



Oakdale Public School Board of Education Special Meeting
Thursday, July 30, 2020
10:00 AM

Room #430 next to Admin Offices, 10901 N. Sooner, 5701 E Hefner, Edmond, Oklahoma
73013

1. Call to Order / Roll Call / Establishment of a Quorum
2. Recognition of Guests
3. Consideration, discussion, and action upon modifications/revisions to the Oakdale Return to Learn 2020-21 reopening plan as recommended by administration.
4. Consideration, discussion, and action upon revision of Attendance Policy: FDC-R1
5. Consideration, discussion, and action upon revision of Online Instruction: Policy EHDF.
6. Consideration, discussion, and action upon School District Screening Protocol: Policy ECA (new).
7. Consideration, discussion, and action upon purchase of Juno Frontrow Sound Amplification systems from SHI International Corp. (Bond 34 in the amount of \$36,996)
8. Consideration, discussion, and action upon naming of the Oakdale Public Health Advisory Group members for 2020-21:
 - Paul Dasari, MD, MPH: Pediatric Endocrinologist at Oklahoma City Indian Clinic
 - Jennifer Lepard, PhD, MPH: With a doctorate in Public Health, Jennifer is the recently appointed Chief Administrative Officer at the Oklahoma State Department of Health
 - Lynn Mitchell, MD, MPH: Chief Medical Officer, Chief Wellness Officer, OU Physicians Associate Dean for Clinical Practice, OU Health Sciences Center. Dr. Mitchell is the former Prevention and Preparedness Director for the Oklahoma State Department of Health.
 - Brian Plaxico, DO: Emergency Medicine physician at Oklahoma ER & Hospital
9. **WORK SESSION:** Discussions about future projects, initiatives, master planning, and/or programs related to the short- and long-term goals/plans of the District.
10. **POSSIBLE CONSIDERATION OF EXECUTIVE SESSION AND VOTE ON SUPPORTING ACTION ITEMS:**

Proposed executive session to discuss employment, certified and non certified salary scales, hiring, appointment, promotion and/or resignation/retirement of individual salaried employees. 25 O.S Section 307(B)(1)

 - a. Vote to convene in executive session.
 - b. Acknowledge the board's return to open session.
 - c. Statement of executive session minutes.
11. Consideration, discussion and action upon the certified teacher salary scale for 2020-21.
12. Consideration, discussion and action upon the support employee salary scale for 2020-21.
13. Adjournment



Return to Learn at Oakdale

Proposed Revisions | July 30, 2020



Oakdale School has considered multiple pathways to reopen school this August in a responsible yet flexible manner. The plans we have created are not perfect; they may need to be adjusted or modified as we move forward with emerging data. Nevertheless, our intent is to enact proactive, yet practical measures to mitigate the spread of COVID-19 and concurrently resume a sense of normalcy for our students and staff.

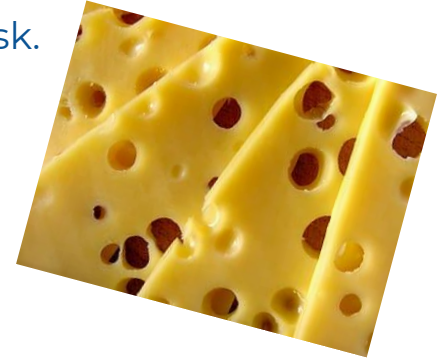
We will continue to monitor the effectiveness of our plans and track data over the course of the school year. Subsequently, we ask for your support and cooperation as we may have to modify plans and progressively increase or decrease layered procedures when needed.

Dr. Joe Pierce, Superintendent



Considerations

- No single plan will completely eliminate the risk of transmission, but multiple coordinated interventions can greatly reduce that risk.
- No plan is perfect, but it **must be flexible and look at the context of the situations and events**. Not everyone will be 100% pleased.
- Health and well-being of children, faculty, and community.
- Risk Factors:
 - Highest Risk: Traditional approach
 - Moderate Risk: Small group learning with social distancing
 - Lowest Risk: Virtual only learning
- Feasible & Practical yet **Flexible & Adaptable**
- Vulnerable populations: Additional considerations for those who are medically fragile, have developmental challenges, or have specific healthcare needs or disabilities, with the goal of a safe return to school.

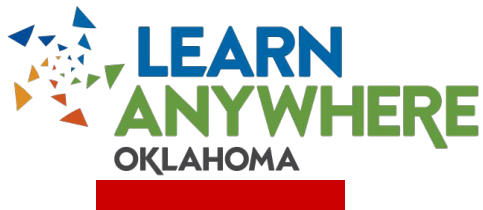




Virtual Learning

Due to recent changes, Oakdale Schools is now investigating a viable option for a comprehensive virtual online content management platform.

- We will continue to offer our own distance learning (Google Classroom) when there are school closures, quarantines, or student with a positive diagnosis, etc.
- Teachers in grades 3-8 will begin right away ramping up the use of Google Classroom to prepare our students for that time.
- Early childhood teachers will also be using a development appropriate tool such as SeeSaw instead of Google Classroom.
- Currently, we will reopen with a single plan based on most recent color-coded risk phase recommended by the [OSDH](#) and [OSDE](#).
- Some families may not be ready or comfortable sending their child back to brick & mortar school.



EXPLORING THIS OPTION FOR OUR FAMILIES:

The \$12 million initiative will allow schools to access high quality digital content across grades K-12. The funds will allow schools to provide access to online content with a teacher of record virtually.

This will be an offering through the Oklahoma Supplemental Online Course Program (OSOCP).

Digital content will be purchased via the OSOCP will provide help desk support to schools in selecting the appropriate digital content for students.

OSOCP will also provide professional development to schools with a focus on providing instruction to teachers related to best practices in distance learning instruction.

There are options for Oakdale families:

Although we welcome all Oakdale children back to our school, there are other viable choices for families with specific situations or concerns to consider during this particular season.

We are investigating a virtual option for Oakdale; however, we want to remind families that there are multiple virtual providers that provide full time online instructional models.

We warmly welcome all of our families to return to our brick & mortar schooling whenever they are ready and comfortable to return to Oakdale.

Merely unenroll from virtual schooling and re-enroll (reactivate) your student when ready. Please note any legislation enacted regarding transferring in/out of districts.



“Mind the Gap”

- **Mind the Social-Emotional Gap**

- Need to be aware of any negative impact on children due to school closures and lengthy time away from school with associated social-emotional well-being.
- Mrs. Gina McCarty is the main contact person and will help families as needed.
- She will also work closely with teachers on how to handle social-emotional issues

- **Mind the Learning Gap**

- Determine current academic level for each student
 - STAR Reading & STAR Math
 - SDE free resources tied to our current benchmark assessments
- What do we do if they have gaps?
 - Differentiate & personalize
 - Tier instruction & assignments
 - Create a plan & intervene
- What do we do if they already have it?
 - Extend/Apply/Enrich/Advance



EXACT PATH for Individualizing Learning

- The OSDE intends to invest a portion of state Elementary and Secondary School Emergency Relief (ESSER) funds to offer Edmentum Exact Path *free to districts* to set and achieve academic growth goals
- Exact Path combines adaptive diagnostics with individualized instruction and learning pathways for growth in math, reading and language arts.
- Exact Path may be used in classrooms, with blended learning or during periods of distance learning.
- Exact Path also links with our current assessment plan and will integrate our district data from Renaissance Star Reading & Math Assessments.
- OSF grant requested for other tools such as IXL Learning



Precautions

- When on Green, Yellow, or Orange-1, PARENTS will pre-screen children before school.
- When on Orange-2, STAFF will screen students each morning upon arrival.
 - Current procedures for sending sick students home will remain in effect.
 - Our school nurse with advice from the has created additional plans & procedures for sickness
- **Masks & Face Coverings**
 - Oakdale faculty, staff, and students will wear masks/face coverings
 - Social distancing for teachers may not always be practical in the classroom.
 - Therefore, wearing a face covering for staff is also required.
 - Faculty & staff will be provided with a mask and/or face shield.
 - Faculty will also maintain social distance (particularly around other adults) and wear a mask/face covering at school. Various styles are permitted (e.g. clear panel for the mouth)
 - Adult employees will be required to check their temperature and answer related questions each day upon arrival using one of the two SchoolSafeID kiosks located at the 5th grade (new) or front offices.



More about masks

- Every student will wear their own clean face mask or face covering (e.g. buffs) while at school.
- Students will bring their own clean face covering and must be able to use it independently.
- Teachers will create appropriate procedures for their classroom.
- If a child does not have a mask (lost, damaged, or in need) we will provide them with one.

On the bus? Yes, physical distancing is not feasible on buses.

- We encourage parents to drop off & pick up students in order to create space for social distancing on buses.
- Bus procedures with additional cleaning & other precautions (e.g. ventilation and other procedures)

In classrooms during instructional times? Yes, except for some instances where there is adequate physical distance

- Masks should be school appropriate and not be a distraction.
- Students are expected to comply with teachers' directives about wearing masks.
- Parents should practice with their child making sure they can manage their mask independently and responsibly.
- We fully support parent requests for their child to wear a face covering *more often*, even if able to physically distance.
- Students must be responsible for complying with their parent's request to wear a mask more frequently.

In common/outdoor areas during non-instructional times? Yes, except for some instances where there is adequate physical distance

- Wear masks in congested common areas (dismissal, passing periods, tornado drills, crowded hallways)
- Outdoor recesses have the ability for social distancing, so a mask may not be necessary.



Cleaning & Sanitizing

- The school hired an additional custodian and will change the crew's work schedules in order to have a nighttime crew for after-hours cleaning and during breaks.
 - Electrostatic sanitizing sprayers will be used daily during deep cleaning of rooms.
 - One sprayer is available. Two additional sprayers have been ordered
 - High touch areas will be sanitized at least 3x during the school day
 - Restrooms will be monitored and sanitized through the school day and cleaned at night
 - Lockers will be sanitized at least once a week
 - Lunch tables will be sanitized between each lunch period
- Proper hand hygiene and respiratory etiquette will be taught and encouraged.
- Teachers will create a schedule for more frequent than usual hand hygiene.
- Students will be greeted at the classroom door and offered hand sanitizer.
- Students are encouraged to bring their own personal water bottles daily.
- Water fountains with mouth pieces will not be used. Hands-free water bottle refill stations will remain available and cleaned regularly during the day.
- We are adding additional water bottle refill stations to our existing drinking fountains.
- Buses will be sanitized at least two times daily and between multiple routes.
- HVAC units will be set to maximum ventilation with outdoor air, where possible.



School Nurse

Temperature checks must balance the practicality of performing these checks for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings

Green, Yellow, Orange-1: PARENTS will pre-screen children before school.
Orange-2: STAFF will screen students each morning upon arrival.

- Plans have been created for confirmed exposure or diagnosed with virus (see flowchart)
- Relocating clinic to new 5th grade wing office area
 - A room is now available to quarantine a suspected COVID patient
 - Concerns about “littles” traveling to the nurse office:
 - Office aids may help - or text an administrator
 - Only send when absolutely necessary (put first aid supplies in classrooms)
- Parents will privately pick up children using the 5th grade entry doors.
- Ordering additional PPE supplies to keep on hand.
- Various communication letters are already created and ready to use when an exposure or infection occur. **The Oakdale Public Health Advisory Team will be consulted.**



Oakdale Public Health Advisory Team

The newly formed Oakdale Public Health Advisory Team will be advisory in nature and will not make policy. It will respond to specific questions posed by the Board or by the Administration and will review, from time to time, particular matters as are helpful to the conducting of School business.

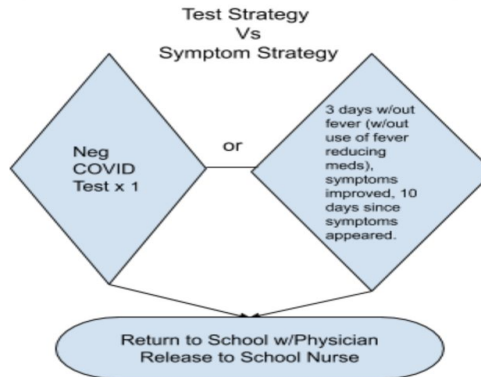
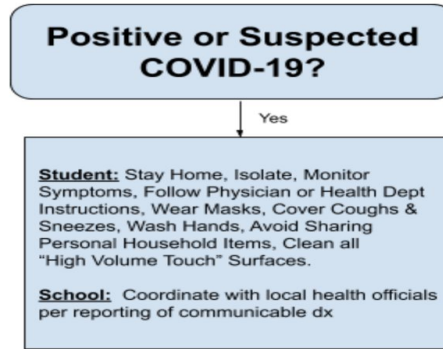
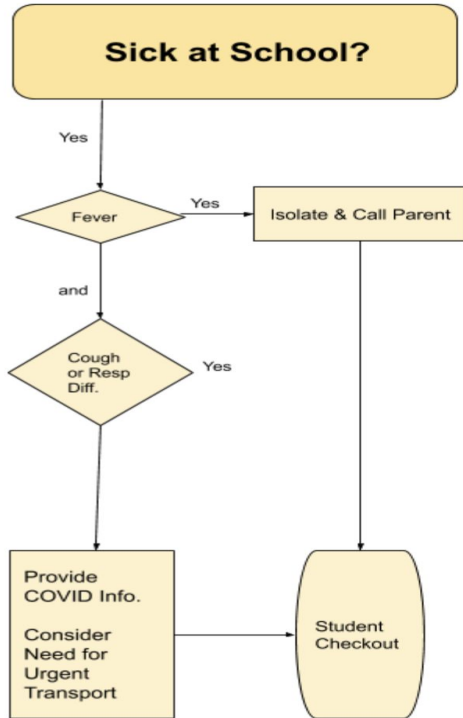
At this time, the following individuals have agreed to serve on this advisory group:

- **Paul Dasari, MD, MPH:** Pediatric endocrinologist at Oklahoma City Indian Clinic
- **Jennifer Lepard, PhD, MPH:** With a doctorate in Public Health, Jennifer is the recently appointed Chief Administrative Officer at the Oklahoma State Department of Health
- **Lynn Mitchell, MD, MPH:** Chief Medical Officer, Chief Wellness Officer, OU Physicians Associate Dean for Clinical Practice, OU Health Sciences Center. Dr. Mitchell is the former Prevention and Preparedness Director for the Oklahoma State Department of Health
- **Brian Plaxico, DO:** Emergency Medicine physician at Oklahoma ER & Hospital

Subject to modification with advice from the Oakdale Public Health Advisory Group

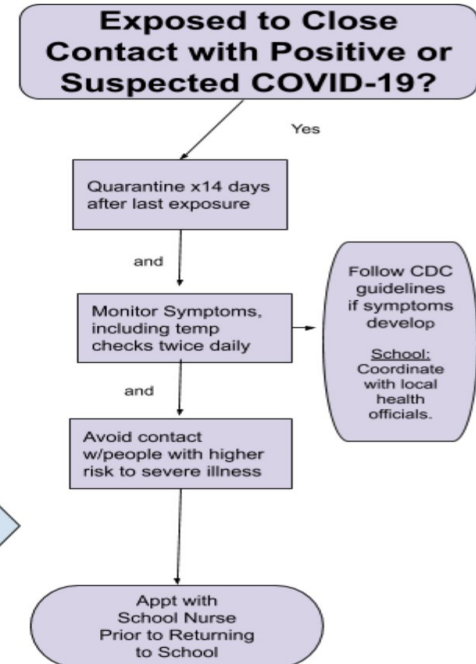
Oakdale Schools Flowchart for COVID-19

- Students and Staff/Faculty Daily Screen & Self Report
- COVID-19 Symptoms or Positive Tests



COVID-19 Emergency Warning Signs: * New confusion

- * Trouble Breathing
- * Persistent chest pain or pressure
- *Inability to wake or stay awake
- * Bluish lips or face





Switching Levels

Our decision-making framework has been modified to include advice from our Oakdale Public Health Advisory Group plus alignment with both the [SDE recommended guidelines](#) and the Oklahoma State Department of Health's [COVID 19 Alert System](#) by county.

- We must have a starting point from which we can prepare to return to school safely:
 - Recommended roll back start date to **August 20th** using the current OSDH county color level. **(Orange-1)**
 - Offers our students & faculty stability and consistency
 - Remain on this level for at least one month and reassess beginning **September 25th**
 - Advisory group recommended using the county data, although we will also consider the ZIP code data as well as Oakdale student data in the process
- As additional cases arise, we will reach out to Oakdale Public Health Advisory Group or OSDH for their guidance before implementing quarantining or closing school.
- **The success of our framework is contingent on the degree to which people in our community comply with the layered precautions outlined in the Return to Learn at Oakdale reopening plan.**
- In each case, we will take extra steps to learn about the timeframe, the context, the type of contacts, etc. that will inform real guidance about what next steps should be taken.
- Consideration must also be given to the ability to secure substitute teachers/bus drivers



SDE Guidelines

● Green

● Yellow

● Orange 1

● Orange 2

● Red

OKLAHOMA SCHOOL SAFETY PROTOCOLS		GREEN LEVEL	YELLOW LEVEL	ORANGE LEVEL 1	ORANGE LEVEL 2	RED LEVEL
Instruction	In-person instruction expected	X	X			
	Alternative schedules or distance learning strongly recommended			X		
	Distance learning required				X	X
Health Protocols	Masks strongly recommended for all teachers, staff, students	X				
	Masks required for teachers/staff		X	X	X	X
	Masks required for all students		X	X	X	X
	PreK-3 grade students may remove mask in class		X			
	Visitors Restricted		X	X	X	X
	Follow all health orders and protocols, and adhere to district policies (screenings, distancing, handwashing)	X	X	X	X	X
Activities	Buildings and campuses strongly recommended to limit public events		X			
	Buildings and campuses not available for activities where social distancing not possible			X		
	Buildings and campuses not available for public use or extracurricular activities				X	X



Continuum of Social Distancing



- Masks required and social distancing as much as possible
- Cohort groupings* *recommended* for elementary school (can rotate)
- Block scheduling for middle school and cohort groupings *required* for elementary school (no rotations)
- A/B schedule
 - Partial implementation of distance learning using Google Classroom
 - Block schedule / cohort groupings
- “Family” groups (*very strict cohort*) *required* for all grades (no rotations)
 - Teachers deliver instruction through video on Google Classroom
 - Think DL at school, in class
 - “HOH” manages and assists with learning activities
 - Specials push in to classes for related activities
 - Lunch in classrooms and recess with cohort group only
- Full implementation of distance learning using Google Classroom
 - Special populations at school in every level- limited to 25% in Orange 2
 - Special populations at school in every level- limited to 15% in Red

**cohort groupings means students stay with the same group of students all day.*



Teacher Preparation

- Teachers will create standardized activities for each switch to distance learning Monday (such as a “Rocket Review”) so that teams of teachers have a day to plan together (Tuesday) and then pivot to teacher direct instruction on Tuesday:
 - Edmentum Exact Path
 - IXL
 - Projects
- Teachers create two week’s worth of “Pocket Plans” for distance learning if we need to quarantine a group or area.



Back to “Normal”

In-person instruction
in the building

GREEN LEVEL

**This risk phase means
positive cases are
presently at a
manageable level.**

**All students attend
school as usual with
masks & social distancing
recommended.**



Return to Learn

Plan A

YELLOW LEVEL

Recommended roll back start date one week to August 20

- Use time for deeper teacher PD on technology, collaborative curriculum Planning, Trial Runs, “Jump Start” times for grade levels
- Chromebooks arrival concern (expected to arrive mid-August)
- Aligns to EPS start date on August 20

Recommended start school on Orange-1 level and remain on this level for several weeks

- Offers consistency and stability for our students, teachers, & families
- Reassess color level every Friday beginning on **September 25th**
- Advisory group recommended that we make careful decisions using the county data- although we will consider trends, patterns, as well as the ZIP code data and Oakdale student data in the process

We recognize that some special populations of students may have pre-existing conditions or be immunocompromised that could make them more susceptible to a severe COVID outcome. Parents finding themselves in this situation should contact the building principal to discuss options and work with you to determine the best educational plan for your child.



Oakdale's Plan A

Original re-entry plan

YELLOW LEVEL

All students attend school in-person with added precautions:

- Masks & social distancing required
- Teachers teach in-person in classrooms
- Multiple layers of precautions
- 2nd/3rd grade teachers go to students, rather than rotating
- 4th/5th grade teachers have consistent seating charts for all classes and students may rotate
- Athletics and activities offered only per governing body or organization recommendations



Oakdale's Plan B

Previously the firewall model
with predictive breaks. Moving to an
aligned color-coded system is best.

ORANGE LEVEL - 1

In-person instruction in cohorts and block schedule:

- Attend in person every day
- Masks & social distancing required
- Students in PreK-5th in required cohort groups all day.
- Only teachers rotate to the students.
- Cohort groups also at lunch/recess.
- Middle school Implements block schedule (50% fewer class changes)
- All identified special populations attend in-person daily for services
- Extracurricular activities or athletics *only if able to SD**



Oakdale's Plan C

YMCA Model:

Family > Neighborhood > City > State

ORANGE LEVEL- 2

Family Group Model:

- Attend in person every day.
- Masks & social distancing required.
- Health screening each morning at school.
- All students learn with their family group all day. They will NOT switch classrooms for specials, rotations, lunch, or recess.
- Middle school students will stay in their 3rd hour classroom
- Limited special populations attend in-person for specific instructional services
- No extra curricular activities or athletics
- Opportunity for innovation and personalize within the context of the Oakdale community
- Think of this plan as distance learning at school or a one-room schoolhouse with many technology enhancements.
- Parents may not have to miss work or arrange other childcare, unless a “family” or “neighborhood” must be quarantined.
- Better contact tracing when there is an exposure, diagnosis, or quarantines



Oakdale's Plan D

RED LEVEL

or School Outbreak

Students switch to Oakdale Distance Learning* completely:

- School Closed
- All move to DL with Google Classroom or SeeSaw
- **Very** limited special populations attend in person
- Employees report to school for DL
- No extra curricular activities or athletics

**this could take place for one class, a pod, grade level, or the whole school depending on circumstances.*



Entry to School

- Students will enter through the usual entrances.
- Doors will open at 8:10 AM and will be propped open until 8:25 AM
- Administrators will be on duty at the exterior doors with other teachers supervising pods/hallways.
- Upon entry, students will go directly to their classroom or to breakfast.
- Before & after care will remain available- with additional procedures for entry/check-in etc.
- Visitors & guests will be permitted in the school *only by appointment* and must wear a mask. **Kiosks will have basic questionnaire and temp checks.**
- All visitors will be screened daily when they arrive in the building at the front office kiosk.
- PALS and Library volunteers will continue as normal with pre-scheduled shifts (an appointment) and additional protocols in place.
- No lunch guests permitted at this time.
- Lunch deliveries are discouraged.



Classrooms & Hallways

- Teachers will physically distance classroom seating/desks and face them in the same direction as much as feasible and practical.
- Students will not share objects or supplies and will use pencil bags/boxes.
- Until class begins, classroom doors will remain open to minimize touching handles and door knobs.
- Students will clean/wipe off their own desks and chairs before leaving a classroom.
- Specials classes teachers (band, music, art, etc.) will create their own protocols that are practical. Curriculum may be modified to lessen risks.
- Hallways will be marked with signage to have good flow in one direction.
- Amplification systems technology will be available in every classroom



Cafeteria

- Students will alternate seats or tables for physical distancing and served using appropriate distancing procedures (teacher developed- they know what works best for their students).
- Grades or classes may alternate eating in classrooms or in the lunchroom.
- 8th graders will eat in the middle school pod using physical distancing as above.
- Hand washing/sanitizing will occur before eating.
- Tables will be cleaned between lunches.
- Students may bring a lunch from home or purchase a meal at school.
- Students must independently open their own packaged foods brought from home.
- We are exploring meal options for ease and mobility (e.g. grab-n-go lunch options).
- No guests/visitors may join children for lunch at school at this time.
- Lunch deliveries are discouraged.
- Teachers and all administrators will be on lunch duty every day.



Outdoor Recesses

- **Elementary School:**

- Each grade level may play at a different playground (rotated weekly).
- If in level Orange 1 or Orange 2, elementary will have recess in cohort groups (split locations by class)
- At least one teacher will be on duty.
- High risk/touch activities will be discouraged.
- Indoor recess, when necessary, with procedures developed by the teachers.

- **Middle School:**

- For outdoor recess, students will go to the track/football area.
 - If in level Orange 2, middle school will have recess in cohort groups
 - For indoor recess, students stay in their 4th hour classrooms.
 - All students will go outside for fresh air/exercise as much as possible, unless they have indoor recess or occasional club meetings.
- Recommended guidelines for indoor recess: As usual, if the “feels like” temperature is < 32F or > 100F, or raining, students will have recess indoors with layered protections in place.
 - Strict physical distancing will not be emphasized when there is ample outdoor space..
 - Students need as much fresh air as possible; teachers may take students outdoors for class
 - Masks may not be needed during some outdoor activities when there is ample physical distancing.
 - Parents may ask their child to wear a mask outdoors. High-risk activities will be discouraged.



After School Dismissal

- Student will wear masks when:
 - Walking to the bus
 - Exiting the school
 - Waiting for a car in the parent pick-up line
- Car & bus dismissal will continue as normal with a new notification system
 - Purchasing a new system with students waiting in classrooms and their number (name/photo) flashed on a screen in the classroom announcing their ride's arrival and to go to the car rider or bus loading zones.



Athletics, Events & Clubs

We will encourage participation in extracurricular activities such as sports, physical education, fine arts classes as well as all of our various clubs and/or events.

Participation in these activities is voluntary and we want parents and students to understand the risks associated with choosing to participate in these activities. Some activities present a higher risk than others. We are creating a list of school activities and their associated risk factor.

Athletics & Extracurricular Activities: A waiver regarding COVID will be added to permission forms. We will follow the guidance from conferences and other organizations. If on level Orange 2 or Red level there will be no extracurricular activities or athletics.

Facility Usage: No facility rentals for the main & auxiliary gyms, fine arts center, pods, or classrooms until further notice. During after school hours, the football field, track, tennis courts, and other play areas will remain open, if feasible.

Contests (e.g. band/choir) will be determined by level status. We will also consider guidance from the advisory team and the host.

Assemblies: We do not expect to host large gatherings or assemblies at this time

Events: Some traditional events may have to be rescheduled or modified or held in other creative ways. (see above)

Field Trips: We will not take field trips at this time. Virtual alternatives will be explored.

Class Parties may not be held like usual. We will explore alternatives such as going outdoors and involve only a limited number of homeroom parents to help organize. No outside food or drinks will be permitted during parties or birthday recognitions.

Flu shot clinic will be held in the fall as a service to students, families, and staff.

Snacks & Treats: Classroom snacks must be individually purchased and brought from home, no group snacks or treats from parents or teachers



Information Day

- Virtual only - no one in the building
- Following dates are to be reviewed...
 - School supplies may be dropped off at the front circle drive entrance starting on August 3rd through August 12th. Please have supplies in a box or bag labeled with your child's first & last name and grade level. If you bought supplies through the school, they will be in your child's locker or home room on the 1st day of school.
 - Teachers will send out a Welcome Slideshow to students on Monday, Aug. 10 and Tuesday, August 11th during inservice days.
 - The slideshow will include videos of teachers and classrooms, information on supplies, and more!



First Day of School

- Based on advice from the Oakdale Public Health Advisory Team, currently planned first day plans will be revised and will not include large-group gatherings.
- Ideas:
 - Staggered arrival times in K-8
 - PK abbreviated first day



Answers to FAQs

Updated weekly and sent to all families

Oakdale School Calendar: 2020-2021

Rev. 07.30.20

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

August 2020						
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30	31					

September 2020						
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27	28	29	30			31

Date	Event or Holiday
August 5	New teachers report for pre-service orientation meetings
Aug 6-7 & 10-14 & 17-19	All teachers report: Contract Days (PD/Info Day/Work Days)
Aug 20	First day of school /1st semester begins
Sept 7	Labor Day Holiday (school closed)
Sept 8	Teacher Prof Dev & Work Day (no school for students)
Oct 15, 16, 19	Fall Break (school closed)
Oct 20	Parent-Teacher Conferences & /Work Day (no school for students)
Nov 23-27	Thanksgiving Break (school closed)
Dec 21-Jan 1	Winter Break (school closed)/1st semester ends Dec 18
Jan 4	Teacher Prof Dev & Work Day (no school for students)
Jan 5	2nd semester begins
Jan 18	MLK Jr. Day (school closed)
Feb 15	President's Day (school closed)
March 12	Parent-Teacher Conferences & Work Day (no school for students)
March 15-19	Spring Break (school closed)
April 16	April Day (school closed)
May 20	Last day of school for students/2nd semester ends/8th Gr. Graduation
May 21	Teacher Work/Records Day (no school for students)
May 31	Memorial Day (offices closed until August)
June 1 - July 31	Summer Break (school closed). FY22 start date TBD

October 2020						
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November 2020						
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29	30					1

December 2020						
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20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			1

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Change start date to August 20:

- Chromebooks arrival concern
- Aligns to EPS start date of August 20
- Teacher PD and collab planning

Start with current level guidelines: **ORANGE-1**

Begin weekly monitoring color system on Friday, Sept 25 for a switch to another plan no sooner than Monday, Sept 28

- Decision based on the county code data in addition to the local Oakdale context.
- Permits several weeks of school before a potential switch to a more restrictive level

Must have no less than 165 days of instruction.

With this change, we are at the 165 day mark.

Any other changes may result in adding days to the end of the year, etc.

ATTENDANCE POLICY (REGULATION)

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. However, it is important for those students who are ill to stay home when sick. Students who have a fever or a measured temperature greater than or equal to 100 degrees Fahrenheit should not be at school or school activities. The board recognizes, however, that the cocurricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities.

ABSENCES

Excused absence will be granted for the following reasons:

1. Personal or family illnesses
2. Medical appointments
3. Legal matters, including service on a grand, multicounty grand, or petit jury *
4. Extenuating circumstances deemed necessary by the principal
5. Observance of holidays required by student's religious affiliation.

It is the responsibility of the parent to notify the school if a child is to be absent for one of the above reasons. The school will contact those students' parents who do not call. If no contact is made, the parent must send a note or call the day the child returns before the student can be excused. The student may promptly make up all work missed without penalty. It is the responsibility of the student, on the day of return, to make arrangements to see that the work is made up.

The district will not require medical documentation to support personal or family illness that results in an excused absence. However, students will be required to make up any work that has been missed. Student absences due to a severe, chronic, or life-threatening physical or mental illness, injury, or trauma will be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable school site so long as the determination of eligibility is made by the district's medical exemption review committee. The district's medical exemption review committee will be designated by the superintendent on a yearly basis and shall report student absences that are medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a distance learning program or virtual online program approved by the school district and are meeting the following attendance requirements:
 - a. The student has completed instructional activities for no less than ninety (90%) of the time that services were provided in a virtual or distance learning format. Instructional activities may include online logins to curriculum or programs, offline activities, completed assignments, testing, face-to-face communications or meetings with school personnel via teleconference, videoconference, email, text, or phone,

ATTENDANCE POLICY, REGULATION (Cont.)

- b. The student is on pace for on-time completion of the course as required by the school district,
 - c. The student has completed instructional activities within the time that services were provided in a virtual or distance learning format during the academic year; or
2. They have a medical condition that incapacitates the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.

School Activity

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

Absence by Arrangement

These are absences in which the parents deem it necessary that a child miss school for reasons other than those that fall within an excused absence.

- 1. A student may take up to three (3) days of absences by arrangement per semester.
- 2. A student may make up all work missed without penalty. It is up to the student, on the day of return, to make arrangements to see that the work is made up.
- 3. In order to take an absence by arrangement, the parent, or guardian, must submit, at least two days prior to the absence, a written request for the student to be absent. If the request is not made as required, the absence will be treated as an unexcused absence.
- 4. Absences by arrangement will count against a student's exemption from semester tests.

Unexcused Absence

This is any absence that does not fall within one of the above categories. Work may be made up. 100% of the grade will be counted.

Truancy

A student is considered truant when absent from the classroom without the knowledge of either the school or the parent or if the parent does not compel the student to attend school.

ATTENDANCE POLICY, REGULATION (Cont.)

Chronic Absenteeism

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

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

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

ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Oakdale Public Schools Board of Education. The proposed course(s) may be evaluated by the State Department of Education. The district may provide a virtual instruction or distance learning program on dates to be determined by the Superintendent. This power shall be provided by the board of education so that the students of the district may be allowed to continue instruction in the event of a school closure for an emergency. Such dates shall be provided to parents and students on the school website with as much advance notice as possible under the circumstances. Students and staff will be expected to participate and attendance shall be taken in accordance with district attendance policies and procedures for students and employees. The school district will provide resources to ensure that all student have access to virtual or distance learning programs. All instruction will be provided in compliance with Oklahoma's Academic Standards. Grades will be assigned which will reflect the progress of the student with regard to assignments and/or tests provided.

Definitions

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.

ONLINE INSTRUCTION (Cont.)

2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.
3. Only students who are enrolled in this district will be granted access to supplemental online courses.
4. Requests for enrollment in supplemental online courses shall be as follows:
 - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
 - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
6. Students earning credit by means of online instruction shall participate in all required state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
7. Courses offered for credit by means of online instruction shall be aligned with the Oklahoma Academic Standards (OAS).
8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/ course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.

ONLINE INSTRUCTION (Cont.)

9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.)
12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.
16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

SCHOOL DISTRICT SCREENING PROTOCOL

In an effort to prevent the spread of communicable diseases, especially during a pandemic or public health crisis, the district may implement the following protocol to control and restrict access to school property, activities and events:

The district encourages parents, legal guardians, and all school employees to self-screen at home. If a student or employee has a temperature of 100 degrees Fahrenheit or higher, the student or employee should remain at home until the individual has been free of fever for twenty-four (24) hours.

The district may screen any individual who enters a school facility which screening process may include taking temperatures, asking health-related questions, and isolating those that have symptoms of a communicable disease.

The district will adhere to guidelines set by local, state and federal health and safety guidelines when feasible.

**REFERENCE: 70 O.S. § 5-117
63 O.S. § 1-507**

Juno

Too easy to sound so good

In the past, the best way to get even sound coverage in the classroom was to cut holes in the ceiling and install numerous speakers. That's no longer necessary, thanks to FRONTROW's **SONICSUFFUSION™ technology** built into JUNO. JUNO's engineers packaged three digitally-controlled drivers into a single unit that sets up in minutes — and yet evenly fills your classroom with the kind of exciting, multi-layered stereo sound you'd expect from a much larger installed system.

How Juno fills your room with sound



JUNO's SONICSUFFUSION™ technology is intelligent. First, its digital crossover network keeps the two mid-range drivers and the bass module in phase and reproducing your audio at peak efficiency.

Then, we exploit the physics of constructive wave propagation to rescue the sound energy that conventional and flat-panel loudspeakers waste and redirect it forward and to the sides in a 180° horizontal layer. This arc of sound spreads more evenly across the room, reduces unwanted echo, and sounds up to 25% greater in volume over distance than conventional or flat-panel speakers.

Built-in recording and more

JUNO is loaded with technologies that give you better results. Like amazing one-step, voice-activated recording and sharing of screen content. And digital feedback suppression that lets you put JUNO practically anywhere without the howling that plagues flat panels. It even includes the OPTIVOICE™ speech clarity enhancer.

Bluetooth® technology

Bluetooth is an important addition to FrontRow's audio reinforcement technology because media audio is frequently part of instructional content and needs to be heard just as clearly as the teacher and student voices. Computer speakers aren't adequate for this purpose and, until now, connecting that media to a proper classroom sound system required that the source be close enough to the system to run a cable.

As easy to try as it is to set up

Call or visit us online for a demo or a free 45-day evaluation, and hear for yourself why JUNO is the new standard in school audio.



Key Benefits

- Three-speaker 2.1 stereo line array for 180° horizontal sound coverage
- Consistently-rich, feedback-resistant sound with less volume drop-off over distance
- Easy to move, set up and break down
- Bluetooth-enabled for easy wireless audio streaming from multiple devices.

Front



Back



SPECIFICATIONS

Transmission type: Infrared
Receiving frequencies: 2.1MHz, 2.4MHz; (2.8MHz, 3.3MHz, 3.6MHz with Channel Expansion Module)
Frequency response: 50Hz – 20kHz
Signal-to-noise: >70dB
THD: <1% @ 1kHz
Maximum audio output power: 40W, peak program
Power supply: 18VDC @ 3.3AMP
Size (wxhxd):
Tower without base: 19.7 x 68.6 x 16.5cm/ 7.75 x 27 x 6.5in
Tower with base: 35.6 x 71.8 x 26.7cm/ 14 x 28.25 x 10.5in
Weight:
Tower without base: 5.7kg/12.5lbs
Tower with base: 6.4kg/14lbs
Operating range: 30.4m/100ft, line of sight (typical)
Sound Coverage Area: 274.3m²/900ft² (up to 487.6m²/1600ft² with speaker expansion)
IR Reception area: 487.6m²/1600ft² (typical)

USER CONTROLS

- Power
- Master volume
- Microphone volume (5)
- Auxiliary audio volume (4)
- Audio out volume
- Tower settings
- Bluetooth® audio streaming

INPUTS/OUTPUTS

- Input power jack
- (2) RCA jacks for external sensor connection
- 3.5mm audio out jack
- (3) RCA stereo audio in jacks (with stereo sound output)
- (1) 3.5mm stereo audio in jack (with stereo sound output)
- (2) serial microphone charging/programming jacks
- (1) serial communications port
- (1) FrontRow Juno Bluetooth audio receiver (A2DP Stereo)

ITM-02 Juno Pendant Microphone



SPECIFICATIONS

Transmission type: Infrared
Transmitting frequency: 2.1MHz, 2.3MHz, 2.4MHz, 2.8MHz, 3.3MHz, 3.6MHz programmable
Frequency response: 70Hz – 8kHz
Microphone: Unidirectional cardioid
Battery life: 7 hours (typical)
Battery type: Li-Ion, 3.7V, 850mAH
Operating range: 30.4m/100ft, line of sight (typical)
Size (wxhxd): 7.4 x 6.6 x 1.3cm/2.9 x 2.6 x 0.5in
Weight: 73.7g/2.6oz (with battery and lanyard)*

USER CONTROLS

- wake/mute/voice command button
- channel select

INPUTS/OUTPUTS

- 3.5mm aux input
- charge/programming jack

*Competitor models report weight without lanyard

ISM-02 Juno Pass-Around Microphone



SPECIFICATIONS

Transmission type: Infrared
Transmitting frequency: 2.1MHz, 2.3MHz, 2.4MHz, 2.8MHz, 3.3MHz, 3.6MHz programmable
Frequency response: 70Hz – 8kHz
Microphone: Unidirectional cardioid
Battery life: 7 hours (typical)
Battery type: Li-Ion, 3.7V, 850mAH
Operating range: 21.3m/70ft, line of sight (typical)
Size (wxhxd): 3.8 x 14.7 x 2.2cm/1.5 x 5.8 x 0.85in
Weight: 70.8g/2.5oz

USER CONTROLS

- on/off
- push-to-talk
- channel select

INPUTS/OUTPUTS

- 3.5mm aux input
- Charge/programming jack

ICM-01 Juno Pendant and Pass-Around Microphone Charger



SPECIFICATIONS

Size (wxhxd): 8.9 x 4.6 x 11.4cm/3.5 x 1.8 x 4.5in
Weight: 226.7g/8oz
Power supply: 5.9V dc



Pricing Proposal
Quotation #: 19165227
Created On: 7/20/2020
Valid Until: 7/31/2020

Oakdale School District

Inside Account Executive

Gary Witherspoon

10901 N SOONER RD
EDMOND, OK 730138301
United States
Phone: (405) 471-4934
Fax:
Email: gwitherspoon@oakdale.org

Sean Stewart

SHI International Corp P.O. Box 952121
Dallas, TX 75395-2121
Phone: 732-652-7666
Fax: 732-507-1555
Email: Sean_Stewart@shi.com

All Prices are in US Dollar (USD)

Product	Qty	Your Price	Total
1 FrontRow Juno System - Speaker - wireless - Bluetooth Phonic Ear - Part#: 1000-00057 Coverage Term: - 12/25/2013	32	\$1,143.00	\$36,576.00
		Shipping	\$420.00
		Total	\$36,996.00

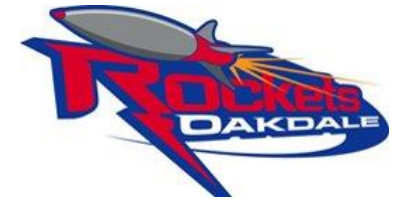
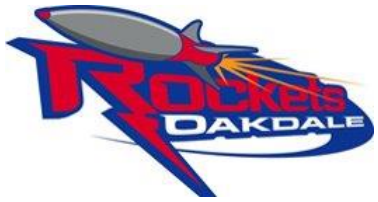
Additional Comments

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date set above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order.

SHI International Corp. is 100% Minority Owned, Woman Owned Business.
TAX ID# 22-3009648; DUNS# 61-1429481; CCR# 61-243957G; CAGE 1HTF0

The Products offered under this proposal are resold in accordance with the [SHI Online Customer Resale Terms and Conditions](#), unless a separate resale agreement exists between SHI and the Customer.



OAKDALE SCHOOL DISTRICT MASTER PLAN GUIDE

DEFINE OAKDALE EXCELLENCE

CONSENSUS BUILDING

COMMUNICATION

SUPERINTENDENT EVALUATION OBJECTIVES

CONSULT SUBJECT MATTER EXPERTS

BOARD OF EDUCATION LEADERSHIP

FACULTY – STAFF- PARENTS – COMMUNITY INPUT

SHORT-TERM GOALS

NEAR-TERM GOALS

LONG-TERM GOALS

Covid – 19 Plan

Salary Schedule

Bond Issue

Facility Review

Dependent

Independent

Charter

Master Plan

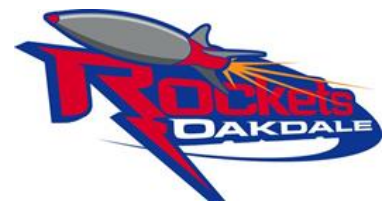
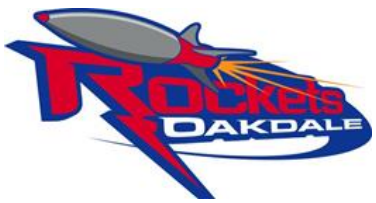
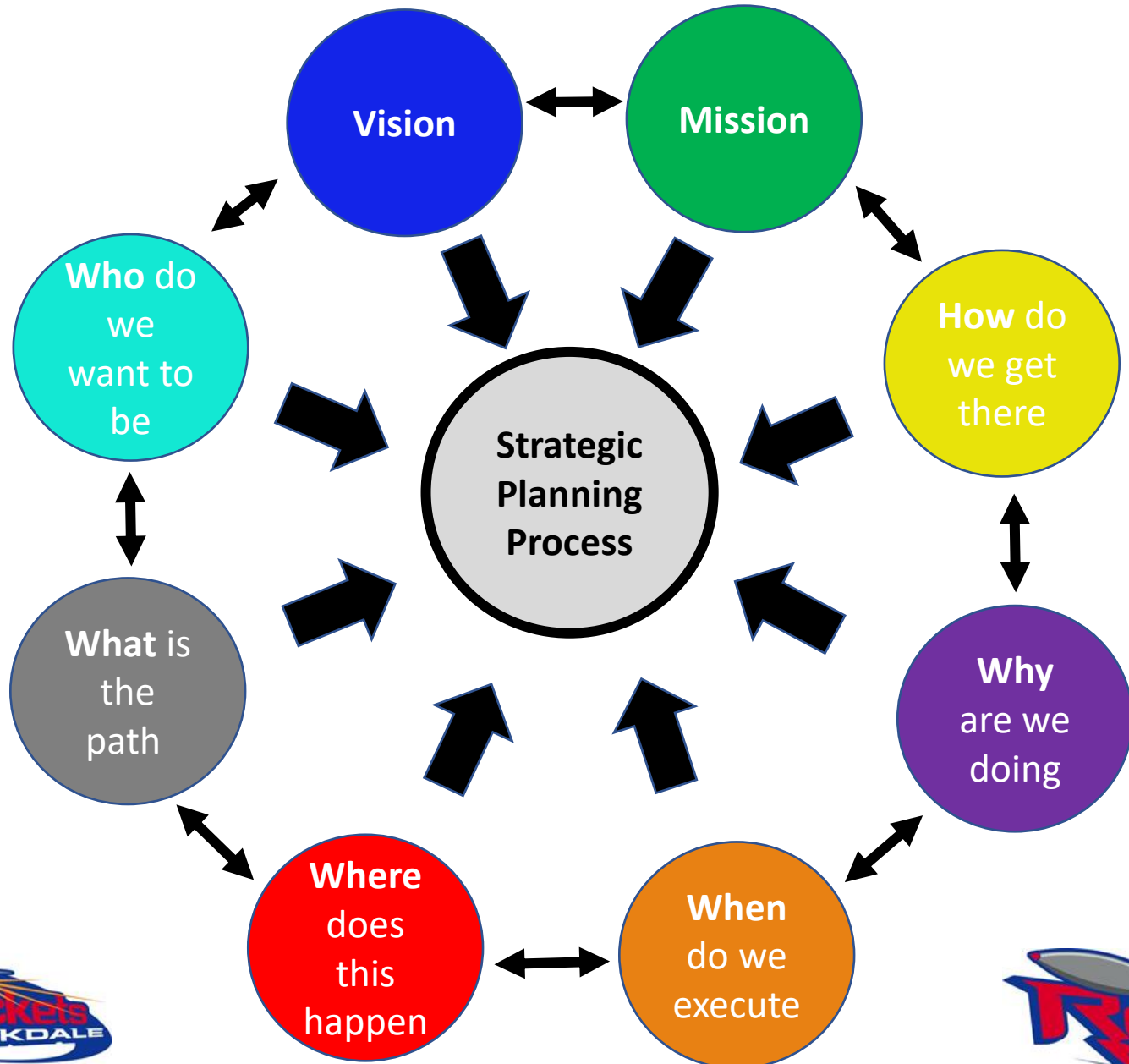
Curriculum

Facility Expansion

Land Purchases

Bonding Plan

OAKDALE PUBLIC SCHOOL DISTRICT 029





OAKDALE PUBLIC SCHOOL

SCHOOL FACILITIES MASTER PLAN

2011



INDEX

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1. Enrollment Projections
2. Financial Valuation Projections

B. OBSERVATIONS – RECOMMENDATIONS

1. Site
2. Main School Building

C. PRIORITIES/OPTIONS

D. TIME FRAME FOR FIRST PRIORITY PROJECTS

E. FINAL COMMENTS

Appendix - Programs of Spaces for New Buildings

INTRODUCTION

Oakdale Public School is a vibrant and essential part of the fabric of the community. Buildings that house our students are an important part of the teaching and learning process that allows for a quality educational experience for our students.

To make sure the campus fulfills these objectives, the Board of Education and school administration determined that a study needed to be made to evaluate the existing buildings, determine future needs and then develop a road map for facility improvements.

The Board of Education selected LWPB Architecture, to assist in the development of a Master Plan for the school district. Master Plans need not be overly sophisticated, but should analyze and address the basic facility challenges of the district. Part of this effort for Oakdale School was an on-site tour and analysis of the site and buildings by the architects. Evaluations were based on the following criteria:

1. School Site Issues
2. Environment for Education

With the evaluations and information received, the following Master Plan was developed.

Two major background areas were studied concurrent with visiting and analyzing the facilities. These background areas were:

1. Enrollment Projections to allow the board, staff and planners to anticipate how many students to plan for through the year 2016-17.
2. Financial Valuations and projections to allow all parties to know the current and future financial abilities of the district.

The Architect-Planners evaluated the priorities established by the administration and determined an Estimate of Probable Cost where feasible to do so.

A. BACKGROUND INFORMATION

1. Enrollment Projections

Membership in each grade level for each of the past eight years, 2004-05 to 2011-12, was the basis for the enrollment projections. The projections are based on the basic Cohort Survival Ratio Method, which is simply a calculation of the ratio of students from a grade level who return the following year. This ratio is then used to project the number which can be expected to return in future years. This method can be quite accurate in districts with fairly stable populations; however the planner must always be alert for indications of new trends.

Three projections were made for the next five year period (through 2016-17) with varying growth rate assumptions. The 5 Year Trend, chart "A", with no additional growth rate assumed, shows an overall annual growth rate of about $1\frac{3}{4}\%$. However, most of that growth occurs in the Middle School, particularly 8th grade. The 5 Year Trend shows smaller growth in the Elementary School grades, and actually shows a slight decrease in Third Grade enrollment.

The two 5 Year Trends, charts "B" and "C", show what would happen with additional growth rate assumptions of +2% and +4% respectively.

School enrollment by grade should to be analyzed annually to see if a new trend is evident and adjustments made accordingly.

OAKDALE PUBLIC SCHOOLS

KINDERGARTEN ENTERING CLASS TRENDS

School Year		Average Daily Mmbrshp	Annual Change	Annual Percent Change	Average Percentage Change (Total)
2004	2005	51			1.97%
			-3	-5.88%	
2005	2006	48			
			4	8.33%	
2006	2007	52			
			5	9.62%	
2007	2008	57			
			9	15.79%	
2008	2009	66			
			-13	-19.70%	
2009	2010	53			
			3	5.66%	
2010	2011	56			
			0	0.00%	
2011	2012	56			

PROJECTED AVERAGE DAILY MEMBERSHIP

2012	2013				57
2013	2014				58
2014	2015				59
2015	2016				61
2016	2017				62

Kindergarten entering enrollment trends for the past 8 school years have increased by an average of 1.97%. This growth trend results in the Projected Average Daily Membership numbers shown on the right.

OAKDALE PUBLIC SCHOOLS - 5 YEAR TREND																			A				
PUPIL POPULATION PROJECTION FOR:																							
Cohort Survival Plus Listed Assumptions Census: Average Daily Membership																							
MEMBERSHIP IN EACH GRADE																							
SCHOOL YEAR	Kindergarten	RR	First Grade	RR	Second Grade	RR	Third Grade	RR	Fourth Grade	RR	Fifth Grade	RR	Sixth Grade	RR	Seventh Grade	RR	Eighth Grade	K-1	2-5	6-8	TOTAL		
2004	2005	51		41		41		46		37		43		46		48		53	92	167	147	406	
2005	2006	48		52		37		41		45		39		43		42		50	100	162	135	397	
2006	2007	52		42		56		40		44		46		39		39		49	94	186	127	407	
2007	2008	57		60		46		59		48		49		48		39		41	117	202	128	447	
2008	2009	66		57		67		54		61		56		52		48		37	123	238	137	498	
2009	2010	53		62		51		65		57		61		59		57		49	115	234	165	514	
2010	2011	56		53		59		54		66		61		63		54		53	109	240	170	519	
2011	2012	56		58		58		65		58		68		63		65		57	114	249	185	548	
			1.0026109661		1.0190735695		1.0568235294		1.0557103064		1.0614525140		1.0338028169		0.9828571429		1.0275229358						
2012	2013	57		56		59		61		69		62		70		62		67	113	251	199	563	
2013	2014	58		57		57		63		65		73		64		69		64	115	257	196	569	
2014	2015	59		58		58		61		66		69		75		63		71	117	254	209	580	
2015	2016	61		59		59		62		64		70		71		74		64	120	255	209	585	
2016	2017	62		61		60		63		65		68		73		70		76	123	256	218	598	

Assumptions:

1. Kindergarten will increase at 8 year average of 1.97%.
All other grades will follow the growth/loss history of their class established over the past 7 years.
2. Based on Seven transitions over the last Eight year period.
3. Based on Seven transitions over the last Eight year period.

OAKDALE PUBLIC SCHOOLS - 5 YEAR TREND + 2%																			B			
PUPIL POPULATION PROJECTION FOR:																						
Cohort Survival Plus Listed Assumptions Census: Average Daily Membership																						
MEMBERSHIP IN EACH GRADE																						
SCHOOL YEAR	Kindergarten	RR	First Grade	RR	Second Grade	RR	Third Grade	RR	Fourth Grade	RR	Fifth Grade	RR	Sixth Grade	RR	Seventh Grade	RR	Eighth Grade	K-1	2-5	6-8	TOTAL	
2004	2005	51		41		41		46		37		43		46		48		53	92	167	147	406
2005	2006	48		52		37		41		45		39		43		42		50	100	162	135	397
2006	2007	52		42		56		40		44		46		39		39		49	94	186	127	407
2007	2008	57		60		46		59		48		49		48		39		41	117	202	128	447
2008	2009	66		57		67		54		61		56		52		48		37	123	238	137	498
2009	2010	53		62		51		65		57		61		59		57		49	115	234	165	514
2010	2011	56		53		59		54		66		61		63		54		53	109	240	170	519
2011	2012	56		58		58		65		58		68		63		65		57	114	249	185	548
2012	2013	57	1.0226109661	57	1.0390735695	60	1.0768235294	63	1.0757103064	70	1.0614525140	63	1.0538028169	72	1.0028571429	63	1.0475229358	68	114	255	203	573
2013	2014	58		58		60		65		67		76		66		72		66	116	267	204	588
2014	2015	59		59		61		64		70		73		80		66		75	118	267	221	607
2015	2016	61		60		62		65		69		76		77		80		69	121	272	226	619
2016	2017	62		62		63		66		70		75		80		77		84	124	274	240	639

2%

Assumptions:

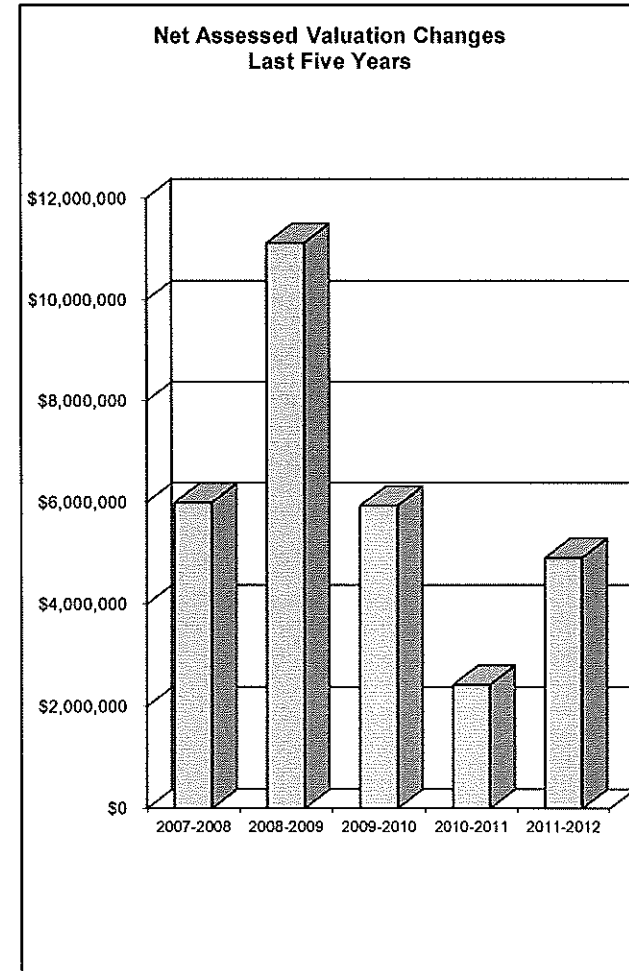
1. Kindergarten will increase at 8 year average of 1.97%.
All other grades will follow the growth/loss history of their class established over the past 7 years.
2. Based on Seven transitions over the last Eight year period.
3. Based on Seven transitions over the last Eight year period.

2. Financial Valuation Projections

The attached information, prepared by Stephen H. McDonald Associates, Inc., consists of two spreadsheets. The first shows the historical growth of the District's Net Assessed Valuations (NAV). The second is a projection of future NAV growth. Both the 26 year and the more recent 5 year historical averages indicate growth rates of over 11% per year. However, a conservative value of 3.77% is used for the future projection.

History of Net Assessed Valuations

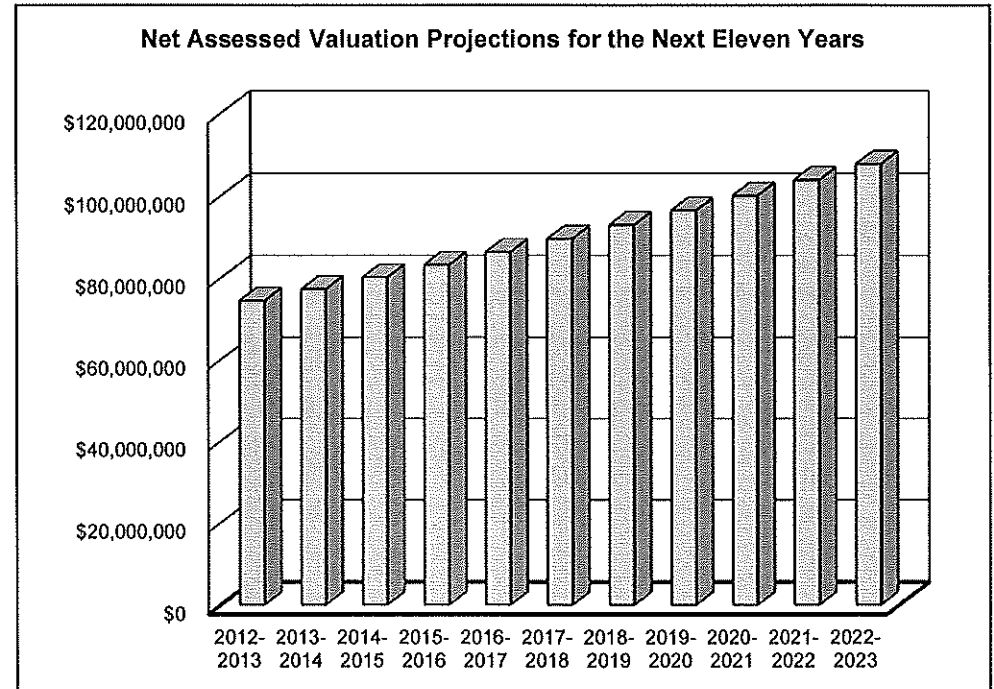
Fiscal Year	Net Assessed Valuation	Annual Change		Average Percentage Change	
		Dollar	Percent	Total	Five-Year
1985-1986	\$4,512,439				
1986-1987	\$5,011,677	\$499,238	11.06%		
1987-1988	\$5,810,419	\$798,742	15.94%		
1988-1989	\$6,064,681	\$254,262	4.38%		
1989-1990	\$6,389,785	\$325,104	5.36%		
1990-1991	\$6,378,644	(\$11,141)	-0.17%		
1991-1992	\$6,514,284	\$135,640	2.13%		
1992-1993	\$7,091,740	\$577,456	8.86%		
1993-1994	\$7,608,907	\$517,167	7.29%		
1994-1995	\$8,380,617	\$771,710	10.14%	11.42%	
1995-1996	\$10,433,672	\$2,053,055	24.50%		
1996-1997	\$10,743,321	\$309,649	2.97%		
1997-1998	\$12,212,513	\$1,469,192	13.68%		
1998-1999	\$13,454,121	\$1,241,608	10.17%		
1999-2000	\$15,258,102	\$1,803,981	13.41%		
2000-2001	\$18,590,569	\$3,332,467	21.84%		
2001-2002	\$22,334,922	\$3,744,353	20.14%		
2002-2003	\$25,781,432	\$3,446,510	15.43%		
2003-2004	\$29,572,019	\$3,790,587	14.70%		
2004-2005	\$35,191,299	\$5,619,280	19.00%		
2005-2006	\$38,005,953	\$2,814,654	8.00%		
2006-2007	\$41,364,537	\$3,358,584	8.84%		
2007-2008	\$47,356,590	\$5,992,053	14.49%		
2008-2009	\$58,478,251	\$11,121,661	23.48%	11.84%	
2009-2010	\$64,410,815	\$5,932,564	10.14%		
2010-2011	\$66,836,623	\$2,425,808	3.77%		
2011-2012	\$71,743,754	\$4,907,131	7.34%		



Subsequent schedules assume your Net Assessed Valuation grows at an annual rate of 3.77%.

Projection of Net Assessed Valuations

Fiscal Year	Net Assessed Valuation	Annual Change Dollar	Annual Change Percent
2012-2013	\$74,448,494	\$2,704,740	3.77%
2013-2014	\$77,255,202	\$2,806,708	3.77%
2014-2015	\$80,167,723	\$2,912,521	3.77%
2015-2016	\$83,190,046	\$3,022,323	3.77%
2016-2017	\$86,326,311	\$3,136,265	3.77%
2017-2018	\$89,580,813	\$3,254,502	3.77%
2018-2019	\$92,958,009	\$3,377,197	3.77%
2019-2020	\$96,462,526	\$3,504,517	3.77%
2020-2021	\$100,099,163	\$3,636,637	3.77%
2021-2022	\$103,872,902	\$3,773,738	3.77%
2022-2023	\$107,788,910	\$3,916,008	3.77%



08/25/11

Schedule: 1.2

B. Observations/Recommendations

The school facilities are addressed in the following pages. The Architect-Planners' evaluation is included as a summary statement for each site.

The site and main building are in excellent condition. Maintenance has been good, and most needs are related to improved function and future growth rather than deterioration. The observations in this Master Plan are focused on larger, more significant needs – a “big picture” view. These larger needs must be prioritized in relation to importance and funding capacity. This big picture view is further addressed in Part C – Priorities/Options.

Please note that all costs included in this report are estimated in 2012 dollars. Add 5% (estimated) per year for escalation, for constructing projects in future years.

1. Site

The site contains approximately 24 acres, and is attractive, with rolling terrain.

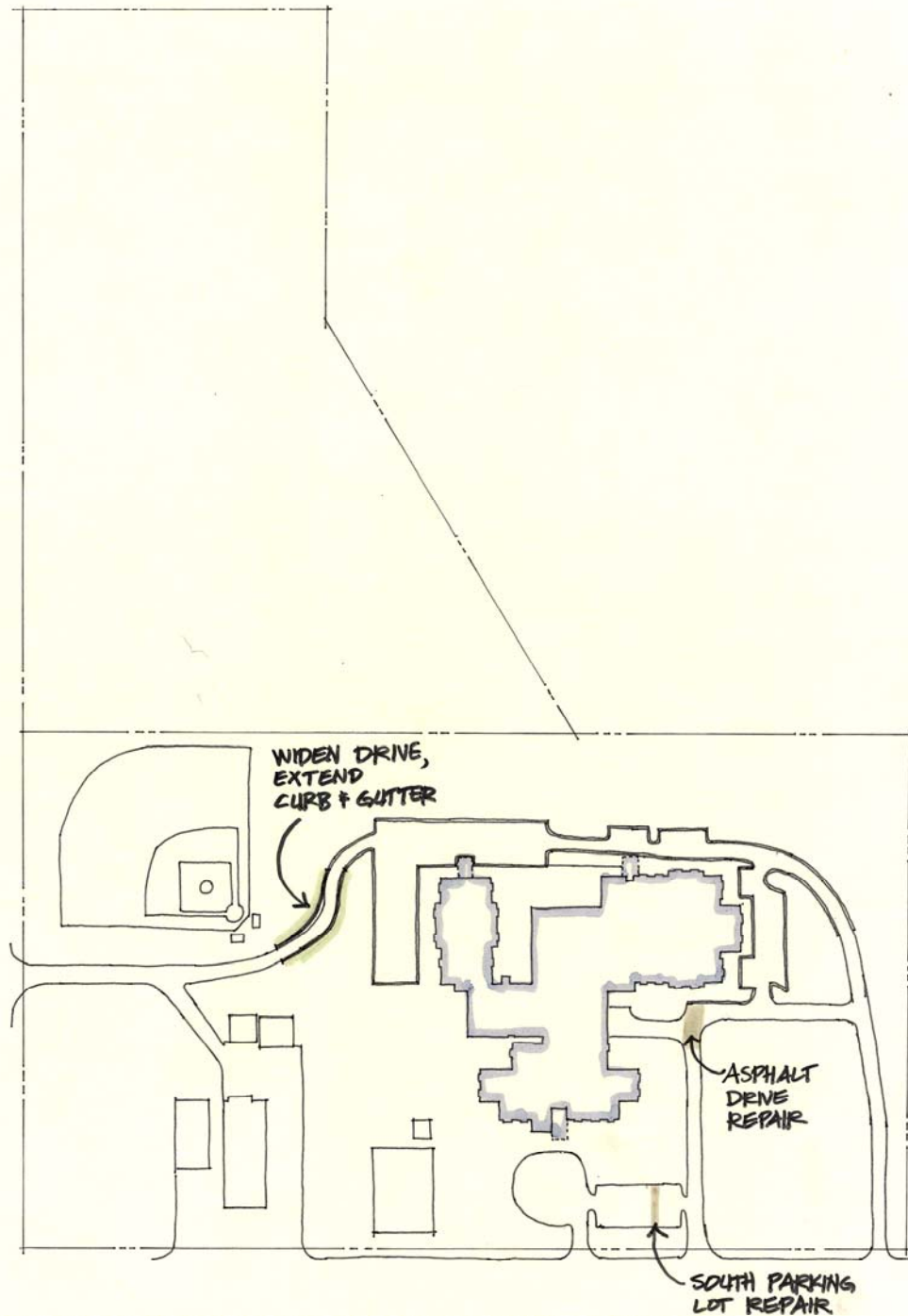
Observations

A. Overall Site

- Buildings near the intersection of Hefner and Sooner Road restrict views of the main school building. The school lacks good “presence” from this intersection.
- The amount of green, open space is good.
- There are some nice trees at the north and northeast part of the site. The rest of the site is very lightly treed.
- Traffic flow appears to be well organized, and working for the users.

B. Drives and Parking Lots

- Parking capacity appears to be adequate for daily needs, but grassed areas are used for overflow during major events.
- Paved drives and parking lots are generally in very good condition. Deterioration is occurring in the asphalt drive southeast of the school building (on turn near kitchen). Also, there is an area of asphalt deterioration where water is directed across the south parking lot.
- There is a gravel cross-drive in the southeast part of the site that is in fair condition.
- All of the asphalt drives near the main school building are curbed and guttered. Some of the outlying drives have no curbs.



- The west drive leading to Sooner has a curve that narrows at a tinhorn, which may create unsafe situations for inattentive or fast drivers. It is not curbed. A short section of white metal fencing has been installed at this spot. Drainage through the tinhorn does not work as it should (standing water).

C. Sidewalks

- Sidewalks are provided where needed, and are in good condition.

D. Drainage

- Site appears to drain adequately. Storm drain system exists on part of the site.
- Erosion is occurring on sloped grass areas immediately adjacent to north side of school building.

E. Playgrounds

- Playground space is adequate.

F. Athletics

- Tennis courts are in poor condition.
- Baseball facilities appear to be adequate for Middle School use.
- There is no football field or track.

Recommendations

First Priority Needs

1. Deteriorated asphalt areas need to be repaired. Deterioration in south parking lot should be replaced with concrete to best resist water drainage wear.
2. West drive should be partially widened and curbed to better contain drivers.
3. Gravel cross-road should be replaced with permanent all-weather surfacing.

Budget to implement First Priority Needs (per sketches):

Asphalt drive repair:	\$4,300
South parking lot repair:	\$5,500
Curb & gutter at curved west drive	\$20,000
Pave gravel cross-road (no C&G)	<u>\$24,000</u>
Subtotal	\$53,800
Fees, expenses, contingency - LS	<u>\$10,000</u>
Total	\$63,800

Future

1. Pave grassed overflow parking area.
Coordinate with placement of new Auditorium.

Budget to implement Future needs (per sketches):

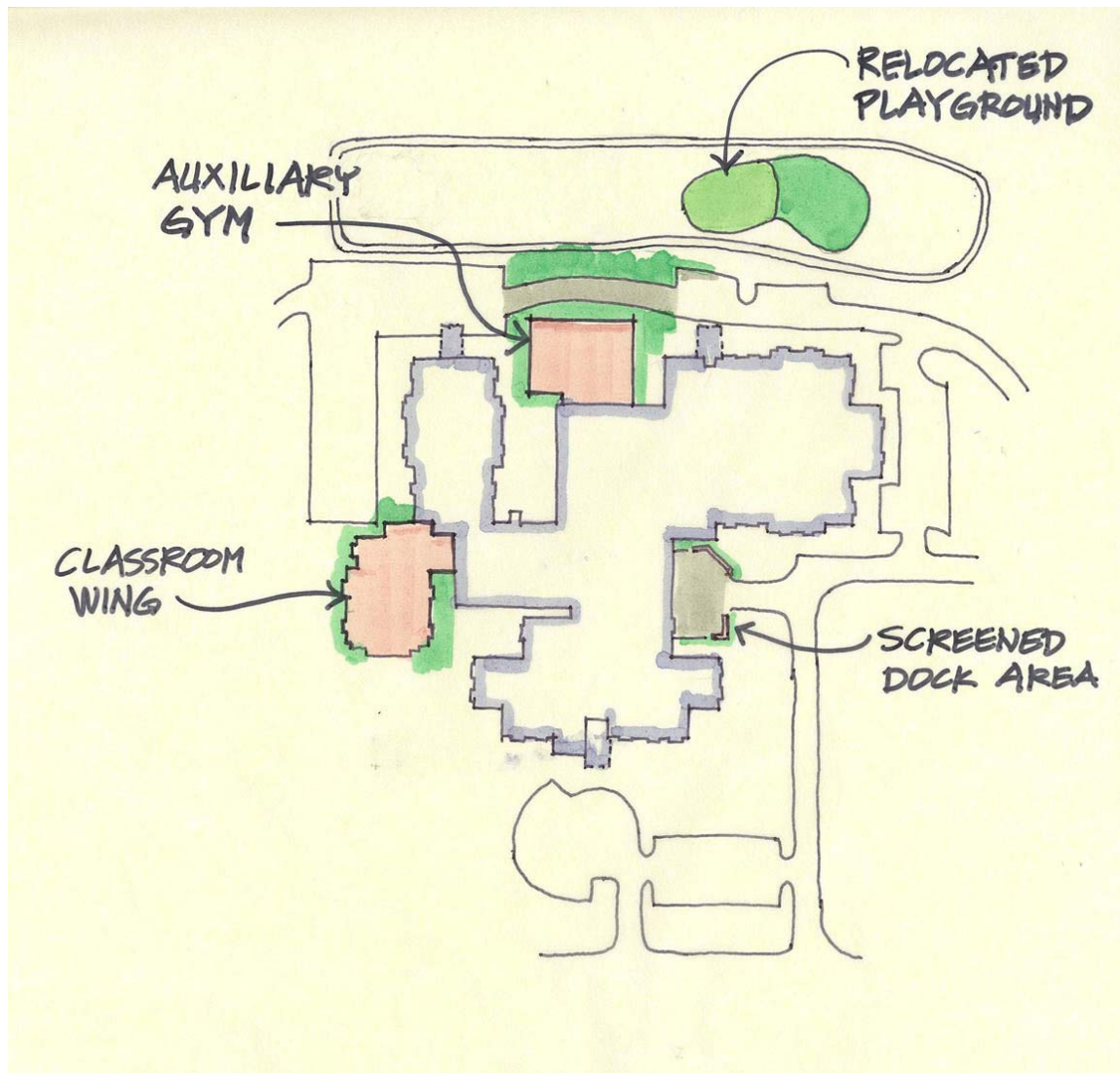
Pave grassed parking area:	\$130,000
Fees, expenses, contingency at 15% =	<u>\$19,500</u>
Total	\$149,500

2. Main School Building

The school building contains 99,960 sq ft. and houses approximately 545 students.

Observations

- Building Maintenance and Condition
 - Building has been constructed in phases. The first phase was built in 1995, and all are in good condition and well-maintained.
- Environment for Education
 - All classrooms are at capacity.
 - One classroom has been converted for locker area.
 - Special Needs classroom (Middle School area) is a standard classroom – oversized for its current use.
 - Computer lab is being eliminated – plan is for increased use of mobile carts with laptops.
 - Music room, in 3rd & 4th grade area, is a general purpose classroom converted for music use. Sound is not contained in this room.
 - It has been reported that the Art Room floor is slippery.
 - Speech Therapy has exterior wall, but no window.
 - Performing Arts program has excellent reputation, but there is no good performance space. Cafeteria has a stage, but not a large seating area. Gym is not a good performance space.
 - Current gym is excellent for competition, but does not accommodate increasing PE needs.

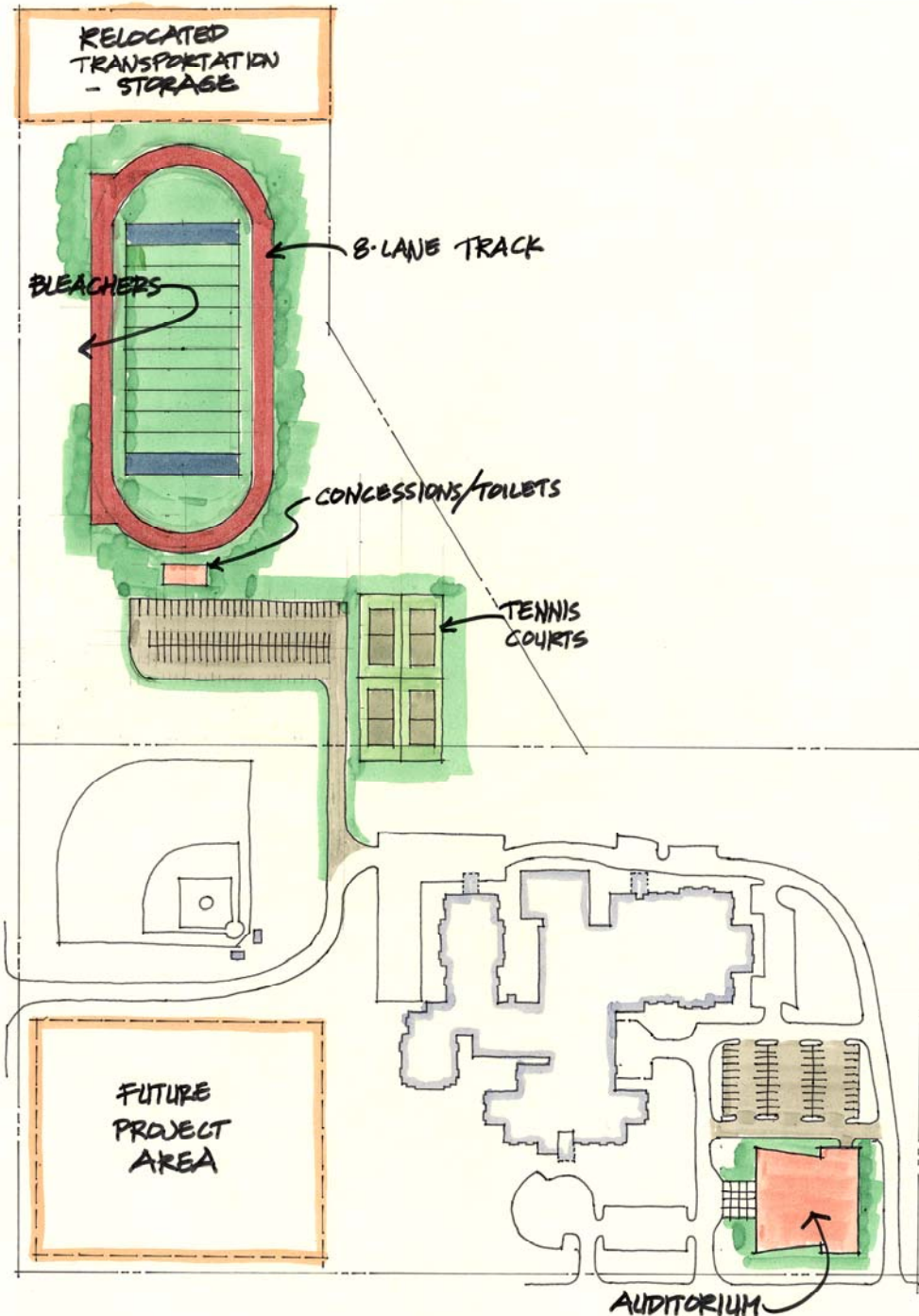


- Kitchen
 - Not enough dry goods storage space
 - Rear door is too narrow for deliveries.
 - There is no direct “dirty” path from Cafeteria to exterior, and trash is being stored in main hall of the Middle School.
 - There is no loading dock or dock lift, for easier unloading of trucks at the kitchen.
 - Dumpsters are currently located at Maintenance, and trash is hauled daily to dumpster via pickup truck. Need dumpster area near kitchen.
 - There is a parent drive near the kitchen, and no site screening for this area.

Recommendations

First Priority Needs

1. Auxiliary gym should be constructed to accommodate PE. See sketch.
2. Kitchen area should be expanded into adj. classroom, to accommodate dry storage needs and better handling of trash. Dock area can be reconstructed to accommodate dumpsters and better delivery of goods. See sketch. (Classroom adjacent to kitchen is a small PE space, which will not be required after construction of auxiliary gym.)
3. Screening should be provided for dock area.
4. Additional classroom wing needs to be constructed to accommodate current and anticipated growth. Relocate playground to accommodate new classroom wing.
5. The additional classroom wing can also house a new Music Room, with proper sound isolation. This will free up a classroom in the main building.
6. Add exterior window at Speech Therapy Rm.



Budget to implement First Priority Needs (per sketches):

Auxiliary Gym: 7,535sf x \$125/sf =	\$941,875
Extra fill at Gym =	\$20,000
Kitchen Remodel / Dock: lump sum =	\$200,000
New CR wing: 11,985sf x \$200/sf =	<u>\$2,397,000</u>
Subtotal	\$3,558,8756
Fees, expenses, contingency at 15% =	<u>\$533,831</u>
Total	\$4,092,706

Future

1. Auditorium should be constructed to accommodate 600 seats. Locate auditorium near existing parking, to minimize overbuilding of parking lots. See sketch.
2. Construct Track/Football Field. Use adjacent property to the north. See sketch.
3. Construct four new Tennis Courts. Use adjacent property to the north. See sketch.
4. In acquiring adjacent land, negotiations should include discussions regarding possible golf course reconstruction and possible exposure to errant golf balls.

Budget to implement Future needs (per sketches):

Auditorium

Auditorium: 17,363sf x \$200/sf =	\$3,472,600
Auditorium seats (600 x \$150ea)	\$90,000
Curtains, rigging	\$140,000
Stage lighting	\$150,000
Sound system & acoustical panels	<u>\$80,000</u>
Subtotal	\$3,932,600
Fees, expenses, contingency at 15% =	<u>\$589,890</u>
Total	\$4,522,490

Football Field/Track:

8 lane track with drainage system =	\$800,000
Field lighting =	\$200,000
Bleachers (300 seats at \$180) =	\$54,000
Concessions/Toilets (1000sf x \$200) =	\$200,000
Drives and parking =	<u>\$220,000</u>
Subtotal	\$1,474,000
Fees, expenses, contingency at 15% =	<u>\$221,100</u>
Total	\$1,695,100

Tennis Courts:

Four tennis courts	\$200,000
Fees, expenses, contingency at 15% =	<u>\$30,000</u>
Total	\$230,000

NOTES:

1. Costs do not include loose furniture, fixtures, or equipment (except as noted).
2. Costs are shown in estimated 2012 dollars. Add 5% per year for inflation.
3. Approval may be required by City of OKC to allow existing school parking to double for auditorium parking.
4. These cost estimates are conceptual, and have been prepared for general planning purposes. Real construction costs will vary based on actual designs and competitive climate at the time of bidding.

C. PRIORITIES/OPTIONS

The “Recommendations” portion of this Master Plan has been divided into First Priority Needs and Future. Some of the first priority needs address current growth needs and the academic mission of the school. We understand the Board of Education has already called a bond election for:

- Kitchen Remodel
- Auxiliary Gym
- Classroom Wing

Some of the other needs categorized as “first priority” are small site issues that, if not addressed, may lead to further deterioration. They are relatively small in cost and hopefully can be addressed if bond funds remain, or by use of building funds.

We understand that negotiations are underway for adjacent property to the north. This purchase will be necessary in order to accommodate the track/football field needs. However, the auditorium can be accommodated on existing property as described in this plan. The adjacent property to the north contains a flood zone in its southwest corner; however, current regulations allow it to be reclaimed with fill. Coordinated with any purchase, a submittal should be made to the City of OKC for the rough grading and reclaiming of the flood zone area.

If other, unforeseen building needs arise in the future, we recommend that room be left at the far north part of the land purchase, for the purpose of relocating the transportation/maintenance/storage buildings. This will “clean up” the front part of the site, and provide room for new construction. This has been reflected in the sketches.

D. TIME FRAME FOR FIRST PRIORITY PROJECTS

Recommended time frame for First Priority Projects is as follows:

Bond Election	Oct, 2011
Funds Available	Jan, 2012
Issue Drawings	mid-Apr, 2012
Take Bids	mid-May, 2012
Construct New Additions	Jun, 2012 thru Jun, 2013
Remodel Kitchen	Jun, 2013 thru Jul, 2013

E. FINAL COMMENTS

A Master Plan, although a plan of the future, can rapidly become a plan of the past if not updated periodically. Each year, much of the basic background information changes; student enrollment, district valuation base, shifting population within the district, etc., rarely stay constant and sometimes take major turns that have massive effects on schools. In recent years, safety and handicap codes have evolved and continue to impact planning. New educational innovations and requirements such as student/teacher ratios, information technology, etc., have created many new planning challenges and opportunities.

Building construction and renovation is such a time consuming process that school districts must plan at least 18 months to 2 years in advance of addressing a need. If addressing needs is delayed, problems grow over time and construction costs escalate.



Program of Spaces

OAKDALE SCHOOL

New Classroom Wing

DEPARTMENT & SPACES	Number of People	Number of Rooms or Spaces	Square Ft Each	Total Area	Subtotal	Comments
Music						
Office/Music Library		1	200	200		
Storage Room		1	200	200		
Choir Practice Room	30	1	18	540		normally 20sf per person
					940	
Teacher Work Room						
Teacher Work Room		1	165	165		
					165	
Classrooms						
1st and 2nd Grade	20	6	758	4,548		need 4 to 8 classrooms
Storage		3	128	384		shared, one per two classrooms
					<u>4,932</u>	

6,037

Assignable Area 6,037 60% of gross

Non Assignable Area* 4,025 40% of gross

Subtotal **10,062**

* Corridors, partition thickness, mech/elec rooms, student toilets, etc., and large circulation areas (commons).

New Auxiliary Gym

Gymnasium						
Gymnasium						
Seating						
Folding	200		4.5	900		
Basketball Court				5,760		50 x 80 with 8' ends, 5' sides
					<u>6,660</u>	

6,660

Assignable Area 6,660 90% of gross

Non Assignable Area* 740 10% of gross

Subtotal **7,400**

* Corridors, partition thickness, mech/elec rooms, student toilets, etc.

Auditorium

DEPARTMENT & SPACES	Number of People	Number of Rooms or Spaces	Square Ft Each	Total Area	Subtotal	Comments
Auditorium						
Seating	600		8	4,800		
Lobby	600		1.5	900		
Concessions		1	200	200		
Concessions Storage		1	50	50		
Trophy Case/Display		1	60	60		
Piano Storage		1	100	100		
Stage		1	2625	2,625		55 x 35 stage, 10 x 35 side stages
Stage Front		1	1000	1,000		
Scene Shop		1	500	500		
Scene Shop Storage		1	200	200		
Light Vestibule		1	200	200		
Control Booth		1	200	200		
Follow Spot		2	80	160		
Make-up Area		2	180	360		10 to 20 total
Dressing		2	60	120		
Costume Storage		1	100	100		
					11,575	

11,575

Assignable Area	11,575	66% of gross
Non Assignable Area*	<u>5,788</u>	33% of gross
Subtotal	17,363	

* Corridors, partition thickness, mech/elec rooms, student toilets, etc.