICES PROVIDED ARE A BEST EFFORTS SERVICE AND COX DOES NOT WARRANT THAT THE SERVICES, EQUIPMENT OR SOFTWARE SHALL BE ERROR-FREE OR WITHOUT INTERRUPTION. INTERNET AND WIFI SPEEDS WILL VARY. COX MAKES NO WARRANTY AS TO TRANSMISSION OR UPSTREAM OR DOWNSTREAM SPEEDS OF THE NETWORK.

11. Public Performance If Customer engages in a public performance of any copyrighted material contained in any of the Services, Customer, and not Cox, shall be responsible for obtaining any public performing licenses at Customer's expense. The Video Service that Cox provides under this Agreement does not include a public performance license.

Appendix B

GUTHRIE PUBLIC SCHOOLS
WAN SERVICES

COMPANY NAME: _____

PRICING FORM

Item	Product or Service Description	Quantity	Per Unit Cost		Comments
			One-time (Installation, activation)	Pricing Per (Recurring Monthly)	
1	Maintenance or associated hardware costs				
2	Cost to Add, Move or Changes for each service				*Add & Changes \$0, Moves TBD Based on Cost
4	Transparent LAN Circuit - 20MB	1	\$0	\$532	Estimated Mthly chrges \$96.83
3	Transparent LAN Circuit - 50MB	1	\$0	\$585	Estimated Mthly chrges \$106.47
4	Transparent LAN Circuit - 100MB	1	\$0	\$659	Estimated Mthly chrges \$119.94
5	Transparent LAN Circuit - 200MB	1	\$0	\$706	Estimated Mthly chrges \$128.49
6	Transparent LAN Circuit - 500MB	1	\$0	\$737	Estimated Mthly chrges \$134.14
7	Transparent LAN Circuit - 1GB	1	\$0	\$950	Estimated Mthly chrges \$172.90
8	Transparent LAN Circuit - 10 GB	1	\$0	\$2950	Estimated Mthly chrges \$536.90
9	Other billable charges				
10	Estimated FCC charges				



Guthrie Public Schools

Memo

To: Dr. Mike Simpson and the Guthrie School Board
From: Carmen Walters, Director of Elementary Education/Federal Programs
Date: May 1, 2017
Re: K – 8 Remedial Summer School Program

The following teachers/aides are being recommended for Summer School 2017, June 5, 2017 – June 29, 2017, Monday – Thursday, 8:30 – 11:30 a.m.

Carmen Brown, Teacher	Kindergarten
Tonya Stansbury, Teacher	Kindergarten
Eva Cordero, Aide	Kindergarten
Patti Bohlman Teacher	1 st Grade
Jamie Alexander, Teacher	1 st Grade
Gina Wright, Aide	1 st Grade
Sherryl Green, Teacher	2 nd Grade
Tessa Wallraven, Teacher	2 nd Grade
Cindy Crawford, Teacher	3 rd Grade
Lisa Good, Teacher	3 rd Grade
Emily Carpenter, Teacher	4 th Grade
Donna Russell, Teacher	5 th & 6 th Grade
Greg Friese, Teacher	5 th & 6 th Grade
Ron Gillett, Teacher	7 th & 8 th Grade
Susan Davison	Administrator



Price Quote for Services

Meridian Technology Center

Stillwater OK

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
480-423-0118

Date 4/26/2017
Quote # 33605
Vendor #

Payment Schedule	Pricing Expires	Contract Start Date	Contract End Date
	7/25/2017	8/1/2017	7/31/2018

Header	Quantity	Description	Amount
Software Licenses	35	Guthrie: Concurrent User Licenses Virtual Classroom and Web Administrator for access to all core, general electives, AP, CTE, career pathways, ACT, SAT, and OK EOIs.	21,000.00

Total \$21,000.00

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement.

If this Quote includes any Sophia® Learning Inc. courses for purchase, the following language applies to any such purchase (and this language is also found in the above linked Terms and Conditions): "Use of any Sophia course is prohibited for all students under the age of 13 years."

It's been a pleasure working with you!

Customer

Signature

Print Name

Title

Date

Edgenuity Inc. Representative
Danielle Manack
Account Executive
danielle.manack@gmail.com
214-564-4080

Not valid unless accompanied by a purchase order.

Please specify a shipping address if applicable.

Please e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.

MEMORANDUM:

TO: Members of the Board of Education and Dr. Mike Simpson,
Superintendent

FROM: Eldona Woodruff, Director of Special Education

SUBJECT: Professional Service Agreement with Teresa Ewing to provide Physical
Therapy Services

DATE: May 1, 2017

Attached is an agreement with Teresa Ewing to provide Physical Therapy services for Guthrie Public Schools during the 2017-2018 school year. Ms. Ewing has provided this service to Guthrie Public Schools for the past nine years. Ms. Ewing will provide this service at a rate of \$62.00 per hour for services and travel time. Mileage will be reimbursed at the Oklahoma State Travel Reimbursement Act rate. This is an increase of \$2.00 per hour. The cost of this service will be approximately \$65,000.

Additional Quotes

Mediscan Staffing Services - \$62 - \$82 per hour
Ardor Health Solutions - \$65 - \$72 per hour
Career Staff - \$69 per hour
ProCare Therapy - \$65-\$75 per hour
Supplemental Health – Starting at \$62 per hour

PROFESSIONAL SERVICES AGREEMENT

Period of Performance: July 1, 2017 to June 30, 2018

This Service Agreement is entered into on this 1st day of July 2017 by and between Teresa Ewing, Physical Therapist and Guthrie Public Schools (“Guthrie”).

Whereas, Guthrie desires Teresa Ewing, PT to provide certain services, and:

Whereas, Teresa Ewing, PT is uniquely situated to assist Guthrie in the provision of some of those services, as described below,

Now, therefore, in consideration of the foregoing and the mutual covenants contained herein, the parties agree as follows:

1. Teresa Ewing, PT will provide the following services for the referenced price to Guthrie:
 - a. Physical Therapy evaluations as needed
 - b. Physical Therapy interventions as needed
 - c. Training as needed:
 - i. Training on PT intervention techniques to paraprofessionals, teachers, or administration.
 - d. Consultation as needed
 - i. Consult with teachers about PT techniques to implement in the classroom setting.
 - e. Attend eligibility and IEP meetings upon request of teachers or the Director of Special Education.
 - f. Teresa Ewing, PT will provide reports as followed by the Oklahoma State Department of Education guidelines.
 - i. Progress reports as needed
 - j. Evaluations
2. Guthrie will pay Teresa Ewing, PT \$62.00/hour for services performed at Guthrie and preparation time plus mileage round trip and \$62/hour for travel time to and from the home of Teresa Ewing reimbursed at the current Oklahoma State Travel Reimbursement Act rate.
3. Teresa Ewing, PT will invoice Guthrie monthly for the services, and Guthrie will pay Teresa Ewing, PT no later than thirty (30)

days following the receipt of the invoice. Checks will be made payable to Teresa Ewing and sent to:

Teresa Ewing
2721 NW 206th
Edmond, Ok 73012

4. The term of this Agreement shall be from July 1, 2017 to June 30, 2018.
5. Either party may terminate the Agreement upon thirty (30) days written notice to the other party. Either party may terminate this Agreement immediately upon written notice in the event of material breach of this Agreement.

Agreed and Accepted:

Teresa Ewing, PT

Guthrie Public Schools

Authorized Signature

Printed Name: _____

2721 NW 206th
Edmond, OK 73012

Authorized Signature

Printed Name: _____

802 E. Vilas
Guthrie, OK 73044



Dr. Simpson,

In this envelope you will find:

1. A letter to Guthrie Public Schools School Board members with a list of potential participants
2. Copy of the instructions that will be given to participants
3. The questionnaire

I have also attached our Organizational Readiness Assessment Instructional Manual for you to look at. I was not sure if you wanted the school board to have that or not. It is your choice, but I did want you to have it on hand just in case.

Call me if you see anything else we can add before the School Board Meeting, I will gladly put it in there.

Thank you again for getting this on the agenda for us so we can complete this step in our process.

A handwritten signature in black ink that reads "Courtney McLemore".

Courtney McLemore

Organizational Readiness Assessment Survey

Guthrie Public Schools School Board members:

As part of our local efforts to increase physical activity, access to nutrition, tobacco use prevention and promoting walkable communities, the Logan County Healthy Living Program has to complete a Readiness Assessment Survey for organizations that we are partnering with. We utilize these scores to understand the culture of the organization that drives collective behavior.

An Organization's Readiness to Address an Issue on 5 Key Dimensions:

Knowledge of Current Efforts: How much members know about the current efforts (policies, activities, etc.) of the organization to address the issue.

Leadership: Attitude of the organization's leaders toward the issue.

Organizational Climate: Attitude of the organization's members toward the issue.

Knowledge of the issue: How much the organization's members know about how the issues affect health?

Available Resources: The resources that are being used or could be used to address the issue.

After we receive all the scores from all individuals, we calculate the scores into a rating scale which is entered into a workbook. Once calculated, we share the results with the organization internal champions to discuss future plans and work on organizational policy and environmental changes.

The Healthy Living Program worked with Dr. Simpson and Carmen Walters to determine appropriate employees that would be a good fit for this assessment. Here is the list of potential participants:

1. Dani Watson- Central Elementary School Principal
2. Jeff Jordan - High School English Teacher
3. Tessa Wallraven - 3rd Teacher
4. Connie Gallupe - Elementary Counselor
5. Michele Bufford – Support Staff
6. Jessica Callaway- Nutritional Services Director
7. Carmen Walters- Central Office Administration
8. Rusty Crockett – PE Teacher, Cotteral Elementary School

Thank you for allowing the Logan County Healthy Living Program to partner with Guthrie Public Schools on making Logan County the healthiest county in Oklahoma.

Should you have any questions, please contact:

Courtney McLemore
Wellness Coordinator
courtneyt@health.ok.gov
work: 405-282-3485
cell: 405-255-0505

Organizational Readiness Assessment Survey

****Draft Copy**

Dear Guthrie Public School employee,

Thank you for agreeing to participate in the Organizational Readiness Assessment for Guthrie Public Schools.

Please read this page carefully before beginning your assessment.

Organizational readiness is the degree to which a group of people are willing and prepared to address an issue. For this assessment, you will be asked to rate Guthrie Public Schools level of readiness in the following areas:

- Nutrition: Increasing access to healthy food
- Physical Activity: Creating opportunities for physical activity
- Tobacco: Creating tobacco-free environments and helping people quit using tobacco
- Safe Routes to School: Increasing opportunities for children to safely bicycle and walk to and from school

We estimate that the assessment will take between 15-20 minutes to complete. Please complete the assessment at your earliest convenience and no later than one week from when you received them. When you are done with the assessment place them back into the manila envelope and contact Courtney McLemore, Wellness Coordinator at courtneyt@health.ok.gov or 405-255-0505 (texts and calls are just fine.)

Please note that there are no risks to you as a respondent. Your responses will only be shared in combination with the responses from other participants from your coworkers. Additionally, your response will be kept confidential, meaning your name will not be linked to your response.

To begin the assessment, flip to the next page and read the instructions at the top of the page carefully.

Again, thank you for your participation!

Should you have any questions, please contact:
Courtney McLemore
Wellness Coordinator
courtneyt@health.ok.gov
work: 405-282-3485
cell: 405-255-0505

Readiness Assessment Rating Scale

Instructions: You will be asked to rate [organization/city name] on five different dimensions of readiness (Dimensions A-E). For each dimension, begin by reading the dimension summary and the level descriptions. Next respond to the question[s] in the Rating Section by entering the number of the level that best describes [organization/city name].

As you complete your ratings, remember that you are representing other people who have the same or similar role as you in this [organization/city]. Base your ratings on what you think others like you believe, and not what you personally believe or the way you think things should be.

Dimension A: Knowledge of Current Efforts

Dimension Summary: Dimension A is designed to assess how much people know about the current efforts (policies or activities) of this [organization/city] to address each of the health issues listed in the Rating Section.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	People have no knowledge about the efforts addressing the issue.
2	Only a few people have any knowledge about the efforts addressing the issue. People may misunderstand or have incorrect knowledge about the efforts (e.g. their purpose or who they are for).
3	At least some people have heard of the efforts, but little else.
4	At least some people have heard of the efforts and are familiar with the purpose of the efforts.
5	At least some people have heard of the efforts, are familiar with the purpose of the efforts, who the efforts are for, and how the efforts work.
6	Many people have heard of the efforts and are familiar with the purpose of the efforts. At least some people know who the efforts are for and how the efforts work.
7	Many people have heard of the efforts, are familiar with the purpose of the efforts, who the efforts are for, and how the efforts work. At least a few people know the effectiveness of the efforts.
8	Most people have heard of the efforts and are familiar with the purpose of the efforts. Many people know who the efforts are for and how the efforts work. Some people know the effectiveness of the efforts.
9	Most people have extensive knowledge about the efforts, knowing the purpose, who the efforts are for and how the efforts work. Many people know the effectiveness of the efforts.

Rating Section

- How much do people know about the [organization's/city's] current efforts to help people make healthier food choices?

Enter the level number (1-9): _____

- How much do people know about the [organization's/city's] current efforts to improve opportunities for physical activity?

Enter the level number (1-9): _____

- How much do people know about the [organization's/city's] current efforts to have tobacco-free environments and help people quit using tobacco?

Enter the level number (1-9): _____

Dimension B: Leadership

Dimension Summary: Dimension B is designed to assess how leadership within the [organization/city] feel about each of the health issues listed in the Rating Section. By leaders, we mean people who make decisions, or who have influence when decisions that affect the [organization/city] are made. By efforts we mean policies or activities that address the health issue.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	Leadership believes that the issue is not a concern.
2	Leadership believes that this issue may be a concern in this [organization/city], but doesn't think it can or should be addressed .
3	At least some of the leadership believes that this issue may be a concern in this [organization/city]. It may not be seen as a priority. They show no immediate motivation to act.
4	At least some of the leadership believes that this issue is a concern in the [organization/city] and that some type of effort is needed to address it . Although some leaders may be at least passively supportive of current efforts, only a few are participating in developing, improving or implementing efforts to address the issue .
5	At least some of the leadership is participating in developing, improving, or implementing efforts to address the issue , possibly being a member of a group that is working toward these efforts or being supportive of allocating resources to these efforts.
6	At least some of the leadership plays a key role in participating in current efforts and in developing, improving, and/or implementing efforts, possibly in leading groups or speaking out publicly in favor of the efforts, and/or as other types of driving forces .
7	At least some of the leadership plays a key role in ensuring or improving the long-term viability of the efforts to address this issue, for example by allocating long-term funding.
8	At least some of the leadership plays a key role in expanding and improving efforts , through evaluating and modifying efforts, seeking new resources , and/or helping develop and implement new efforts.
9	At least some of the leadership is continually reviewing evaluation results of the efforts and is modifying financial support accordingly .

Rating Section

- How does this [organization's / city's] leadership feel about improving access to healthy foods?
Enter the level number (1-9): _____
- How does this [organization's / city's] leadership feel about improving opportunities for physical activity?
Enter the level number (1-9): _____
- How does this [organization's / city's] leadership feel about having tobacco-free environments and helping people quit using tobacco?
Enter the level number (1-9): _____

Dimension C: Climate

Dimension Summary: Dimension C is designed to assess how people within the [organization/city] feel about each of the health issues listed in the Rating Section. For example, is the issue important to them, do they think more should or could be done to address it, etc.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	People believe that the issue is not a concern.
2	People believe that this issue may be a concern in this [organization/city], but don't think it can or should be addressed.
3	Some people believe that this issue may be a concern in the [organization/city], but it is not seen as a priority. They show no motivation to act.
4	Some people believe that this issue is a concern in the [organization/city] and that some type of effort is needed to address it. Although some people may be at least passively supportive of efforts, only a few are participating in developing, improving or implementing efforts to address the issue.
5	At least some people are participating in developing, improving, or implementing efforts, possibly attending group meetings that are working toward these efforts.
6	At least some people play a key role in developing, improving, and/or implementing efforts, possibly being members of groups or speaking out publicly in favor of efforts, and/or as other types of driving forces.
7	At least some people play a key role in ensuring or improving the long-term viability of efforts (example: supporting a policy change). The attitude in the [organization/city] is "We have taken responsibility."
8	The majority of people strongly support efforts or the need for efforts. Participation level is high. "We need to continue our efforts and make sure what we are doing is effective."
9	The majority of people are highly supportive of efforts to address the issue. People demand accountability.

Rating Section

- How do the people of this [organization/city] feel about efforts to improve access to healthy foods?
Enter the level number (1-9): _____
- How do the people of this [organization/city] feel about efforts to improve opportunities for physical activity?
Enter the level number (1-9): _____
- How do the people of this [organization/city] feel about efforts to have tobacco-free environments and help people quit using tobacco?
Enter the level number (1-9): _____

Dimension D: Knowledge of Issue

Dimension Summary: Dimension D is designed to assess how much people within the [organization/city] know about how each health behavior in the Rating Section impacts overall health. This is important because people are usually more willing and motivated to follow new rules or policies or participate in wellness programs if they know about the causes, consequences and prevalence of unhealthy behaviors.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	People have no knowledge about the issue; they don't know how the behavior impacts health.
2	Only a few people have any knowledge about how the behavior impacts health. Among many people, there are misunderstandings about the issue (e.g., how and where it occurs, why it needs to be addressed, whether it occurs within the [organization/city]).
3	At least some people have heard that the behavior impacts health, but little else. Among some people, there may be misunderstandings about how the behavior impacts health. People may be somewhat aware that the behavior occurs within the [organization/city].
4	At least some people know a little about the causes and consequences of the behavior. At least some people are aware that the behavior occurs within the [organization/city].
5	At least some people know some about the causes and consequences of the behavior. At least some people are aware that the behavior occurs within the [organization/city].
6	At least some people know some about the causes and consequences of the behavior. At least some people have some knowledge about how much the behavior occurs within the [organization/city] and its effect on the [organization/city].
7	At least some people know a lot about the causes and consequences of the behavior. At least some people have some knowledge about how much the behavior occurs within the [organization/city] and its effect on the [organization/city].
8	Most people know a lot about the causes and consequences of the behavior. At least some people have a lot of knowledge about how much the behavior occurs within the [organization/city], its effect on the [organization/city], and how to address it within the [organization/city].
9	Most people have detailed knowledge about the issue, knowing detailed information about the causes and consequences of the behavior. Most people have detailed knowledge about how much the behavior occurs within the [organization/city], its effect on the [organization/city], and how to address it within the [organization/city].

Rating Section

- How much do the people of this [organization/city] know about the effect unhealthy eating has on overall health?
Enter the level number (1-9): _____
- How much do the people of this [organization/city] know about the effect that not being physically active has on overall health?
Enter the level number (1-9): _____
- How much do the people of this [organization/city] know about the effect that tobacco use and exposure to secondhand smoke has on overall health?
Enter the level number (1-9): _____

Dimension E: Available Resources

Dimension Summary: Dimension E is designed to assess the resources that are being used, or that could be used by this [organization/city] to address each of the health issues listed in the Rating Section. Resources include things like people (paid and volunteer), experts, money (donations, grant funding, money provided by the [organization/city]), time, space, etc.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	There are no resources available for (further) efforts.
2	There are very limited resources (such as a meeting room) available that could be used for further efforts. There is no action to allocate these resources to this issue. Funding for any current efforts is not stable or continuing.
3	There are some resources (such as a meeting room, volunteers, local professionals, or grant funding or other financial sources) that could be used for further efforts. There is little or no action to allocate these resources to this issue.
4	There are some resources identified that could be used for further efforts. Some people or leaders within the [organization/city] have looked into or are looking into using these resources to address the issue.
5	There are some resources identified that could be used for further efforts to address the issue. Some people or leaders within the [organization/city] are actively working to secure these resources ; for example, they may be soliciting donations, writing grant proposals, or creating wellness committees.
6	New resources have been obtained and/or allocated to support further efforts to address this issue.
7	A considerable part of allocated resources for efforts are from sources that are expected to provide stable or continuing support.
8	A considerable part of allocated resources for efforts are from sources that are expected to provide continuous support. People within the [organization/city] are looking into additional support to implement new efforts.
9	Resources and funds have been obtained from multiple sources, and efforts are expected to be ongoing. There is additional support for new efforts.

Rating Section

- How would you describe the level of resources available to improve access to healthy food in this [organization/city]?
Enter the level number (1-9): _____
- How would you describe the level of resources available to improve opportunities for physical activity in this [organization/city]?
Enter the level number (1-9): _____
- How would you describe the level of resources available to support tobacco-free environments and help people quit using tobacco in this [organization/city]?
Enter the level number (1-9): _____

Open Response Questions – Optional

Is there anything else you think decision makers need to consider before they take action to improve access to healthy food?

Is there anything else you think decision makers need to consider before they take action to improve opportunities for physical activity?

Is there anything else you think decision makers need to consider before they take action to have tobacco free environments or to help people quit using tobacco?

Readiness Assessment Rating Scale

Safe Routes to School

The Issue: Safe Routes to School aims to create safe, convenient, and fun opportunities for children to bicycle and walk to and from school. The goal of Safe Routes to School is to increase the number of children walking and bicycling to school, and to reverse the alarming nationwide trend toward childhood obesity and inactivity.

Instructions: You will be asked to rate [organization/city name] on five different dimensions of readiness (Dimensions A-E) to address Safe Routes to School. For each dimension, begin by reading the dimension summary and the level descriptions. Next respond to the question in the Rating Section by entering the number of the level that best describes [organization/city name].

As you complete your ratings, remember that you are representing other people who have the same or similar role as you in this [organization/city]. Base your ratings on what you think others like you believe, and not what you personally believe or the way you think things should be.

Dimension A: Knowledge of Current Efforts

Dimension Summary: Dimension A is designed to assess how much people know about the current efforts (policies or activities) of this [organization/city] to address Safe Routes to School.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	People have no knowledge about the efforts addressing the issue.
2	Only a few people have any knowledge about the efforts addressing the issue. People may misunderstand or have incorrect knowledge about the efforts (e.g. their purpose or who they are for).
3	At least some people have heard of the efforts, but little else.
4	At least some people have heard of the efforts and are familiar with the purpose of the efforts.
5	At least some people have heard of the efforts, are familiar with the purpose of the efforts, who the efforts are for, and how the efforts work.
6	Many people have heard of the efforts and are familiar with the purpose of the efforts. At least some people know who the efforts are for and how the efforts work.
7	Many people have heard of the efforts, are familiar with the purpose of the efforts, who the efforts are for, and how the efforts work. At least a few people know the effectiveness of the efforts.
8	Most people have heard of the efforts and are familiar with the purpose of the efforts. Many people know who the efforts are for and how the efforts work. Some people know the effectiveness of the efforts.
9	Most people have extensive knowledge about the efforts, knowing the purpose, who the efforts are for and how the efforts work. Many people know the effectiveness of the efforts.

Rating Section

- How much do people know about the [organization's/city's] current efforts to ensure children can safely walk or bicycle to and from school?

Enter the level number (1-9): _____

Dimension B: Leadership

Dimension Summary: Dimension B is designed to assess how leadership within the [organization/city] feel about Safe Routes to School efforts. By leaders, we mean people who make decisions, or who have influence when decisions that affect the [organization/city] are made. By efforts we mean policies or activities that improve opportunities for children to safely walk or bicycle to and from school.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	Leadership believes that the issue is not a concern.
2	Leadership believes that this issue may be a concern in this [organization/city], but doesn't think it can or should be addressed .
3	At least some of the leadership believes that this issue may be a concern in this [organization/city]. It may not be seen as a priority. They show no immediate motivation to act.
4	At least some of the leadership believes that this issue is a concern in the [organization/city] and that some type of effort is needed to address it. Although some leaders may be at least passively supportive of current efforts, only a few are participating in developing, improving or implementing efforts to address the issue.
5	At least some of the leadership is participating in developing, improving, or implementing efforts to address the issue, possibly being a member of a group that is working toward these efforts or being supportive of allocating resources to these efforts.
6	At least some of the leadership plays a key role in participating in current efforts and in developing, improving, and/or implementing efforts, possibly in leading groups or speaking out publicly in favor of the efforts, and/or as other types of driving forces .
7	At least some of the leadership plays a key role in ensuring or improving the long-term viability of the efforts to address this issue, for example by allocating long-term funding.
8	At least some of the leadership plays a key role in expanding and improving efforts , through evaluating and modifying efforts, seeking new resources , and/or helping develop and implement new efforts.
9	At least some of the leadership is continually reviewing evaluation results of the efforts and is modifying financial support accordingly .

Rating Section

- How does this [organization's / city's] leadership feel about improving opportunities for children to safely walk or bicycle to and from school?

Enter the level number (1-9): _____

Dimension C: Climate

Dimension Summary: Dimension C is designed to assess how people within the [organization/city] feel about Safe Routes to School. For example, is the issue important to them, do they think more should or could be done to address it, etc.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	People believe that the issue is not a concern.
2	People believe that this issue may be a concern in this [organization/city], but don't think it can or should be addressed.
3	Some people believe that this issue may be a concern in the [organization/city], but it is not seen as a priority. They show no motivation to act.
4	Some people believe that this issue is a concern in the [organization/city] and that some type of effort is needed to address it. Although some people may be at least passively supportive of efforts, only a few are participating in developing, improving or implementing efforts to address the issue.
5	At least some people are participating in developing, improving, or implementing efforts, possibly attending group meetings that are working toward these efforts.
6	At least some people play a key role in developing, improving, and/or implementing efforts, possibly being members of groups or speaking out publicly in favor of efforts, and/or as other types of driving forces.
7	At least some people play a key role in ensuring or improving the long-term viability of efforts (example: supporting a policy change). The attitude in the [organization/city] is "We have taken responsibility."
8	The majority of people strongly support efforts or the need for efforts. Participation level is high. "We need to continue our efforts and make sure what we are doing is effective."
9	The majority of people are highly supportive of efforts to address the issue. People demand accountability.

Rating Section

- How do the people of this [organization/city] feel about improving opportunities for children to safely walk or bicycle to and from school?

Enter the level number (1-9): _____

Dimension D: Knowledge of Issue

Dimension Summary: Dimension D is designed to assess how much people within the [organization/city] know about how physical inactivity impacts the overall health of children. This is important because people are usually more willing and motivated to participate in Safe Routes to School if they know about the causes, consequences and prevalence of unhealthy behaviors.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	People have no knowledge about the issue; they don't know how the behavior impacts health.
2	Only a few people have any knowledge about the how the behavior impacts health. Among many people, there are misunderstandings about the issue (e.g., how and where it occurs, why it needs to be addressed, whether it occurs within the [organization/city]).
3	At least some people have heard that the behavior impacts health, but little else. Among some people, there may be misunderstandings about how the behavior impacts health. People may be somewhat aware that the behavior occurs within the [organization/city].
4	At least some people know a little about the causes and consequences of the behavior. At least some people are aware that the behavior occurs within the [organization/city].
5	At least some people know some about the causes and consequences of the behavior. At least some people are aware that the behavior occurs within the [organization/city].
6	At least some people know some about the causes and consequences of the behavior. At least some people have some knowledge about how much the behavior occurs within the [organization/city] and its effect on the [organization/city].
7	At least some people know a lot about the causes and consequences of the behavior. At least some people have some knowledge about how much the behavior occurs within the [organization/city] and its effect on the [organization/city].
8	Most people know a lot about the causes and consequences of the behavior. At least some people have a lot of knowledge about how much the behavior occurs within the [organization/city], its effect on the [organization/city], and how to address it within the [organization/city].
9	Most people have detailed knowledge about the issue, knowing detailed information about the causes and consequences of the behavior. Most people have detailed knowledge about how much the behavior occurs within the [organization/city], its effect on the [organization/city], and how to address it within the [organization/city].

Rating Section

- How much do the people of this [organization/city] know about the effect that not being physically active has on the overall health of a child?

Enter the level number (1-9): _____

Dimension E: Available Resources

Dimension Summary: Dimension E is designed to assess the resources that are being used, or that could be used by this [organization/city] to address Safe Routes to School. Resources include things like people (paid and volunteer), experts, money (donations, grant funding, money provided by the [organization/city]), time, space, etc.

Bold Text indicates how each level differs from the previous level.

Level	Description
1	There are no resources available for (further) efforts.
2	There are very limited resources (such as a meeting room) available that could be used for further efforts. There is no action to allocate these resources to this issue. Funding for any current efforts is not stable or continuing.
3	There are some resources (such as a meeting room, volunteers, local professionals, or grant funding or other financial sources) that could be used for further efforts. There is little or no action to allocate these resources to this issue.
4	There are some resources identified that could be used for further efforts. Some people or leaders within the [organization/city] have looked into or are looking into using these resources to address the issue.
5	There are some resources identified that could be used for further efforts to address the issue. Some people or leaders within the [organization/city] are actively working to secure these resources ; for example, they may be soliciting donations, writing grant proposals, or creating wellness committees .
6	New resources have been obtained and/or allocated to support further efforts to address this issue.
7	A considerable part of allocated resources for efforts are from sources that are expected to provide stable or continuing support .
8	A considerable part of allocated resources for efforts are from sources that are expected to provide continuous support. People within the [organization/city] are looking into additional support to implement new efforts .
9	Resources and funds have been obtained from multiple sources, and efforts are expected to be ongoing . There is additional support for new efforts .

Rating Section

- How would you describe the level of resources available to ensure that children in this [organization/city] can safely walk or bicycle to and from school?

Enter the level number (1-9): _____

Open Response Question – Optional

Is there anything else you think decision makers need to consider before they take action to improve opportunities for children to safely walk or bicycle to and from school?



ORGANIZATIONAL READINESS ASSESSMENT INSTRUCTION GUIDE

FEBRUARY 1, 2017



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Appendix A – Full Discussion Support Materials and Tools

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Appendix D – Stage Matched Strategies Materials

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Organizational Readiness Assessment (ORA)

INTRODUCTION

The TSET Healthy Living Program (HLP) assessment process is a 3-phase process. It begins with the Informal Conversation. The goal of this phase is to engage in conversation with an organization's leaders, the decision makers, about common goals related to building or strengthening health environments. It may take one conversation or a series of conversations. During these conversations the grantee should be clear about the types and purpose of the different assessment processes, and how they provide uniquely different information that can guide next steps. If it is mutually decided that the TSET HLP grantee can be supportive to the organization, then a partnership is established.

After establishing a partnership, the Policy and Practice assessment is conducted using the Policy and Practice Tool (PPT). The PPT looks at the different areas a policy covers (if there is a policy), and if the policy clearly communicates how the organization's leaders expect things to work within the organization. The practice component of the PPT looks at the extent to which policy elements are being implemented. Implementation is important because that is where the behavior change occurs.

There is a difference between policy adoption and policy practice. Adoption is a cognitive decision made by the organization's leaders, the decision makers. It communicates how they desire "things to work." In contrast, implementation is more affective in nature; it requires the collective action of a group of people who may or may not support the policy. Implementation is influenced by what people know about the issue the policy addresses (i.e. do they value what will be gained by making the change, and do they feel like the organization has the leadership and resources needed to support the change).¹ This contextual information is hard to gain from the PPT.

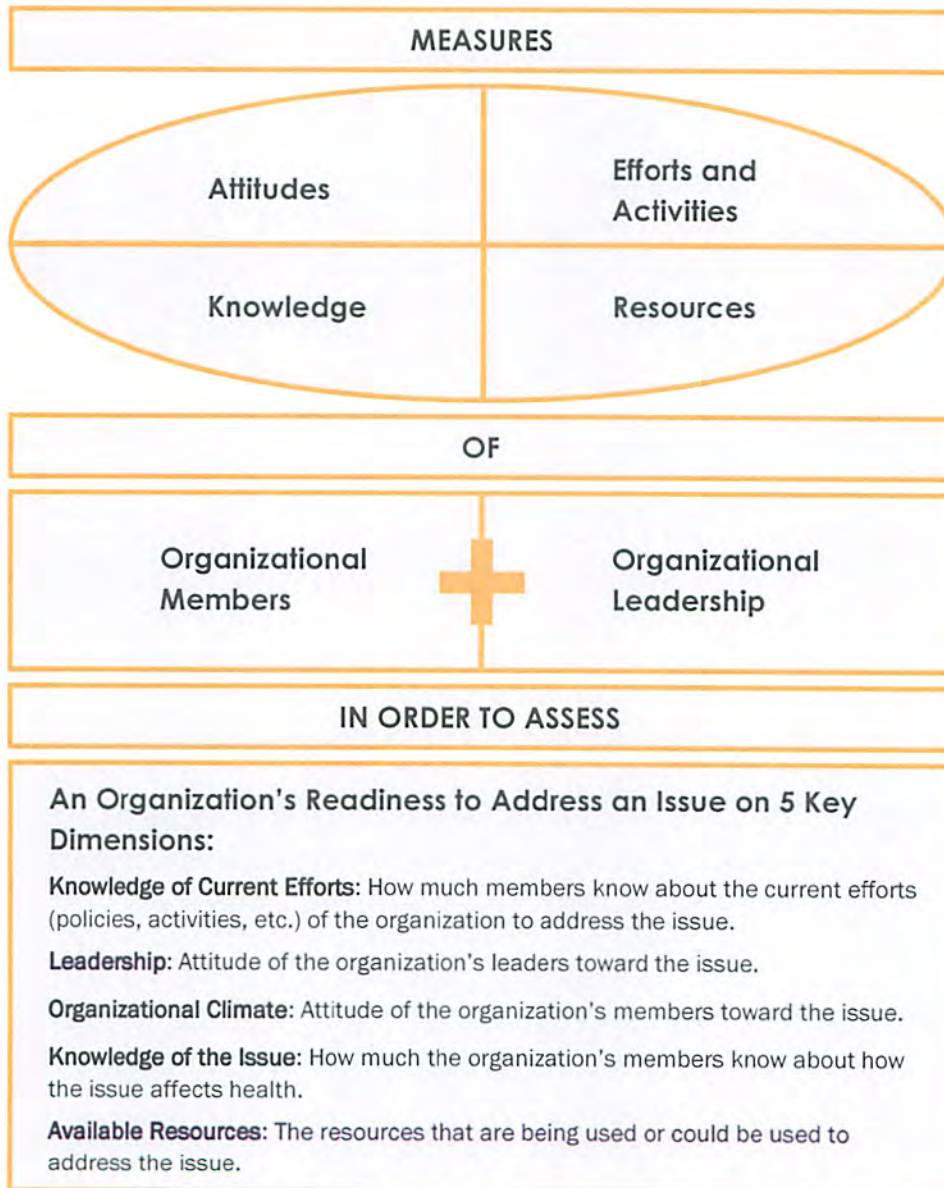
After the PPT is completed the ORA is conducted to help interpret PPT scores, especially the practice component, and guide action planning. The ORA is designed to understand the culture of the organization that drives collective behavior. While more time consuming, using discussion methods to assess readiness provides more of this contextual information. It helps the leaders know what might be limiting people's buy-in and practice of the policy. Understanding the context of the organization can also help grantees and leadership to match appropriate strategies to the readiness level of the people who are expected to make the change. Starting too aggressively can result in resistance and slow progress.²

Studies have shown that changes in readiness occurred when stage matched strategies have been implemented for approximately 1 year. The stronger the dose, the more change that can be expected. In addition, other programs using stage matched strategies start observing collective behavior changes around Readiness Stage 5 (Preparation).³

It is also important to remember that readiness is dynamic. It can decrease if there is a change in leadership, if resources (e.g., funding, space) are discontinued, or if negative consequences are experienced – possibly from using ill-matched strategies.²

ORGANIZATIONAL READINESS ASSESSMENT – MODEL AND OVERVIEW

Organizational readiness is the degree to which an organization is willing and prepared to address an issue. Organizational readiness assessment determines degree of readiness for five key dimensions, and for an organization overall, by measuring the knowledge, attitudes, current efforts and activities, and resources of an organization to address the issue.



This model and much of the material from this guide has been adapted from the Tri-Ethnic Center's Community Readiness Handbook.²

The seven TSET HLP issues to be assessed are separated into two categories: General/Overarching Issues and Specific/Specialized Issues:

General/Overarching Issues

- Nutrition: Increase access to healthy food
- Physical Activity: Create opportunities for physical activity
- Tobacco: Create tobacco-free environments and help people quit using tobacco

Specific/Specialized Issues

- Active Living and Transportation: Implement community design approaches that integrate physical activity into daily routines
- Local Food Sourcing: Increase access to locally grown healthy foods
- Safe Routes to School: Increase opportunities for children to safely bicycle and walk to and from school
- Shared Use of Recreational Facilities: Increase access to local recreational facilities

Organizations assessed as part of the TSET HLP will fall within one of the four program sectors:

- Business – All non-governmental private businesses (e.g., restaurants, landlords, retailers, employers)
- Cities and government – Municipal and county government agencies and institutions, including incorporated areas, cities and towns (may include Tribal Nations, where applicable).
- Community Institutions – Entities within the community that provide a broad range of human services. These include but are not limited to not-for-profit agencies, faith-based organizations, senior centers, out-of-school programs (e.g., YMCAs, Boys and Girls Clubs), childcare services that are not located on school sites, food banks, and farmers' markets.
- Schools – All primary and secondary learning institutions (e.g., elementary, middle and high schools, whether private, public or charter); extended learning environments (e.g., before and after school programs and childcare services operating on school property); and higher learning institutions (e.g., colleges, universities and career tech programs).

TSET HLP Organizational Readiness Assessments are conducted by the local TSET HLP grantee staff, collaborative group members, community partners, or a contracted outside agency.

BENEFITS OF ORGANIZATIONAL READINESS ASSESSMENT

Organizational readiness assessment results are used by TSET HLP grantees to **guide development of annual action plans**. Conducting organizational readiness assessments also provides the following benefits to TSET HLP grantees:

- Measurement of an organization's readiness level on five separate dimensions – This information can help grantees determine where to focus their initial efforts.

- Identification of an organization's weaknesses and strengths – This information can help grantees anticipate obstacles they are likely to encounter as they move forward.
- Suggestions of appropriate actions that match the organization's readiness level – Matching strategies to readiness is important in achieving desired outcomes. For example, if the people within the organization do not acknowledge there is a problem that needs to be addressed, then efforts to create change will be met with resistance. If the people within the organization do not understand the problem (e.g., the causes, the consequences, their susceptibility to the consequences, or perception of inability to change) there may be indifference or little attention paid to the efforts. Leaders may not be willing to provide resources to implement new programs or assist with moving efforts forward. In the end, volunteers burn-out, resources run out, and initiatives are ineffective.
- Insight into the culture of the organization – This information will help the grantee to work within that culture and to propose actions that are right for the organization.

STAGES OF ORGANIZATIONAL READINESS

The organizational readiness assessment model defines nine stages of readiness. Readiness levels for an issue can increase and decrease over time. The amount of time needed to move to a higher readiness level can vary by the issue, by the intensity and appropriateness of efforts and activities, and by external events.²

The nine levels fall generally within three tiers: resistance, emerging leadership and action, and ownership or new social norms. The levels and a brief description of each are provided below.

Resistance

1. No awareness of the problem exists when the behavior or issue is normative and accepted. "Baseball players dip, that's what they do." "Convenience stores don't sell healthy food."
2. Denial/resistance exists when the organization's members believe the problem does not exist locally or is impossible to change. "We can't or shouldn't do anything about it."
3. Vague awareness of the problem exists, but there is no motivation by leadership or members of the organization to do anything. "Something should be done, but what? Someone else can work on it."

Emerging Leadership and Action

4. Preplanning is a stage in which interested leaders have been identified but there is no focus or detailed efforts. "This is important, what can we do?"
5. Preparation describes communities where leaders are beginning to focus on details of program implementation. "We will meet with people tomorrow."
6. Initiation indicates leaders have been trained and have enough information to justify efforts and gain modest involvement of the organization's members. "This is our responsibility and we are beginning to do something."

Ownership / New Social Norms

7. Stabilization describes organizations where programs are being implemented by trained and experienced leaders with support of key members of the organization but no formal evaluation efforts exist. “We have taken responsibility.”
8. Confirmation/expansion is a stage in which programs have become standard practice and there is support to expand or improve efforts; social norms consistently point to increased healthful eating, active living, and no tobacco use; and data is being collected to evaluate outcomes. “How well do our efforts work, and how can we make them better?”
9. Organizational ownership is a stage in which organizational leaders are highly trained, decision makers are supportive and the members of the organization are highly involved and hold programs accountable for outcomes. Assessment and evaluation of programs are the norm. “Our efforts are an important part of our organization.”

COMPLETING AN ORGANIZATIONAL READINESS ASSESSMENT

Using the steps outlined below, it will be possible to measure an organization’s level of readiness to address a particular issue. The assessment will determine a readiness stage for each of the 5 dimensions of readiness, and for the organization overall.

1. Identify the organization to be assessed
2. Identify the issue(s) to be assessed
3. Complete a PPT with the organization
4. Identify key informants to participate in the ORA
5. Determine ORA assessment method(s) and format(s)
6. Prepare to conduct the ORA
7. Conduct the ORA and collect anchored rating scales
8. Calculate readiness scores for each dimension and overall
9. Submit completed ORA

STEP 1: IDENTIFY THE ORGANIZATION

Readiness is organization specific. The TSET HLP asks grantees prioritize partnerships with the largest population centers and organizations within each sector, while maintaining an emphasis on those populations most at risk for poor health outcomes. Grantees should also seize opportunities to partner with smaller organizations when they show readiness to work toward TSET HLP outcomes. Once potential partner organizations have been identified, use the *Informal Conversation Guide* with the organization’s leadership to determine their willingness to partner with the TSET HLP collaborative group. Before entering into a partnership, grantees should clearly outline for the organization the TSET HLP assessment process, the expectation of long term engagement with the TSET HLP, and the benefits to the organization of partnering with the TSET HLP. If leadership is committed to work on healthy living, move to Step 2.

STEP 2: IDENTIFY THE ISSUE(S) TO BE ASSESSED

Readiness is issue specific. Therefore it is important to clarify with the organization which outcomes and issues will be addressed over the course of their partnership with the TSET HLP. Potential issues include: include nutrition, physical activity, tobacco, active living and transportation, local food sourcing, safe routes to school, and shared use. The assessment will provide an organizational readiness score for each issue, and the organization's readiness to address each of these issues is likely to vary significantly.

Note that the timing of organizational readiness assessments is left to the discretion of the grantee. It is not required to conduct organizational readiness assessments for each issue identified concurrently. However, it is recommended that a baseline organizational readiness assessment is conducted for each issue prior to beginning work on the issue.

STEP 3: COMPLETE A PPT WITH THE ORGANIZATION

Use of the PPT will assist the grantee and organization in identifying strengths and gaps in the organization's policies and practices for each issue identified in step 2. This information will provide the grantee and organization with a better understanding of the organization's health environment and will inform the readiness assessment. See the *Policy and Practice Guidance document for more information.*

STEP 4: IDENTIFY KEY INFORMANTS TO PARTICIPATE IN THE ORA

The organizational readiness assessment uses key informants to gain information about how the people within the organization view the issue(s) being assessed. The key informants must represent the various sub-groups within the organization. In addition, they must have first-hand knowledge of what is going on within the organization. Visit with the organization's leadership for recommendations.

The table below provides some potential key informants for each TSET HLP sector. Not every sub-group within an organization has to be included in the assessment. Rather, **the grantee should critically think about the outcome being assessed and the people who will be impacted by organizational changes related to the outcome.**

Sector	Potential Key Informants*
Business	Managers, departmental employees, patrons/customers, etc.
City and Government	City officials, select departmental staff and technical experts (city planner, city attorney, transit services, etc.), law enforcement, residents, etc.
Community Institution	Staff/departmental employees, members/patrons, parents (for child care organizations), etc.
School	Administrators (principals, dean, etc.), teachers/professors, support staff (nutrition services, counselors, nurses, custodial services representative, etc.), students, parents, etc.

*Groups included in this table do not represent an exhaustive list of all potential key informants.

Things to keep in mind when identifying key informants:

1. Organizational leaders are not included in the list of potential key informants. Readiness on the part of organizational leadership should be determined prior to partnering with an organization (Step 1).
2. Organizations may complete organizational readiness assessments for multiple issues around the same time (Step 2). For example, a public school district may have agreed to work in the areas of nutrition, physical activity, tobacco, and shared use. Key informants for this organization should be selected based on their knowledge and relationship to each issue (i.e. each key informant identified is not required to assess each issue). A grantee may ask the nutrition director to participate in the assessment of nutrition only, and physical education teacher to participate in the physical activity assessment. Principals and students may have the knowledge necessary to assess multiple issues.
3. Organizational readiness assessments can be completed using a variety of methods and formats (Step 5). Grantees should match the method and format of the assessment to the needs of the key informant who will complete the assessment.
4. The size and structure of the organization determines the number of informants to include in the organizational readiness assessment. For most organizations, between 6 and 12 key informants is sufficient. For very small organizations, or organizations with very little diversity, as few as 4 respondents may be acceptable. Try to have at least one informant from each relevant department or sub-group.
5. It is recommended that grantees recruit 4 to 5 more key informants than the number they need to complete the assessment for each issue. While people may agree to participate, un-anticipated conflicts will occur for a few.

When reassessments are conducted in the last year of the TSET HLP funding cycle, the same sub-groups should be represented; if possible the same key informants can be used. Names and job titles of key informants will be collected and documented in the Calculation Tables Workbook (Step 9) for future reference.

STEP 5: DETERMINE ASSESSMENT METHOD(S) AND FORMAT(S)

The method(s) and format(s) used to conduct the organizational readiness assessment should be selected based on the context of the organization being assessed. TSET HLP grantees can conduct the organizational readiness assessment using a full discussion, brief discussion, survey, or combination of methods. Each option is outlined in more detail below.

Full Discussion

Available Formats: Group discussion (in-person), and/or individual interview (in-person or telephone)

Description: Facilitator leads key informant(s) through a discussion guide for each issue being assessed. Each issue discussion guide covers all five dimensions of readiness. Following discussion of each dimension, key informants rate the organization's readiness on that dimension. The assessment is

complete when all five dimensions have been rated for each issue being assessed (see Appendix A for more detail).

Pros: 1) This method is considered the gold standard. It yields the most contextual information. 2) Because the conversation is facilitated, the facilitator can ensure participants understand the issue being assessed, the dimensions of readiness, and how to complete their ratings. 3) When conducted in a group format, participants can learn from one another during the discussion.

Cons: 1) This method is the most time consuming. Depending on format, this method can take between 20-30 minutes per issue to complete. 2) The logistics of implementing this method can be difficult. Because of the time needed to complete the assessment, scheduling key informants can be difficult (especially when conducted in a group format). 3) This method carries the potential for biased responses. Key informants may answer questions in a manner they believe will be viewed favorably by others (the facilitator and/or other key informants) as opposed to how they actually feel about an issue. This may be especially true when participating in a group with an unbalanced power dynamic.

Brief Discussion

Available Formats: Group discussion (in-person), and/or individual interview (in-person or telephone)

Description: The facilitator guides key informant(s) to rate the organization on the first dimension of readiness for the issue being assessed. After rating, the facilitator prompts key informant(s) to discuss the reasons for their ratings. After discussion, key informants can change their rating. This process is repeated for all dimensions. The assessment is complete when all five dimensions have been rated for each issue being assessed (see Appendix B for more detail).

Pros: 1) Less time consuming than the full discussion method. 2) Because the conversation is facilitated, the facilitator can ensure participants understand the issue being assessed, the dimensions of readiness, and how to complete their ratings. 3) When conducted in a group format, participants can learn from one another during the discussion.

Cons: 1) The discussion using this method is brief and yields lower quality and quantity of contextual information. 2) The logistics of implementing this method can be difficult. Time must be spent scheduling key informants to complete the assessment. 3) This method carries the potential for biased responses. Key informants may answer questions, or provide ratings they believe will be viewed favorably by others (the facilitator and/or other key informants). This may be especially true when participating in a group with an unbalanced power dynamic.

Survey

Available Formats: Online or paper and pencil

Description: The facilitator provides key informant(s) with a survey that leads them through the process of providing ratings for all five dimension of readiness for each issue they have been asked to assess.

Pros: 1) Least time consuming method because there is no discussion involved. 2) Fewest logistical challenges. Key informant can determine when and where to complete the assessment.

Cons: 1) The method yields the least contextual information. 2) This method does not incorporate any opportunity for key informants to seek clarification. 3) This method is completed independently, so there is no opportunity for peer learning. 4) Decreased validity of ratings – studies comparing this method to discussion groups has shown that the survey method results in significantly higher ratings.⁴ This may result in the use of ill-matched strategies, resulting in resistance and slow progress. Falsely high ratings can also decrease the ability of the program to detect change in readiness over time.

STEP 6: PREPARE TO CONDUCT THE ASSESSMENT

Prior to conducting the organizational readiness assessment, grantees will need to gather, customize, and familiarize themselves with all of the required tools and support materials for each assessment method selected in Step 5. An outline of the support materials and tools necessary to implement each assessment method is provided below. All of the materials are available in the Appendices to this manual.

Full Discussion

All support materials and required tools associated with the full discussion method of organizational readiness assessment are included in Appendix A.

Support Materials: The grantee should be familiar with these materials prior to conducting a full discussion; these materials do not have to be present at the time of the discussion.

- Instructions: ORA Full Discussion
- Handout: ORA Frequently Asked Questions
- Handout: Tips for Facilitating a Discussion Group

Required Tools: The grantees should be familiar with these materials prior to conducting a full discussion. These tools are necessary to conduct the assessment and should be present at the time of the discussion.

- Key informant sign-in sheet
Bring one sign in sheet for each discussion group or interview. Information for the same organization and overall assessment will be combined and entered in the Calculation Tables Workbook (Step 9).
- Discussion guide(s) for each issue being assessed
Guides must be customized to the organization being assessed; edit all bracketed text [] in the tool. Discussion guides are available for the issues of Nutrition, Physical Activity, and Tobacco. Contact UPAER for assistance developing guides for additional issues.
- Set of anchored rating scales for each issue being assessed
Scales must be customized to the organization and issue(s) being assessed. To customize, edit all bracketed [] text found in the tool.
Provide one full set of scales (all five dimensions) for each key informant.

Brief Discussion

All support materials and required tools associated with the brief discussion method of organizational readiness assessment are included in Appendix B.

Support Materials: The grantee should be familiar with these materials prior to conducting a brief discussion; these materials do not have to be present at the time of the discussion.

- Instructions: ORA Brief Discussion
- Handout: ORA Frequently Asked Questions
- Handout: Tips for Facilitating a Discussion Group

Required Tools: The grantee should be familiar with these materials prior to conducting a brief discussion. These tools are necessary to conduct the assessment and should be present at the time of the discussion.

- Key informant sign-in sheet
Bring one sign in sheet for each discussion group or interview. Information for the same organization and overall assessment will be combined and entered in the Calculation Tables Workbook (Step 9).
- Set of anchored rating scales for each issue being assessed
Scales must be customized to the organization and issue(s) being assessed. To customize, edit all bracketed [] text found in the tool.
Provide one full set of scales (all five dimensions) for each key informant.

Survey

All support materials and required tools associated with the survey method of organizational readiness assessment are included in Appendix C.

Support Material: The grantee should be familiar with this document prior to conducting an organizational readiness assessment using a survey.

- Instructions: ORA Survey

Required Tools: The grantee should be familiar with these materials prior to conducting an organizational readiness assessment using a survey. These tools are necessary to conduct the assessment, and should be provided to key informants.

- Online Survey: Invitation email with link to the survey
This email must be customized for the key informant and issue(s) to be assessed. To customize, edit all bracketed [] text found in the template.
- Paper Survey: Cover letter and copy of the survey
Cover letter and survey must be customized for the organization and issue(s) being assessed. To customize, edit all bracketed [] text found in the template.

STEP 7: CONDUCT ASSESSMENT AND COLLECT ANCHORED RATING SCALES

After completing Steps 1-6, it is time to conduct the Organizational Readiness Assessment. Detailed instructions on conducting each assessment method are provided in Appendices A-C.

Regardless of the methods, formats, or number of discussions and/or interviews conducted with the same organization, the assessment should only be finalized after all key informant ratings for each issue assessed have been completed and collected. The table below outlines how completed anchored rating scales can be collected, depending on the assessment format used.

Format	Possible Methods	Options to Collect Anchored Rating Scales
In Person	Full Discussion Brief Discussion (Group or Individual)	Collect completed anchored rating scales at the time of the discussion.
Telephone	Full Discussion Brief Discussion (Individual only)	Collect ratings verbally at the time of the call and document. Key informant can email completed anchored rating scales. Grantee can pick up completed anchored rating scales from the key informant in person.
Paper Survey	Survey	Telephone call. Collect ratings from key informant verbally and document. Key informant can scan and email their completed survey. Grantee can pick up the completed survey from the key informant in person.
Online Survey	Survey	Grantee will receive weekly reports from UPAER that include all completed online ORA surveys to date.

STEP 8: CALCULATE READINESS SCORES FOR EACH DIMENSION AND OVERALL

Organizational Readiness scores are calculated automatically when all completed anchored rating scales are entered into the electronic Organizational Readiness Calculation Tables Workbooks. If you conduct the assessment using a combination of methods, or more than one group discussion wait until all surveys, interviews, and discussion groups have been completed, then create one comprehensive entry and submission.

- Use the workbook *Organizational Readiness Calculation Tables – Nutrition, Physical Activity, and Tobacco* to calculate readiness scores for these issues.
- Use the workbook *Organizational Readiness Calculation Tables – Specific Issues* to calculate readiness scores for Active Living and Transportation, Local Food Sourcing, Safe Routes to School, and Shared Use.

Instructions to complete each workbook are provided below.

Steps to Complete the Organizational Readiness Calculation Tables – Nutrition, Physical Activity, and Tobacco Workbook

1. Download a blank workbook from the TSET HLP Resource Directory page on OK in the Know.
2. Open the file and read the “Completion Tips” tab.
3. Click on the “Key Informant List” tab and enter the name, job title/position, and assessment method for each key informant that participated in the assessment (even if they did not assess each issue).
4. Click the “OR Calculation Tables” tab and complete the organization, sector, lead agency, county, date assessed fields at the top of the form.
5. Begin with the completed anchored rating scales for key informant 1. Transfer the ratings from the scales to the workbook. Ensure both the issue and the dimension aligns each time you transfer a rating. Instructions on how to transfer data collected via online survey are included in Appendix C.
6. Repeat the process for each dimension and health issue assessed by the key informant.
7. Move to the next key informant and repeat the process.
8. Complete for all key informants, and save the file using the naming guidelines provided on the “Completion Tips” tab of the workbook

In the following example, all of the Nutrition ratings for key informant 1 have been transferred.

Readiness scores for each dimension and an overall nutrition readiness score for the organization can be seen in the “Average” column. As ratings from additional key informants are added, these scores will calculate and update automatically.

Organizational Readiness Calculation Tables TSET Healthy Living Program

Organization:																			Lead Agency:		
Sector:																			County:		
																			Date of Final Discussion Group or Interview:		
																				mm/dd/yy	
Nutrition	Key Informants' Ratings																				
Dimensions	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#20	Average
A. Knowledge of Efforts	3																				3.0
B. Leadership	3																				3.0
C. Climate/Attitude	3																				3.0
D. Knowledge of the Issue	2																				2.0
E. Resources	4																				4.0
Overall Organizational Readiness Score: Nutrition																					
3.9																					

NOTE: Nutrition, Physical Activity, and Tobacco Assessments can be submitted for a single organization using the same workbook.

Steps to Complete the Organizational Readiness Calculation Tables – Specific Issues Workbook

1. Download a blank workbook from the TSET HLP Resource Directory page on OK in the Know.
2. Open the file and read the “Completion Tips” tab.
3. Click on the “Key Informant List” tab and enter the name, job title/position, and assessment method for each key informant that participated in the assessment.

4. Click the “OR Calculation Tables” tab and complete the organization, sector, lead agency, county, date assessed fields at the top of the form.
5. Select the issue assessed (Active Living and Transportation, Local Food Sourcing, Safe Routes to School, or Shared Use of Recreational Facilities). – Select only one option.
6. When the data entry area for that issue appears, begin with the completed anchored rating scales for key informant 1 Dimension A. Transfer the rating from the scales to the workbook.
7. Repeat the process for dimensions B-E.
8. Move to the next key informant and repeat the process.
9. Complete for all key informants, and save the file using the naming guidelines provided on the “Completion Tips” tab of the workbook

NOTE: Each Specific Issues Workbook should only contain a completed assessment for one issue. If a grantee assesses multiple issues with the same organization (for example, safe routes to school and shared use), the assessments should be entered and submitted in two separate workbooks.

STEP 9: SUBMIT COMPLETED ASSESSMENT

Once the assessment is complete and the Calculation Tables Workbook has been completed, grantees should create an Organizational Readiness Assessment entry in their Monthly Briefing Report and submit their completed workbook through the appropriate link provided in the Monthly Briefing.

USING ASSESSMENT RESULTS FOR STRATEGIC PLANNING

The grantee should share assessment results with the organization’s internal champions and discuss the implication for future plans and work on organizational policy and environmental changes.

Discussing readiness results alongside policy and practice assessment data may also prove valuable. If for example, an organization has a strong nutrition policy in place, but practice scores for nutrition are low, readiness assessment results could help the organization understand the reason for this discrepancy. Low readiness in Dimension A (Knowledge of Current Efforts) could mean that practice ratings are low because members of the organization are not aware of the policy. Low readiness in Dimension C (Organizational Climate) could mean that practice is low because members of the organization do not see the issue as a problem or priority. This understanding will help the grantee and the organization prioritize their work, and match strategies to the organization’s readiness and willingness to work on the issue.

Objectives identified should be concrete and measurable. Through a partnership with the grantee, the organization will be working to adopt and implement policy and change awareness, knowledge, attitudes and norms specific to each issue.

To increase overall readiness, all dimensions should have similar scores. Grantees and organizations can begin by identifying the dimension/s with the lowest scores. This information, combined with results from the PPT, will help answer the following questions and guide the organization's efforts moving forward:

- Who is the target audience?
- How should the message be framed?
- What connections and networks exist or are needed for building relationships?
- Who should communicate the message to the target audience?

Target audience: Think about the audience whose readiness needs to be increased; this may not be the audience that is being targeted for behavior change. Is it leadership, broader community, or a specific sub-group? Think carefully about what motivates the audience, their beliefs and attitudes.

Message framing: The message should be framed so that it makes an impression and influences the target audience. Remember that emotions and culture, rather than information, drive norms, attitudes, beliefs or behaviors. **Too much information can be overwhelming.** When this happens people tend to do what matches their ingrained behaviors and experiences. This is especially true when the people are in lower levels of readiness.

When readiness levels are low, it is important to remember:

- The target audience will give little effort to noticing and processing new information about the issue. We don't see what we are not interested in.
- The target audience will not expend much time or resources to focusing on the issue.
- Personal stories, emotional and moral appeals will be more effective than facts and numbers. Go for the heart, not the head!

Building connections and relationships: For each health issue, identify the social networks that will be important in achieving the objectives. Then actively build relationships with those networks, don't just network. Next, seek out opinion leaders; they will have more influence with the target audience. Opinion leaders do not have to be in a high position, only trustworthy and respected.

Delivering the message: Whether meeting one-on-one or in a group, the messenger should be trusted and respected by the target audience you are seeking to influence. They will not necessarily be the most knowledgeable, but the most believable, heartfelt and trustworthy. For example, a parent who serves as a little league sports coach in the community or an ex-smoker who has emphysema would be trusted and respected messengers.

There are a variety of communication methods including:

- One-on-one meetings
- E-mail
- Small group presentations
- Large group presentations

- Community forums
- Events (e.g., open streets or parklets)
- Earned media (e.g., company newsletters, posters, TV and radio)
- Social media (e.g., Facebook and Twitter)

The strategies and communication methods used should align with the organization's level of readiness. Appendix D provides an outline of suggested activities and strategies for each sector and dimension of readiness matched to an organization's stage of readiness.

ORGANIZATIONAL READINESS ASSESSMENT EXCLUSION REQUEST

There are some situations and organizations for which an organizational readiness assessment may not be a good fit. In these instances, grantees may submit an exclusion request for the organization (Appendix E).

The form is comprised of three sections:

- **Basic Information:** Grantee lead agency, partnering organization name, county, sector, and reach.
- **Issues for Exclusion:** Exclusions are issue specific. In this section, grantees select the issues for which they would like the organization to be excluded from completing an organizational readiness assessment.
- **Rationale for Exclusion:** Free response area for grantee to justify the need for an exclusion. Each issue selected in Part 2 of the form should be addressed here.

Completed forms should be submitted as a request through the Center's Technical Assistance Management Platform (TAMP). Completed forms will be reviewed, and decisions to approve or deny the exclusion request will be provided jointly by TSET and UPAER on a case by case basis.

REFERENCES

1. Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4(1). doi:10.1186/1748-5908-4-67
2. Oetting, E.R., Plested, R.W., Edwards, P.J., et al. (2014). Tri-Ethnic Center Community Readiness Handbook, 2nd Edition. Colorado State University. http://triethniccenter.colostate.edu/docs/CR_Handbook_8-3-15.pdf
3. Kostadinov, I., Daniel, M., Stanley, L., Gancia, A., & Cargo, M. (2015). A Systematic Review of Community Readiness Tool Applications: Implications for Reporting. *International Journal of Environmental Research and Public Health*, 12(4), 3453-3468. doi:10.3390/ijerph120403453
4. Kostadinov, I., Daniel, M., Stanley, L., & Cargo, M. (2015). Assessing community readiness online: a concurrent validation study. *BMC Public Health*, 15(1). doi:10.1186/s12889-015-1953



4901 N. Santa Fe
Oklahoma City, OK. 73118
oklahomanaturalgas.com

May 2, 2017

Guthrie Public Schools
Dr. Mike Simpson, Superintendent
802 E. Vilas Ave.
Guthrie, OK. 73044

RE: Oklahoma Natural Gas Company's Easement on Independent School District No. 1,
located in the SW/4 Section 24, Township 15 North, Range 2 West, Logan Co.

Dear Dr. Simpson:

Per my conversation with Gina Cox, the Project Manager that according to Tariff No. 1081, Oklahoma Natural Gas Company's (ONG) project along East Charter Oak Road, will have revenue justified so no co-pay is required from the Guthrie Public School System. If you have any questions or concerns, please call me at (405) 215-1975. Thank you for your prompt consideration regarding negotiations for the ONG Easement.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Drew Nixon', written over a circular blue stamp or seal.

Drew Nixon
Right of Way and Damages Agent II
Oklahoma Natural Gas Co.

Enclosure:

RIGHT OF WAY AGREEMENT

FORM 428 (1-00)

THIS AGREEMENT, made and entered into by and between Independent School District No. 1 of Logan County, Oklahoma, a/k/a Guthrie Public Schools, hereinafter called the Grantor, and OKLAHOMA NATURAL GAS COMPANY, a Division of ONE Gas, Inc., an Oklahoma corporation, hereinafter called the Grantee.

WITNESSETH, that said Grantor, for and in consideration of \$1.00 and other valuable considerations, the receipt of which is hereby acknowledged, does hereby grant to said Grantee, its successors and assigns, a permanent easement and right of way to lay, maintain, operate, relay and remove a pipe line, with fittings, tie-overs, cathodic protection equipment and other appurtenant appliances, with the right of ingress and egress to and from the same, over and through certain lands situated in the County of Logan, State of Oklahoma, and more particularly identified and described as follows, to-wit:

A 10 foot wide Right-of-Way located in the SW/4 of Section 24, Township 15 North, Range 2 West, I.M., more particularly described on EXHIBIT "A" attached hereto and made a part hereof.

THIS RIGHT OF WAY GRANT IS MADE SUBJECT TO THE FOLLOWING:

1. That said Grantor is to fully use and enjoy said premises subject to the easement rights hereby granted, but Grantor agrees that it will not construct nor permit to be constructed any lakes, ponds, buildings or other structures of a permanent nature upon or over said right of way or within ten feet of the pipe line of Grantee without the written consent of Grantee.
2. That said Grantee hereby covenants to bury its pipe 24-inches below surface of the ground so that the same will not interfere with the cultivation of said premises.
3. That the Grantee shall have the right at any time to change the size of its pipe line and to cut, trim and keep clear all trees, brush and other obstructions that may injure, endanger or interfere with the construction, operation, maintenance or removal of said pipe line.
4. That the Grantee shall pay all damages to fences, crops, and premises, which may be suffered by reason of laying, relaying, maintaining, operating, or removing said line of pipe. If not mutually agreed upon, the parties may agree to have damages ascertained and determined by three disinterested persons, one thereof to be appointed by the owner of the premises, one by the Grantee, and the third by the two so appointed as aforesaid, and the award of two of such three persons shall be final and conclusive.

This right of way grant contains all of the agreements and stipulations between the Grantor and Grantee with respect to the granting of said easement, and the same shall inure to the benefit of and be binding upon the Grantor and Grantee and their respective heirs, successors and assigns.

IN WITNESS WHEREOF, the undersigned have executed this right of way agreement this _____ day of May, 2017.

Return to:
ONE Gas, Inc.
P. O. Box 21049
Tulsa, OK. 74121

Independent School District No. 1 of Logan County,
Oklahoma, a/k/a Guthrie Public Schools

By: Jennifer Bennett-Johnson, President, Guthrie Board of Education

STATE OF Oklahoma }
 ss.
COUNTY OF Logan }

This instrument was acknowledged before me on the _____ day of May, 2017, by Jennifer Bennett-Johnson, President, Guthrie Board of Education

My Commission Expires: _____

Commission Number: _____

NOTARY PUBLIC

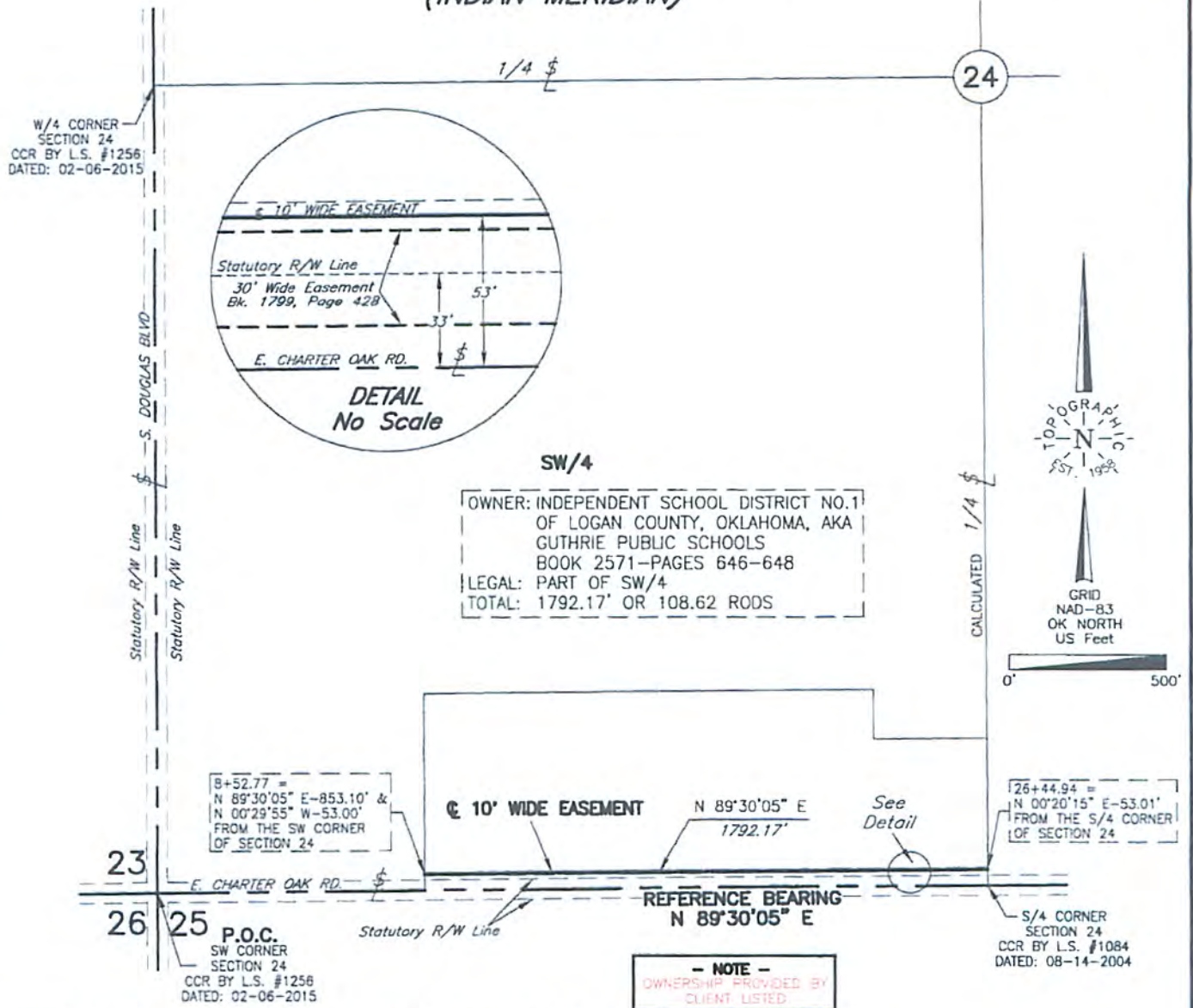
Negotiated by T. Nichols
Line Guthrie/CP

J.O. 021.2001.2001.1840700.21.000000 - CUE 3054

Rods 108.62
RW# 1 of 2

T 15 N - R 2 W
(INDIAN MERIDIAN)

EXHIBIT "A"



CENTERLINE DESCRIPTION: (10' WIDE EASEMENT IN PART OF THE SW/4)

A 10 FOOT WIDE EASEMENT LYING IN THE SOUTHWEST QUARTER (SW/4) OF SECTION TWENTY FOUR (24), TOWNSHIP FIFTEEN (15) NORTH, RANGE TWO (2) WEST OF THE INDIAN MERIDIAN, LOGAN COUNTY, OKLAHOMA, BEING FIVE (5) FEET ON EACH SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:

COMMENCING (P.O.C.) AT THE SOUTHWEST CORNER OF SAID SECTION 24; THENCE NORTH 89°30'05" EAST ON THE SOUTH LINE OF SAID SW/4, A DISTANCE OF 853.10 FEET; THENCE NORTH 00°29'55" WEST PERPENDICULAR TO SAID SOUTH LINE OF SW/4, A DISTANCE OF 53.00 FEET TO THE POINT OF BEGINNING (P.O.B.);

THENCE NORTH 89°30'05" EAST PARALLEL WITH THE SOUTH LINE OF SAID SW/4, A DISTANCE OF 1792.17 FEET TO AND ENDING AT A POINT BEING NORTH 00°20'15" EAST, A DISTANCE OF 53.01 FEET FROM THE SOUTH QUARTER CORNER OF SAID SECTION 24.

SAID EASEMENT CONTAINS 1792.17 FEET OR 108.62 RODS.

THE SIDELINES OF SAID EASEMENT SHALL BE LENGTHENED OR SHORTENED TO TERMINATE AT THE PROPERTY LINES.

THE BASIS OF BEARING FOR THIS DESCRIPTION IS GRID, NAD-83, OKLAHOMA NORTH ZONE, U.S. FEET. THE REFERENCE BEARING IS THE SOUTH LINE OF SAID SW/4 BEING NORTH 89°30'05" EAST. AS SHOWN ABOVE ATTACHED HERETO AND MADE A PART THEREOF.

THIS DESCRIPTION WAS PREPARED ON APRIL 21, 2017 BY THOMAS L. HOWELL, LICENSED PROFESSIONAL LAND SURVEYOR NO. 1433.

SURVEYOR'S CERTIFICATE:

I, Thomas L. Howell, Oklahoma Licensed Professional Land Surveyor, No. 1433, do hereby certify that this plat of survey meets the Oklahoma Minimum Standards for the practice of land surveying as adopted by the Oklahoma State Board of Licensure for Professional Engineers and Land Surveyors.

Thomas L. Howell
Thomas L. Howell, P.L.S. No. 1433



This plat was prepared exclusively for				SCALE: 1" = 500'
1	GENERAL REVISION	4/24/17	MK	DATE: 04-21-2017
OKLAHOMA NATURAL GAS				INVOICE NO.: 274481
				FILE NAME: G2958B2.DWG
and may not be relied upon by any other entity without the written consent of Topographic Land Surveyors of Oklahoma				ONG NO.: 021.2001.2001.18407000.21.000000
SURV. BY: TC 04-16-2017				SHEET 2 OF 2
DRAWN BY: JP				
APPROVED BY: TH				
SURVEYING AND MAPPING BY TOPOGRAPHIC LAND SURVEYORS OF OKLAHOMA 6709 N. Classen, Okla. City, OK. 73116 (405) 843-4847 Certificate of Authorization No. 1293 LS.				



Board of Education Personnel Reports

Employment Request

Classification						
Certified						
Name	Site	Teaching Assignment	First Work Day	Pay Grade	Hrs Per Day	Replacing
Ewy, Joy	GUES	6th Gr Lang Arts	08/15/17		6	Carissa Garrett
Morgan, Sean	High School	Algebra/Geometry	08/15/17		6	Sherrie Simek
Pitts, Karla	Central	1st Grade	08/15/17		6	Shonna Trindle
Rollins, Lyndsey	Central	Sp Ed Mild/Mod	08/15/17		6	Judee Koch
Sanders, Stephani	Administration	Psychologist	08/15/17		6	Judee Koch
Taylor, Elizabeth	GUES	5th Grade	08/15/17		6	Afton McCoy

Classification						
Support						
Name	Site	Teaching Assignment	First Work Day	Pay Grade	Hrs Per Day	Replacing
Thornton, Donna	Fogarty	Custodian	05/08/17	3	8	Misty Givens

FMLA Request

Support: 0

Certified: 1

Transfer of Position Report

Classification					
Certified					
Name	Transferred From	Transferred To	Replacing	Transfer Date	
Cotton, Lesley	1st Grade	Interventionist	Verlene Harry	8/15/2017	
Durham, Christine	6th Gr GUES	1ST Gr Central	Ashley Henderson	8/15/2017	

Classification					
Support					
Name	Transferred From	Transferred To	Replacing	Transfer Date	
Hamby, Michele	Financial Secretary HS	CFO Admin./Asst. Encm.	Vicki Biggs	7/1/2017	
Jarred, Kary	Attendance Secretary H	Financial Secretary HS	Michele Hamby	7/1/2017	

Separation of Employment

Classification					
Certified					
Name	Site	Teaching Assignment	Reason for Separation	Effective Date	
Henderson, Ashley	Central	1st Grade	Resigning	5/23/2017	
Longnecker, Deborah	GUES	4th Grade	Retiring	5/23/2017	
Smith, Lauren	High School	English	Resigning	5/23/2017	

Classification					
Support					
Name	Site	Teaching Assignment	Reason for Separation	Effective Date	
Best, Carollyn	GUES	Sp Ed Paraprofessional	Resigning	5/23/2017	
Givens, Misty	Fogarty	Custodian	Terminated	4/7/2017	
Lingerfelt, Autumn	Junior High	Paraprofessional ISS JH	Resigning	5/23/2017	
Patmon, Iva	Junior High	Cafeteria Worker 7.5 Hrs.	Terminated	4/7/2017	
Svare, Eric	High School	Sp Ed Paraprofessional	Resigning	5/23/2017	

Support Employees

Recommended for Rehire for 2017-2018

<i>Site</i>	<i>Last Name</i>	<i>First Name</i>	<i>Current Assignment</i>
<i>Administration</i>			
	Frey	Jana	Adm. Asst. to Supt.
	Miles	Sheryl	Federal Programs Secretary
	Paul	Anita	Activity Funds Clerk
	Savory	Sandra	Payroll Clerk
	Wanzer	Jana	Treasurer
	Watts Lacina	Jean	Personnel Secretary
	Woods	Lisa	Special Services Secretary
<i>Central</i>			
	Boyster	Valerie	Cafeteria Manager
	Clymer	Regina	Head Custodian
	Dodgion	Shane	Site Secretary
	Foshee	Stacy	Sp Ed Paraprofessional
	Horton	Mary	Cafeteria
	Pepper	Deborah	Secretary
	Tolbert	Tonette	Custodian
<i>Child Nutrition</i>			
	Green	Steven	Cafeteria Warehouse
<i>Cotteral</i>			
	Chambers	Walter	Head Custodian
	Cox	Mary	Sp Ed Paraprofessional
	Dellenbaugh	Daniel	Full Time Sub Custodian
	Dellenbaugh	Kathleen	Pre-K Teacher Assistant
	Deter	Martha	Pre-K Teacher Assistant
	Feliz	Socorro	Cafeteria Worker
	James	Kendra	Paraprofessional Pre-K Aide
	Johnson	Sally	Sp Ed Paraprofessional
	Olson	Elizabeth	Sp Ed Paraprofessional
	Payne	Shirley	Sp Ed Paraprofessional
	Steed	Sharon	Cafeteria Worker 7.5 Hrs
	Stout	Tamara	Cafeteria Manager
	Watson	Blake	Sp. Ed Paraprofessional
	Winn	Jessica	Pre-K Aide Paraprofessional
<i>Faver</i>			
	Kinney	Lesli	Secretary
	Wohldmann	Denise	Custodian
<i>Fogarty</i>			

<i>Site</i>	<i>Last Name</i>	<i>First Name</i>	<i>Current Assignment</i>
	Anderson	Casey	Secretary
	Beauchamp	Misty	Cafeteria Manager
	Bufford	Michele	Library Aide
	Caldwell	Doyle	Cafeteria Worker
	Cordero	Eva	Title I Paraprofessional
	Crick	Jennifer	Cafeteria Worker 6 Hrs.
	Evans	Kimberly	Cafeteria 7 Hrs
	Lemke	Brian	Head Custodian
	Lopez	Martha	Cafeteria
	Sarasua	Lynette	Secretary
	Wright	Rogina	Sp Ed Paraprofessional

GUES

	Bowie	Anthony	Paraprofessional ISS
	Crabtree	Mary	Custodian
	Drake	Tara	Site Secretary
	Dumas	Stella	Secretary
	Dyer	Lottie	Sp Ed Paraprofessional
	Fox	Pam	Sp Ed Paraprofessional
	Goodwin	Donna	Cafeteria
	Hall	Robert	Cafeteria Manager
	Hanna	Gretchen	Library Aide
	Highsmith	Misty	Sp Ed Paraprofessional
	Lewellyn	Cody	Cafeteria Worker
	McDonald	Heather	Sp Ed Paraprofessional
	Morrow	Ruby	Custodian
	Myrick	James	Head Custodian
	Norton	Sandra	Sp Ed Paraprofessional
	Oliver	Gary	Sp Ed Paraprofessional
	Reeve	Sheryl	Sp Ed Paraprofessional
	Rowley	Lanetta	Site Secretary
	Shuck	Leah	Cafeteria
	Sweeney	Regina	Sp Ed Paraprofessional
	Tucker	Linda	Cafeteria
	West	Maxine	Cafeteria Worker

High School

	Arnold	Sonya	Occupational Therapy Asst.
	Boyce	Sonata	Library Aide
	Brooks	LaDonna	Sp Ed Paraprofessional
	Bruce	Moses	Head Custodian
	Campbell	Cameron	JROTC Instructor
	Canales	Martha	Cafeteria
	Datin	Marla	Cafetera Worker
	Fredrickson	Mick	ROTC

<i>Site</i>	<i>Last Name</i>	<i>First Name</i>	<i>Current Assignment</i>
	Gonzalez	Andy	Custodian
	Green	Lisa	Cafeteria Manager
	Hamby	Michele	Financial Secretary
	Hibbler	Janetta	Secretary
	Jarred	Kary	Secretary
	Johnson-Fields	Pamela	Sp Ed Paraprofessional
	Lijewski	John	Grounds Superintendent
	Lynn	Evelyn	Secretary
	McPeek	Charity	Site Secretary
	Mobley	Byron	Head Custodian
	Patmon	Denise	Cafeteria Worker 6 Hrs.
	Ratliff	Suzanne	Sp Ed Paraprofessional
	Ringwald	Delta	Cafeteria 7.5 Hrs
	Tipton	Kameron	Custodian
	Trice	Tori	Registrar
	White	Amber	Sp Ed Paraprofessional
	Williams	Margaret	Custodian
<i>Junior High</i>			
	Anderson	Lynette	Sp Ed Paraprofessional
	Bohanan	Kenneth	Head Custodian
	Gilmore	Deborah	ELL Para 6 hours
	Hcel	Toni	Registrar JH
	Howard	Darroll	Custodian
	Lane	Brenda	Cafeteria
	McBride	Michele	Cafeteria Manager
	Mendoza	Beatriz	Custodian
	Smith	Tyra	Cooks Helper
	Stepanek	Rosemary	Sp Education Paraprofessional
	Webb	Candy	Financial Secretary
<i>Maintenance</i>			
	Bronk	Mark	Maintenance
	Givens	Neal	HVAC Technician
	Kern	Lydia	Maintenance
	Roof	Adam	Full Time Maintenance
	Skinner	Linda	Secretary
	Weeks	Billy	Full Time Maintenance
	Wohldmann	Lawrence	Full Time Maintenance
<i>Technology</i>			
	Hughes	Peggy	Data Mgmt. Specialist
	Mowdy	Trevor	Computer Support Tech I
	Sullaway	Greg	Systems Analyst
<i>Transportation</i>			

<i>Site</i>	<i>Last Name</i>	<i>First Name</i>	<i>Current Assignment</i>
	Allums	James	Route Driver
	Benham	Steven	Route Driver
	Berg	John	Special Needs Driver
	Birdwell	Susan	Transportation Secretary
	Brown	Melissa	Special Needs Driver
	Burns	Brenda	Special Needs Driver
	Canada	Sabrina	Route Driver
	Christian	Russell	Mechanic
	Deaton	Gerald	Mechanic
	Eaks	Ann	Bus Monitor
	Forssell	Robert	Route Driver
	Gilstrap	Leola	Bus Monitor
	Harvey	Manwana	Route Driver
	Hicks	Amber	Route Driver
	Hudson	Marsha	Route Driver
	Hunteman	John	Route Driver
	Johns	Lisa	Route Driver
	Johnson	Hailey	Bus Monitor
	Johnson	Robert	FT Sub Route Driver
	Lee	Tammy	Bus Monitor
	Lingerfelt	John	Full Time Sub Route Driver
	Main	David	Route Driver
	Martin	Paul	Route Driver
	McClain	Yvette	Special Needs Driver
	Moore	Lisa	Route Driver
	Peck	Christine	Route Driver
	Peck	Gregory	Special Needs Bus Driver
	Robinson	Lewis	Route Driver
	Short	David	Route Driver
	Smith	Jaylene	Route Driver
	Spradling	Mitzie	Route Driver
	Stevenson	Susanne	Route Driver
	Thompson	Jamie	Route Driver
	Thompson	John	Route Driver
	Toon-Daves	Shelley	Route Supervisor
	Vincilione	Raoul	Route Driver
	Wainscott	Joshua	Special Needs Bus Driver
	Wainscott	Nita	Sp Needs Bus Monitor
	Wainscott	Sabrina	Bus Monitor
	Welch	Chester	Mechanic
	Williams	Jane	Dispatcher Supervisor

Guthrie Public Schools
Property Committee Meeting
May 1, 2017 5:00 p.m.

Members present: Dr. Mike Simpson, Doug Ogle, Dennis Schulz, Michelle Chapple, Cody Thompson, Jennifer Bennett-Johnson, Terry Pennington, and Linda Skinner.
Gina Davis was present for Sharon Watts

Mr. Thompson spoke on the following items:

Expenditure Reports:

- Summarized the expenses for April
- 3 new Purchase Orders for April

Completed Projects:

- 217 Work-Orders completed at Maintenance
- 63 Work-Orders completed at Transportation
- Electrical repairs/upgrades throughout the District(4)
- Plumbing repairs/upgrades throughout the District(37)
- HVAC repairs/replacements throughout the District(34)
- Made repairs to roof leaks at Cotteral
- Repaired a water line leak at Faver
- 5 sets of cameras have been installed in our buses
- TVs installed in SRO offices at HS, JH, and GUES
- Safety meetings with maintenance and transportation employees
- Changed filters at Central, GUES, HS, and JH
- Picked up 2 pallets of donated binders from Galleria Furniture
- Repaired 4 emergency lights at Cotteral
- Repaired/replaced 11 doors throughout the district
- Repaired the dishwasher at Cotteral
- Repaired broken seats in Fogarty auditorium

Projects in Progress:

- Currently have 92 Maintenance Work-Orders in progress
- Currently have 117 Transportation Work-Orders in progress
- Outside wall repair to siding on Faver Athletic annex
- Replacing air filters at Admin, Cotteral, Faver, and Fogarty
- Water leak in the wrestling room shower area
- Plumbing issues at Fogarty
- Rebuilding a drain cover for Cotteral playground
- Fire Alarm wiring repairs at Cotteral
- Continuing roof repairs at Central & Fogarty (warranty), Cotteral, Faver, HS, and the JH gym
- District HVAC & chiller repairs
- Summer projects for each site
- RFQs are out for custodial supplies, lawn services, carpet cleaning, elevator services and fire alarm systems
- Safety Training for all operations and building staff

Future Projects:

- Continue to work on recommendations to district facilities and equipment in the Performance Review Report
- Summer maintenance projects
- Sidewalk repairs to north building area at the High School
- Continue to make repairs to HVAC units at all sites
- Roof repairs at Admin, Cotteral and the JH gym
- Floor upgrades in classrooms at the HS, Bus Drivers Room, Central ES south halls, and JH basement halls
- Sidewalk and curb facelifts where they have dropped below grade
- Master lock/key system at Jr. High
- Parking lot repairs to the Bus lot, HS, and GUES
- Landscaping around trees on Fogarty playground
- Custodial Training
- Chiller replacement/repairs at GUES and HS
- Repair/Replace the siding on Cotteral Quad and Faver Annex

Bond Projects Discussion:

Central ES

- Windows and door installation has been completed
- Base trim has been installed and painted
- Window shades have been installed
- Have 14 window remaining

Charter Oak ES

- Pre-construction Meeting was held April 25th
- Construction scheduled to begin in the next 30 days
- Granting right of way to ONG

Guthrie Public Schools
Finance Committee Meeting

May 4, 2017

4:00 P. M.

In Attendance: Dr. Mike Simpson, Dennis Schulz, Michelle Chapple, Doug Ogle, Carmen Walters, Dee Benson, Eldona Woodruff, Angie Smedley, Janna Pierson, Gina Davis, Michele Hamby and Vicki Biggs.

Travis Sallee attended in the absence of Tina Smedley.

Mr. Schulz opened the meeting informing the committee the first items were routine financial reports and if they had questions they could contact him. He then discussed the yearly comparison and projection reports giving the projected EOY balance.

Mr. Schulz spoke on the following:

T Bill Interest Rates

The interest on CD's and T Bills are beginning to increase so Mr. Schulz asked the treasurer to check with Farmers and Merchants Bank and to see if they would review the rates that are being paid on the operating account.

Summer Feeding Program

Each year we need to receive approval from the state to operate this program. Due to a computer problems at the State Department we have only received the preliminary approval at this time.

YMCA Summer Transportation

Request for transportation for the kids in the YMCA summer program to be transported by GPS school buses to their activities.

OSSBA Contract Renewal

Renewal for 2017-18. The cost remains the same as the current year.

Ms. Woodruff spoke on the following:

Contract with Teresa Ewing for PT Services

This is a renewal for 2017-18 and there will be a small rate increase from the current year.

Contract with Marylyn Steffensen for Psychometric Services

This contact is a renewal for services for 2017-18 but with a new vendor. The cost per hour will less than the current year.

Contract with The Department of Rehabilitation

This contract is a renewal for 2017-18 for the School to Work Program.

Contract with Oklahoma Hearing Solutions

Renewal for Audiological Services as required by State Department for 2017-18.

Mr. Ogle spoke on the following:

Edgenunity Contract

Renewal of contract with Meridian Technology for Virtual Classroom for 2017-18. This is paid with Ace Remediation monies.

Learning Sciences Training

Request for Marzano training in May 2017 as required every two years.

Learning Sciences Software

Contract Renewal for Marzano evaluation software for 2017-18.

Dr. Simpson spoke on the following:

ONG Easement- Charter Oak Elementary

This will allow ONG to run natural gas lines for the area of the new elementary. ONG will waive the fees associated with the project due to this easement.

Mr. Benson spoke on the following:

E-Rate

He explained the E-rate for 2017-18 and the changes that will need to be made to assure the best use of the funds received.

Technology Plan

This plan is looked at each year and there will be no updates for the 2017-18.

Guthrie Public Schools
Curriculum Committee Meeting Minutes
Tuesday, May 2, 2017
5:00 P.M.

In attendance: Dr. Mike Simpson, Doug Ogle, Carmen Walters, Eldona Woodruff, Angie Smedley, Janna Pierson, Travis Sallee, and Gina Davis

Discussion Items:

Ms. Walters

- Recommended Teachers and Aides for 2017 K – 8th Remedial Summer School

Mr. Ogle

- iObservation Contract
- Marzano Training
- Edgenuity Contract
- Predicated Class Sizes for 2017-2018 School year