

INDEPENDENT SCHOOL DISTRICT NO. I-008
SPERRY PUBLIC SCHOOLS
REGULAR BOARD MEETING AGENDA
HIGH SCHOOL COMMONS
September 14, 2020
6:00 P.M.

As required by Section 311, Title 25 of the Oklahoma Statutes, notice is hereby given the Board of Education of Independent School District No. I-008 of Tulsa County, Oklahoma, will hold a regular meeting on Monday, September 14, 2020, at 6:00 o'clock P.M. in the High School Commons located at 400 West Main Street, Sperry, Oklahoma.

With the exception of item one, the Board of Education reserves the right to consider any agenda item in any order.

PROCEDURAL ITEMS

1. Call to Order-Roll call, record members present, establish a quorum.
2. Vote to approve the agenda as part of the minutes.
3. Pledge of Allegiance.
4. Moment of Silence.

FORMAL ADOPTION OF THE AGENDA

5. Motion, discussion, and vote on motion to formally adopt the agenda.

VOICES OF THE COMMUNITY

6. This section is for patrons requesting to address the Board of Education concerning specific items listed on the current meeting agenda. Public comment will not be taken on issues relating to (1) pending litigation against Sperry Public Schools (SPS) or employees of SPS, (2) a pending grievance, (3) an employee complaint, (4) complaints against employees of SPS, (5) disciplinary action, suspension, and/or termination of an employee, or (6) disciplinary action and/or suspension of a student. A "Request to Address the Board of Education" form will be available from the Board Minutes Clerk prior to the scheduled start time of the board meeting. Request forms must be completed and submitted to the Board Minutes Clerk at least 15 minutes prior to the scheduled start time of the board meeting. Only individuals who have properly completed and submitted a request will be recognized during this section of Voices of The Community. Each speaker will be allocated up to three minutes with a maximum of 15 total minutes established for both Voices of The Community sections. The Board President may interrupt and/or terminate any presentation during public comment that does not conform to the procedures outlined under this section. The Board President reserves and retains the right to interrupt, terminate, or postpone public comment as necessary to effectuate the management of the public meeting.

SUPERINTENDENT/BOARD OF EDUCATION/REPORTS TO THE BOARD

7. Superintendent/Board Report. No action required.
8. Review and discussion of the proposed schedule for the 2021 Regular Meetings of the Sperry Board of Education. No action required. *Dr. Brian Beagles*
9. Discussion, possible motion, and vote on motion to approve or disapprove the following proposed and revised policies and programs:
 - A. *Leave Under The Families First Coronavirus Response Act*, and
 - B. *Virtual, Hybrid, and Distance Instruction*. *Dr. Brian Beagles*

BUDGET AND FINANCE

10. Discussion, possible motion, and vote on motion to approve or disapprove the 2020-2021 Estimate of Needs for filing with the County Excise Board for the following: (1) the General Fund in the amount of \$9,583,158.53, (2) the Building Fund in the amount of \$450,613.61, and (3) the Child Nutrition Fund in the amount of \$557,369.83. *Mrs. Susan Weatherman*
11. Monthly financial reports. No action required. *Mrs. Susan Weatherman*
12. Monthly Treasurer's Report. No action required. *Mrs. Misty Fisher*
13. Monthly Activity Fund Report. No action required. *Mrs. Misty Fisher*

CONSENT AGENDA

Approve or disapprove items 14 through 27. These items will be approved by one motion, unless the Board of Education desires to have a separate vote on any or all of these items.

14. Ratification of the Elementary Teacher Residency Committee and committee members for the 2020-2021 fiscal year.
15. Approval of employment of Stephen L. Smith Corp. as financial consultants to the District for the 2020-2021 fiscal year.
16. Renewal of the District's Alternative Education Academy Implementation Plan for the 2020-2021 fiscal year.
17. Approval of the statutory waiver/deregulation application to the Oklahoma State Board of Education for a waiver to Oklahoma Administrative Code 210:35-29-2 pertaining to Sperry Alternative High School.
18. Renewal of the District's Elementary and Middle School Title I Targeted Assistance Plans for the 2020-2021 fiscal year.
19. Renewal of the District's Reading Sufficiency Plan for the 2020-2021 fiscal year.
20. Ratification of a Memorandum of Understanding with CREOKS Behavioral Health Services, Inc. to provide behavioral health services for the 2020-2021 fiscal year.
21. Renewal of contract with Tulsa Technology Center to provide transportation services for the 2020-2021 fiscal year.
22. Approval of Board of Education Minutes for August 10, 2020.
23. Ratification of warrants and encumbrance orders for the General Fund (103-114), Building Fund (38-41), Child Nutrition Fund (None), Bond Fund 31 (3), Bond Fund 34 (3 and 4), Bond Fund 38 (None), and Bond Fund 39 (None).

24. Ratification of change orders for the General Fund (58-97), Building Fund (None), Child Nutrition Fund (None), Bond Fund 31 (None), Bond Fund 34 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
25. Ratification of General Fund Payroll (50,000-50,131), Child Nutrition Payroll (50,000-50,009), and Building Fund Payroll (None).
26. Approval of Certified Personnel-Employment, resignations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
27. Approval of Support Personnel-Employment, resignations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.

STAFF SERVICES

28. None.

NEW BUSINESS

29. Consideration of any matter not known about or which could not have been reasonably foreseen prior to the time of preparation of the agenda for the regularly scheduled meeting.

VOICES OF THE COMMUNITY

30. This section is for patrons requesting to be placed on the formal board agenda to address the Board of Education on issues affecting the District. Public comment will not be taken on issues relating to (1) pending litigation against Sperry Public Schools (SPS) or employees of SPS, (2) a pending grievance, (3) an employee complaint, (4) complaints against employees of SPS, (5) disciplinary action, suspension, and/or termination of an employee, or (6) disciplinary action and/or suspension of a student. A "Request to Address the Board of Education" form may be obtained by contacting the Board Minutes Clerk. Request forms must be completed and submitted to the Board Minutes Clerk at least five business days prior to the scheduled start time of the board meeting. The Superintendent and Board President shall determine whether the matter can and/or should be placed on the agenda of the ensuing or a subsequent board meeting. Only individuals who have properly completed and submitted a request will be recognized during this section of Voices of The Community. Each speaker will be allocated up to three minutes with a maximum of 15 total minutes established for both Voices of The Community sections. The Board President may interrupt and/or terminate any presentation during public comment that does not conform to the procedures outlined under this section. The Board President reserves and retains the right to interrupt, terminate, or postpone public comment as necessary to effectuate the management of the public meeting.

None.

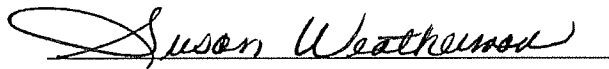
ADJOURNMENT

31. Adjournment.

POSTING LOCATION: I, the undersigned Deputy Minutes Clerk of Sperry Independent School District No. I-008 of Tulsa County, Oklahoma, do hereby certify that the notice of the date, time, place, and agenda of the Monday, September 14, 2020, regular meeting of the Board of Education was posted in prominent view in the front entrance of the Administration Building by:

DATE: 9-11-2020 TIME: 3:00 AM/PM. (P)

(School Seal)

A handwritten signature in cursive script that reads "Susan Weatherman". The signature is written in dark ink and is positioned above a horizontal line.

Susan Weatherman (Deputy Minutes Clerk)

Sperry Schools

Excellence in Education

Sperry Public Schools
400 West Main Street
Sperry, OK 74073

Brian Beagles, Ed.D. Superintendent
(918)288-7213
Fax (918) 288-7067

September 14, 2020

Dear Board of Education Members:

The purpose of this letter is to provide suggestions for your review and later consideration for the date, time, and place for the 2021 regular meetings of the Board of Education for Sperry Independent School District. The regular meetings listed below would be conducted at the Sperry High School in the High School Commons located at 400 West Main Street in Sperry.

<u>Date</u>	<u>Day</u>	<u>Time</u>	<u>Place</u>
January 11, 2021	Monday	6:00 P.M.	High School Commons
February 8, 2021	Monday	6:00 P.M.	High School Commons
March 8, 2021	Monday	6:00 P.M.	High School Commons
April 13, 2021	Tuesday	6:00 P.M.	High School Commons
May 10, 2021	Monday	6:00 P.M.	High School Commons
June 14, 2021	Monday	6:00 P.M.	High School Commons
July 12, 2021	Monday	6:00 P.M.	High School Commons
August 9, 2021	Monday	6:00 P.M.	High School Commons
September 13, 2021	Monday	6:00 P.M.	High School Commons
October 11, 2021	Monday	6:00 P.M.	High School Commons
November 8, 2021	Monday	6:00 P.M.	High School Commons
December 13, 2021	Monday	6:00 P.M.	High School Commons

Thank you and please let me know if you have questions or if I need to take additional action pertaining to this matter.

Respectfully,



Brian Beagles, Ed.D.
Superintendent of Schools

Sperry Public Schools
Approved Appropriations - 2020-2021 Fiscal Year

<u>Revenue Source</u>	<u>Code</u>	<u>General Fund</u>	<u>Building Fund</u>	<u>Child Nutrition Fund</u>
LOCAL SOURCES				
Ad Valorem Tax Levy - Current	1110	1,251,093.94	178,670.57	
Tulsa Tech Transportation	1650	63,431.90		
Cherokee Nation	077 1650	10,000.00		
Student Lunches	285 1710			54,472.04
Adult Lunches/ Breakfasts	185 1720			7,411.95
Adult Lunches/ Breakfasts	185 1730			1,025.25
Contract Meals	185 1760			2,308.50
INTERMEDIATE SOURCES				
County 4-Mill Ad Valorem Tax	2100	267,212.44		
Mortgage Tax	2200	42,399.59		
STATE SOURCES				
Gross Production Tax	3110	287,256.61		
Motor Vehicle Collections	3120	450,412.06		
Rural Electric Cooperative Tax	3130	50,254.24		
State School Land Earnings	3140	138,534.29		
Vehicle Tax Stamps	3150	245.16		
Foundation & Salary Incentive Aid	3210	3,603,529.33		
Health Insurance Allowance - Cert in Lieu	331 3250	12,547.80		
Health Insurance Allowance - Support in Lieu	332 3250	37,178.24		10,623.64
Health Insurance Allowance - Cert Health Allow.	334 3250	473,011.20		
Health Insurance Allowance - Supp Health Allow.	335 3250	140,145.30		22,452.30
Alternative Education	388 3310	6,386.38		
Purchase of Textbooks	333 3420	48,160.03		
State Lunch Matching	385 3720			4,125.04
Votech - Salary Reimb	411 3811	9,920.00		
Votech - Program Assistance Grant	412 3812	12,742.00		
FEDERAL SOURCES				
Title VII Indian Education	561 4140	76,178.00		
Title I, pt. A	511 4210	210,446.56		
Title II, Part A	541 4271	30,299.68		
Title III, Part A English Lang. Acq.	572 4281	1,902.92		
Special Ed. CARES Act	617 4310	12,288.00		
Flow Through	621 4310	205,438.41		
Preschool Ages 3-5 Idea-B	641 4340	2,229.33		
Title IV Part A	552 4442	13,753.50		
Title VI	587 4470	20,300.19		
CARES Act	788 4689	176,904.08		
Nat'l School Lunch Program	763 4710			191,669.44
School Breakfast Program	764 4720			130,852.60
Total Revenue		7,654,201.18	178,670.57	424,940.76
Fund Balance - Beginning	6110	1,928,957.35	271,943.04	132,429.07
Total Approved Appropriations		9,583,158.53	450,613.61	557,369.83

SPERRY PUBLIC SCHOOLS

August 31, 2020

		BALANCE	O/S WARRANTS	FUND EQUITY
GENERAL FUND - 11	CHECKING	\$1,622,909.01	\$260,777.13	\$1,362,131.88
	CD'S	\$300,000.00		\$300,000.00
BUILDING FUND - 21	CHECKING	\$257,174.34	\$9,803.47	\$247,370.87
CHILD NUTRITION - 22	CHECKING	\$127,370.68	\$2,608.51	\$124,762.17
BOND FUND - 31	CHECKING	\$563,303.74	\$0.00	\$563,303.74
BOND FUND - 34	CHECKING	\$322,884.92	\$2,840.00	\$320,044.92
BOND FUND - 38	CHECKING	\$52,006.29	\$0.00	\$52,006.29
BOND FUND - 39	CHECKING	\$50,119.70	\$0.00	\$50,119.70
SINKING FUND - 41	CHECKING	<u>\$168,877.34</u>	<u>\$0.00</u>	<u>\$168,877.34</u>
 OPERATING ACCOUNT (INCLUDES (2) CD'S TOTALING \$300,000)		 \$3,464,646.02	 \$276,029.11	 \$3,188,616.91
 TOTAL EQUITY		 \$3,188,616.91		

Sperry Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 8/31/2020

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
11 GEN FUND-FOR OP	\$0.00	\$2,591,579.97	\$0.00	\$2,591,579.97	N/A	\$531,099.99
21 Building	\$0.00	\$280,615.92	\$0.00	\$280,615.92	N/A	\$4,858.24
22 CHILD NUTRITION	\$0.00	\$135,347.47	\$0.00	\$135,347.47	N/A	\$2,918.40
31 BOND FUND 31	\$0.00	\$563,303.74	\$0.00	\$563,303.74	N/A	\$0.00
34 BOND FUND 34	\$0.00	\$780,000.00	\$0.00	\$780,000.00	N/A	\$0.00
38 BOND FUND 38	\$0.00	\$52,006.29	\$0.00	\$52,006.29	N/A	\$0.00
39 BOND FUND 39	\$0.00	\$50,119.70	\$0.00	\$50,119.70	N/A	\$0.00
41 Sinking	\$0.00	\$168,877.34	\$0.00	\$168,877.34	N/A	\$14,060.99
Report Total	\$0.00	\$4,621,850.43	\$0.00	\$4,621,850.43	N/A	\$552,937.62

Sperry Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 8/1/2020 - 8/31/2020

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
800 ATHLETICS	\$1,673.52	\$3,554.50	\$0.00	\$2,553.27	\$2,674.75	\$0.00	\$2,674.75
801 FOOTBALL	\$7,321.76	\$10,178.00	\$0.00	\$3,650.95	\$13,848.81	\$0.00	\$13,848.81
802 BOYS BASKETBALL	\$54.21	\$0.00	\$0.00	\$0.00	\$54.21	\$0.00	\$54.21
803 GIRLS BASKETBALL	\$15.69	\$0.00	\$0.00	\$0.00	\$15.69	\$0.00	\$15.69
804 VOLLEYBALL	\$16.94	\$0.00	\$0.00	\$0.00	\$16.94	\$0.00	\$16.94
805 TENNIS	\$123.20	\$0.00	\$0.00	\$0.00	\$123.20	\$0.00	\$123.20
806 SOFTBALL	\$326.20	\$0.00	\$0.00	\$0.00	\$326.20	\$0.00	\$326.20
807 WRESTLING	\$321.68	\$0.00	\$0.00	\$0.00	\$321.68	\$0.00	\$321.68
810 SOFTBALL BOOSTER CLUB	\$4,651.70	\$24.00	\$0.00	\$0.00	\$4,675.70	\$0.00	\$4,675.70
815 BASEBALL	\$178.27	\$0.00	\$0.00	\$0.00	\$178.27	\$0.00	\$178.27
817 BASKETBALL BOOSTER CLUB	\$3,591.10	\$0.00	\$0.00	\$0.00	\$3,591.10	\$0.00	\$3,591.10
820 BASEBALL BOOSTER CLUB	\$5,489.32	\$324.00	\$0.00	\$95.50	\$5,717.82	\$0.00	\$5,717.82
901 MISCELLANEOUS	\$11,757.51	\$0.00	\$0.00	\$244.81	\$11,512.70	\$0.00	\$11,512.70
902 FFA	\$31,924.97	\$25,357.97	\$0.00	\$1,099.47	\$56,183.47	\$0.00	\$56,183.47
903 SPECIAL OLYMPICS	\$1,814.04	\$0.00	\$0.00	\$0.00	\$1,814.04	\$0.00	\$1,814.04
904 YEARBOOK	\$6,506.31	\$1,115.00	\$0.00	\$5,388.14	\$2,233.17	\$0.00	\$2,233.17
905 BAND	\$3,938.33	\$792.00	\$0.00	\$0.00	\$4,730.33	\$0.00	\$4,730.33
906 H. S. CHEERLEADERS	\$4,741.53	\$285.00	\$0.00	\$2,500.00	\$2,526.53	\$0.00	\$2,526.53
907 HIGH SCHOOL ACCOUNT	\$3,732.52	\$0.00	\$0.00	\$833.45	\$2,899.07	\$0.00	\$2,899.07
908 INTEREST	\$8,028.86	\$22.16	\$0.00	\$0.00	\$8,051.02	\$0.00	\$8,051.02
909 DAYCARE	\$41,068.96	\$3,850.00	\$0.00	\$530.61	\$44,388.35	\$0.00	\$44,388.35
910 BAND BOOSTER CLUB	\$5,269.05	\$155.00	\$0.00	\$214.65	\$5,209.40	\$0.00	\$5,209.40
911 ELEMENTARY	\$39,466.58	\$2,299.00	\$0.00	\$4,088.03	\$37,677.55	\$0.00	\$37,677.55
912 SHOOTING SPORTS	\$2,111.33	\$1,246.00	\$0.00	\$0.00	\$3,357.33	\$0.00	\$3,357.33
913 KEY CLUB	\$1,201.72	\$0.00	\$0.00	\$0.00	\$1,201.72	\$0.00	\$1,201.72
914 M. S. STUDENT COUNCIL	\$4,924.41	\$0.00	\$0.00	\$0.00	\$4,924.41	\$0.00	\$4,924.41
915 M. S. CHEERLEADERS	\$2,908.43	\$1,030.00	\$0.00	\$0.00	\$3,938.43	\$0.00	\$3,938.43
916 H.S. LIBRARY	\$457.63	\$0.00	\$0.00	\$0.00	\$457.63	\$0.00	\$457.63
917 CLEARING	\$1,097.66	\$240.00	\$0.00	\$0.00	\$1,337.66	\$0.00	\$1,337.66
918 4-H/FFA PARENT'S CLUB	\$10,891.08	\$0.00	\$0.00	\$7,600.00	\$3,291.08	\$0.00	\$3,291.08
921 MIDDLE SCHOOL ACCOUNT	\$7,160.21	\$0.00	\$0.00	\$1,689.88	\$5,470.33	\$0.00	\$5,470.33
922 FOOTBALL FAN CLUB	\$20,316.07	\$0.00	\$0.00	\$0.00	\$20,316.07	\$0.00	\$20,316.07
923 H.S. STUDENT COUNCIL	\$886.83	\$0.00	\$0.00	\$133.00	\$753.83	\$0.00	\$753.83
927 ATHLETIC CONCESSION	\$6,027.12	\$1,501.00	\$0.00	\$6,295.59	\$1,232.53	\$0.00	\$1,232.53
933 DRAMA	\$92.17	\$0.00	\$0.00	\$0.00	\$92.17	\$0.00	\$92.17
934 NATIONAL HONOR SOCIETY	\$433.54	\$0.00	\$0.00	\$0.00	\$433.54	\$0.00	\$433.54
936 ELEM. LIBRARY	\$3,354.02	\$0.00	\$0.00	\$0.00	\$3,354.02	\$0.00	\$3,354.02
938 ACADEMIC BOWL	\$1,827.50	\$0.00	\$0.00	\$166.00	\$1,661.50	\$0.00	\$1,661.50
939 AP ACCOUNT	\$550.11	\$0.00	\$0.00	\$493.00	\$57.11	\$0.00	\$57.11
940 BASKETBALL CHEERLEADERS	\$9.11	\$0.00	\$0.00	\$0.00	\$9.11	\$0.00	\$9.11
941 WRESTLING CHEERLEADERS	\$77.75	\$0.00	\$0.00	\$0.00	\$77.75	\$0.00	\$77.75
944 1ST ROBOTICS	\$1,594.37	\$0.00	\$0.00	\$0.00	\$1,594.37	\$0.00	\$1,594.37
969 CLASS OF 2020	\$954.93	\$0.00	\$0.00	\$0.00	\$954.93	\$0.00	\$954.93
970 CLASS OF 2021	\$3,677.51	\$0.00	\$0.00	\$0.00	\$3,677.51	\$0.00	\$3,677.51
971 CLASS OF 2022	\$5,398.76	\$0.00	\$0.00	\$0.00	\$5,398.76	\$0.00	\$5,398.76
972 CLASS OF 2023	\$179.17	\$0.00	\$0.00	\$0.00	\$179.17	\$0.00	\$179.17
Total	\$258,143.68	\$51,973.63	\$0.00	\$37,576.35	\$272,540.96	\$0.00	\$272,540.96



SPERRY PUBLIC SCHOOLS
400 W. MAIN STREET
SPERRY, OK 74073

Dr. Brian Beagles, Superintendent
(918)288-7213
Fax (918) 288-7067

2020-2021

Sperry Elementary Teacher Induction Committee

Teacher Induction Committee for entry-level teacher: **Sarah Reed**

Brent Core

District Administration Representative

Richard Akin

Elementary School Administration Representative

Makayla West

Music Program Representative

Saundra Patterson

Classroom Teacher Representative

STEPHEN L. SMITH CORP.

Registered Investment Advisor

_____, 2020

Sperry Board of Education
Independent School District No. 8
Tulsa County, Oklahoma

Members:

1. **Scope of Services.** In connection with your proposed issuance of General Obligation Bonds (the "Issue" or the "Bonds") for the purpose of financing improvements and/or additions to the facilities of your School District, we hereby agree to perform the following Financial Advisory services:

A. We shall prepare a Financial Analysis of the School District which shall include a survey of the financial resources of the School District and contain a determination of the borrowing capacity of the School District. This shall encompass an analysis of the existing debt and tax structure of all levels of government involved and compare this analysis to the projected debt and tax structure of all levels of government involved. On the basis of the information thus developed, we shall devise a financing program to fund the proposed improvements which shall be complete as to the proposed maturities, the estimated interest rate and cost on the proposed bonds, the resulting overall amount of projected annual debt service and tax requirements, and the relationship of these items to existing corresponding projected items of the School District and other related levels of government.

B. In instances where publicly available information material is desired, we shall assist the School District in the preparation and furnishing of informational material in the form of news media articles, brochures, and any other such material desired by the School District for the purpose of outlining the various phases of the program in order that the general public will be well versed on all aspects of the project, including the needs of the School District, the proposed program of improvements, and the cost of providing such improvements. If desired, we shall also attend public meetings to explain the financing program to interested individuals.

C. We shall assist in the creation, gathering, organization and presentation of all services and legal documents (in conjunction with legal counsel), including notices and agendas, resolutions, proclamations, and election board canvasses, necessary for the proper calling and holding of the election and sale of the Issue.

D. Upon approval of the Issue by the voters of the School District, we shall undertake the following tasks:

i. We shall advise the Board of Education of current bond market conditions, forthcoming bond issues, and other general information and economic data that might normally be

expected to influence interest rates or bidding conditions so that the date for the sale of the bonds may be set at a time which, in our opinion, would be favorable to the School District.

ii. We shall advise the Board of Education respecting the Official Notice of Sale that establishes the specifications for bidding; i.e. bond maturity and interest payment arrangement, interest rate limitations, and other pertinent details.

iii. We shall advise the client respecting a Preliminary or Final Official Statement (the "OS") that describes the Issue, including material information as to the security of the Issue, the School District, the community and other pertinent details. You shall provide us with true, accurate and complete information for use in and the preparation of the OS.

iv. We shall advise the client respecting a uniform bid form to prevent deviation by any bidders when such deviation would be costly to the issuing body.

v. If it is advantageous to do so, we shall assemble for presentation to national and state rating agencies, the financial and economic data necessary to attempt to obtain a rating on the bonds.

vi. We shall have a representative of our firm present at the sale of the bonds to aid the Board of Education in the tabulation and comparison of bids. We shall advise the Board of Education as to the bond market conditions at the time of sale and the advisability of accepting or rejecting the bids submitted.

vii. Assuming that a favorable interest rate is received and accepted by the Board of Education, we shall then proceed to take all steps necessary to expedite the preparation of the final Transcript of Proceedings, to receive approval of the Transcript of Proceedings by the Attorney General of the State of Oklahoma, and to achieve delivery of the Bonds to the purchaser.

viii. We shall supervise the printing and delivery of the actual bond certificates to the commercial bank acting as Registrar of the bond issue for the purposes of registration.

ix. We shall supervise and co-ordinate final delivery of the bond certificates to the purchaser and delivery of the bond proceeds to the School District by the most expeditious means available, whether by wire transfer, direct deposit or mail.

2. **Limitations on Scope of Services.** The services provided hereunder are limited solely to those described herein and do not include tax, legal, accounting or engineering services.

3. **Regulatory Duties When Servicing Client.** MSRB Rule G-42 requires that we make a reasonable inquiry as to the facts that are relevant to the client's determination whether to proceed with a course of action or that form the basis for and advice provided to the client. The rule also requires that we undertake a reasonable investigation to determine that we are not basing any recommendation on materially inaccurate or incomplete information. We are also required under the rule to use reasonable diligence to know the essential facts about the client and the authority of each person acting on the client's behalf.

Accordingly, you agree to cooperate, and to cause your agents to cooperate, with us in carrying out these regulatory duties, including providing to us accurate and complete information and reasonable access to relevant documents, other information and personnel needed to fulfill such duties. In addition, you agree that, to the extent you seek to have us provide advice with regard to any recommendation made by a third party, you will provide to us written directions as well as any information you have received from such third party relating to its recommendation.

4. **Term of this Engagement.** The term of this engagement begins on the Effective Date, which shall be the date you sign this Agreement, and ends, unless earlier terminated as provided below, at the close of business on the settlement date for the Issue. This Agreement may be terminated with or without cause by either party upon the giving of at least thirty (30) days' prior notice to the other party of its intention to terminate, specifying in such notice the effective date of such termination. The hold harmless provisions in section 6 continue in force after the termination.

5. **Compensation.**

A. Fees. For the above services, you agree to pay us for an Issue a fee of:

1.75% of the first \$100,000 issued; plus
1.50% of the second \$100,000 issued; plus
1.25% of the third \$100,000 issued; plus
1.00% of all over \$300,000 issued;

With a minimum fee of \$7,500.00.

In the event the Bonds are sold in more than one series, the above fee schedule shall apply to each separate series of bonds. [cumulative]

If the School District is located in multiple counties, there is a \$100.00 charge for each additional county.

B. Expenses. In addition to the above mentioned fee, you agree to reimburse us for the following expenses:

i. All expenses associated with the conduct of the bond election not borne directly by the School District.

ii. All expenses associated with the production, distribution and dissemination of informational materials relating to the bond issue.

iii. All expenses associated with the production, printing and distribution of the OS.

iv. All expenses associated with the printing and delivery of actual bond certificates to the purchaser.

C. Certain expenses will be billed directly to you including the expenses of the County Election Board associated with the printing of ballots and the conduct of the election.

D. The above specified fee and reimbursable expenses shall be billed upon approval of the Issue by the Attorney General of the State of Oklahoma, and shall be payable upon delivery of the Bonds to the specified purchaser, and receipt of bond proceeds by the School District. In the event the bond election fails, the School District shall not be obligated to us for our services rendered to that time, but shall be obligated to reimburse us for direct, out of pocket expenses incurred by us on behalf of the School District with respect to the calling, holding and conduct of the bond election. Furthermore, if the election is held and fails, and the Board of Education calls another election within one year from that date, this Agreement shall remain in full force and effect for the fiscal year 2020-2021.

6. **Hold Harmless.** Financial Adviser and any of its associated persons shall not be subject to liability for any act or omission in the course of, or connected with, Financial Adviser's performance of this Agreement in the absence of willful misfeasance, bad faith or gross negligence or reckless disregard by Financial Adviser of its obligations under this Agreement. In the event of a dispute under this Agreement, Financial Adviser shall not be liable for special or consequential damages. No recourse shall be had against the Financial Adviser for loss, damage, liability, cost or expense (whether direct, indirect or consequential) of client arising out of or in defending, prosecuting, negotiating or responding to any inquiry, questionnaire, audit, suit, action, or other proceeding brought or received from the Internal Revenue Service in connection with the Issue or otherwise relating to the tax treatment of any issue, or in connection with any opinion or certificate rendered by counsel or any other party.

7. **Required Disclosures.** MSRB Rule G-42 requires that the Financial Adviser, as a Municipal Advisor under the Federal Securities Laws, provide you with disclosures of material conflicts of interest and of information regarding certain legal events and disciplinary history. Such disclosures are provided in the Disclosure Statement delivered to Client together with this Agreement.

8. **Assignment.** This Agreement shall not be assigned (as the term is defined in the Investment Adviser's Act of 1940) by either party without the consent of the non-assigning party which consent shall not be unreasonably withheld. For purposes of determining Client consent in the event of an assignment, Financial Adviser shall send written notice of the assignment. If Client does not object in writing within thirty (30) days of sending of such notice, Client shall be deemed to have consented to the assignment.

9. **Dispute Resolution.** Any dispute between the parties to this agreement regarding the terms of this agreement, the financing, the performance of a party under this agreement or in any way related to or arising from this agreement or the relationship created by this agreement shall be resolved by arbitration under the rules of the American Arbitration Association ("AAA"). Any dispute concerning the question of whether a dispute is subject to arbitration shall be resolved by

arbitration. The arbitration shall be conducted by a single arbitrator selected from the AAA panel of arbitrators and shall be held in Tulsa County, Oklahoma. The decision by the arbitrator may be confirmed by any court in Oklahoma with jurisdiction over the parties. The parties shall bear their own expenses and fees in connection with any arbitration.

10. **Form ADV.** The School District hereby acknowledges receipt of the Financial Advisor's Form ADV, Part 2A & 2B as required under State and Federal laws.

11. **Applicable Law; Severability.** This Agreement shall be construed and given effect in accordance with the laws of OKLAHOMA. If any provision in this Agreement is invalid or unenforceable by appropriate authority under the laws of any jurisdiction applicable to this Agreement, this Agreement shall continue in full force and effect as if such provision were omitted, unless such omission would substantially impair the rights or benefits of either party, and, to that extent, the provision of this Agreement shall be deemed to be severable.

13. **Entire Agreement.** This instrument, including all appendices hereto, contains the entire agreement between the parties relating to the right herein granted and obligations is herein assumed. this Agreement may not be amended, supplemented or modified except by the by means of a written instrument executed by both parties.

14. **No Third Party Beneficiaries.** This agreement is made solely for benefit of the parties and their respective successors and permitted assigns. Nothing in this Agreement, express or implied, is intended to confer on any person, other than the parties and their respective successors and permitted assigned, any rights, remedies, obligations, or liabilities under or by reason of this Agreement.

15. **Authority.** Each of the parties represent and warrant that they have the respective power and authority to enter into this Agreement on behalf of the parties hereto by action of the Board of Education on the ____ day of _____, 2020.

16. **Counterparts.** This Agreement may be executed in multiple counterparts each of which will constitute a complete agreement.

Respectfully submitted,

STEPHEN L. SMITH CORPORATION

By: 
Jordan G. Smith

ACCEPTED AND AGREED ____ day of _____, 2020.

President, Board of Education ✓

(SEAL) ✓

Clerk, Board of Education ✓

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

72 I008 SPERRY

Superintendent's Name	Brian Beagles
Superintendent's Email Address	bbeagles@sperry.k12.ok.us
Superintendent's Phone	(918) 288-7213113

Do you participate in an Alternative Education Cooperative or Interlocal Cooperative for Alternative Education?	No
--	----

Is your district the Local Education Agency (LEA) for the Alternative Education Program?	No
---	----

LEA of Alternative Education Cooperative or Interlocal Cooperative

Allocation Amount	6386.38
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COOPERATIVE INFORMATION

If you participate in an Alternative Education Cooperative, your member districts will be listed below:

County	District	District Name	Allocation
72	I008	SPERRY	6386.38
			<hr/>
			6386.38

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

LEA PROGRAM INFORMATION

1. Program Name	Sperry High School Alternative Education Program		
2. Physical Address	400 West Main Street Sperry, OK 74073-4122		
3. Contact Name	Randy Shaw		
4. Contact Title	High School Principal		
5. Contact Telephone	9182887213		
6. Contact Fax	9182887230		
7. Mailing Address (Street)	400 West Main Street		
8. Mailing Address (City)	Sperry		
9. Mailing Address (Zip)	74073		
10. Contact Email	rshaw@sperry.k12.ok.us		
11. Length of Program			
Program runs 4 hours 12 minutes 5 days a week			[]
756 hours in your school calendar			[]
Dereg turned into Accreditation office date of submission			[X]
12. Days Operating	M-TH		
13. Program Begins	03:00 PM		
14. Program Ends	07:15 PM		
15. Grade Levels Served			
Grade 7	[]	Grade 8	[]
Grade 9	[X]	Grade 10	[X]
Grade 11	[X]	Grade 12	[X]
16. How many different students are being served each day?	10		
17. Of the above number, how many students will attend a Career Technology Center?	0		
18. How many Alternative Education students take classes at the regular school in addition to their classes in the Alternative Education Academy Program?	0		
19. How many Alternative Education students are concurrently enrolled in college or university courses?	0		

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

TEACHER INFORMATION

20. Teacher Name	Dana Smart
21. Email Address	dsmart@sperry.k12.ok.us
22. Years of experience	>25
23. Degree Held	BA
24. Number of hours per week served in the Alternative Education Academy Program.	4
25. Indicate the salary and benefits on the designated step within the District's Salary Schedule including the five percent (5%) increment. (Only for the time actually served in the Alternative Education Academy Program)	8009.55
26. Has a criminal record search been conducted on this teacher?	Yes
27. Teacher Certification Number	149704
28. Has a 'Teaching Out of Certification' form been filed with the Alternative Education office for this teacher (if applicable)?	No

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

20. Teacher Name	Lauren Emery
21. Email Address	lemery@sperry.k12.ok.us
22. Years of experience	11
23. Degree Held	MS
24. Number of hours per week served in the Alternative Education Academy Program.	4
25. Indicate the salary and benefits on the designated step within the District's Salary Schedule including the five percent (5%) increment. (Only for the time actually served in the Alternative Education Academy Program)	5794.24
26. Has a criminal record search been conducted on this teacher?	Yes
27. Teacher Certification Number	404622
28. Has a 'Teaching Out of Certification' form been filed with the Alternative Education office for this teacher (if applicable)?	No

20. Teacher Name	Jared Smith
21. Email Address	smith@sperry.k12.ok.us
22. Years of experience	19
23. Degree Held	BS
24. Number of hours per week served in the Alternative Education Academy Program.	4
25. Indicate the salary and benefits on the designated step within the District's Salary Schedule including the five percent (5%) increment. (Only for the time actually served in the Alternative Education Academy Program)	7047.74
26. Has a criminal record search been conducted on this teacher?	Yes
27. Teacher Certification Number	207621
28. Has a 'Teaching Out of Certification' form been filed with the Alternative Education office for this teacher (if applicable)?	No

20. Teacher Name	Jackie Barnett
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**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

21. Email Address	jbarnett@sperry.k12.ok.us
22. Years of experience	>25
23. Degree Held	MS
24. Number of hours per week served in the Alternative Education Academy Program.	4
25. Indicate the salary and benefits on the designated step within the District's Salary Schedule including the five percent (5%) increment. (Only for the time actually served in the Alternative Education Academy Program)	8632.78
26. Has a criminal record search been conducted on this teacher?	Yes
27. Teacher Certification Number	171562
28. Has a 'Teaching Out of Certification' form been filed with the Alternative Education office for this teacher (if applicable)?	No

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

ADMINISTRATOR/COUNSELOR INFORMATION

29. Administrator or Counselor Name	Tracey Akin
30. Email address	takin@sperry.k12.ok.us
31. Documented duties performed in the Alternative Education Program	Intake Counseling Scheduling
32. Number of hours per week served in the Alternative Education Program.	4
33. Salary and benefits	6685.75
34. In what capacity does this individual serve?	Counselor

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

COLLABORATIVE AGENCY INFORMATION

35. Agency Name	Boy Scouts of America
36. Contact Name	Cherie Field
37. Phone	9186976695
38. Email Address	
39. Services Provided	ropes course career opportunities citizenship building life skills
40. When Provided	During semester

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

41. Check all that apply to the district's intake and screening process.

Approved intake form	<input checked="" type="checkbox"/>
Parent/guardian present	<input checked="" type="checkbox"/>
Teacher from the traditional school	<input checked="" type="checkbox"/>
Administrator from the traditional school	<input checked="" type="checkbox"/>
Administrator from the alternative program (when applicable)	<input type="checkbox"/>
Individualized Education Plan (IEP) Change of Placement	<input checked="" type="checkbox"/>
Counselor present	<input checked="" type="checkbox"/>
Cumulative folder	<input checked="" type="checkbox"/>
Student present	<input checked="" type="checkbox"/>
Student transcript	<input checked="" type="checkbox"/>
Written graduation plan for each student	<input checked="" type="checkbox"/>
Official referral	<input type="checkbox"/>

42. How often are students allowed to enter the Alternative Education Program? Check all that apply.

Daily	<input checked="" type="checkbox"/>
Once each week	<input type="checkbox"/>
Monthly only	<input type="checkbox"/>
Quarterly only	<input type="checkbox"/>
Semester only	<input type="checkbox"/>
Other interval. Please describe:	<input type="checkbox"/>

43. Do you ensure that no indication will appear on the Alternative Education student's transcript that will eliminate the opportunity for high school credit to be accepted at institutions of higher education, career technology centers, and/or the United States Military?

☒

44. List courses that are offered to students in the traditional school that are not available to the students in the Alternative Education Academy Program.

None.

45. Check all instructional strategies and activities that apply to your program.

Lesson plans from teacher(s) at the traditional school	<input type="checkbox"/>
Cooperative learning	<input checked="" type="checkbox"/>
Distance learning. Please list the distance learning provider used in your Alternative Education Academy program.	<input type="checkbox"/>

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

Computer software. Please list computer software programs used in your Alternative Education Academy program. [X] E2020

Teacher-developed curriculum and learning activities [X]

Service-learning [X]

Packaged curricula []

Self-paced []

Project-based learning [X]

Tutoring [X]

Individualized instruction [X]

Life skills instruction for all students [X]

46. How many hours per week is counseling provided exclusively to Alternative Education students?

4-6

47. Check the days counseling is provided exclusively to Alternative Education students.

Monday [X]

Tuesday [X]

Wednesday [X]

Thursday [X]

Friday []

48. Who provides counseling services?

Tracey Akin

49. Indicate the provider's credentials. (Counselor must be certified by SDE or a mental health provider with appropriate licensure.)

MA in Counseling

50. Check all types of counseling strategies used in the Alternative Education Academy Program.

Individual [X]

Family []

Academic [X]

Conflict resolution [X]

Group [X]

Teen parenting [X]

Career [X]

Drug/alcohol [X]

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

51. Which areas of art are taught to Alternative Education students?

Vocal music	<input type="checkbox"/>
Instrumental music	<input type="checkbox"/>
Integrated approach (hands-on)	<input checked="" type="checkbox"/>
Performing arts (dance, drama, etc.)	<input type="checkbox"/>
Visual art (drawing, oil, photography, etc.)	<input type="checkbox"/>

52. Do students receive credit for the arts?

☒

53. What days of the week are the arts taught?

Other

54. The district will support the Alternative Education personnel's attendance at professional development workshops, institutes, and seminars provided by the State Department of Education.

☒

55. Students in the Alternative Education Academy Program, who otherwise meet all participation requirements, are allowed to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

☒

56. How many Alternative Education senior students participated in the regular commencement exercises last school year?

1-10

57. How many Alternative Education students were reported on your district's annual Student Dropout Report for the 2018-2019 school year?

1

58. The Alternative Education Academy Program is operational and serves students on the first day of school.

☒

59. Are materials and equipment purchased with revenue received for the Alternative Education Program made available exclusively to the Alternative Education students during the hours that the Alternative Education Academy Program is operating?

☒

60. Is the Alternative Education Academy Program site readily accessible to handicapped persons?

☒

**Oklahoma State Department of Education
Districtwide Alternative Education Academy Implementation Plan Report
2020-2021**

61. Does the Alternative Education Program regularly run transportation for students or is transportation accessible if needed?

☒ [X]

No

☐ []

62. Does the Alternative Education Program offer food service to students?

Yes, How?

[X] While most bring their own food, administration has worked with the Child Nutrition Department to ensure students who desire an opportunity for a meal

No, Why Not?

☐ []

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION
for 20 20 - 20 21 school year

Tulsa

COUNTY

Sperry Public Schools

SCHOOL DISTRICT

400 West Main Street

SCHOOL DISTRICT MAILING ADDRESS

Sperry

CITY

74073

ZIP CODE

Sperry Alternative High School

NAME OF SITE

PRINCIPAL SIGNATURE*

DATE

PRINCIPAL SIGNATURE*

DATE

PRINCIPAL SIGNATURE*

DATE

Brian Beagles

SUPERINTENDENT NAME (PLEASE PRINT)

bbeagles@sperry.k12.ok.us

SUPERINTENDENT E-MAIL ADDRESS

SUPERINTENDENT SIGNATURE*

DATE

I hereby certify that this waiver/deregulation application was approved by our
local board of education at the meeting on September 14, 20 20

BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

NOTARY

DATE

COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived: OAC 210:35-29-⁺
(specify statute or OAC (deregulation) number: (see instructions))

*Original signatures are required. The attached questionnaire must be answered to process.**

**THE WAIVER/DEREGUALTION
IS REQUESTED FOR:**

____ One Year Only

☒ Three Years*

*Please see instruction page for additional
requirements for a three year request

SDE USE ONLY

PROJECT YEARS

____ of ____

ENROLLMENT

____ High School

____ Jr./Middle High

____ Elementary

0 District Total

DATE RECEIVED

70 O.S. _____

OAC _____

NAME OF WAIVER

A. Reason for the waiver/deregulation request (be specific).

The Sperry High School Alternative Education Program utilizes a schedule that is designed to meet the needs of our at risk students as part of the district's attempt to reduce the dropout rate. By reducing the school week to four days, student attendance is more consistent and students are more likely to complete the program and graduate. The quality of student work improves as well since the program is designed to work at a pace comfortable to the student, slower when they need it and more rapidly paced when they are able to keep up. Due to the fact that a high number of these students are in life situations that necessitate they be employed, this program's schedule permits more flexibility than a regular school schedule does in order to increase their likelihood of remaining in school. This schedule also allows for one day for each content area can be missed due to inclement weather or other unavoidable causes for school to not be in session; any more days than one missed for any content area will be rescheduled to a Friday later in the school year. Fridays will also be a general opportunity for additional counseling and make up opportunities for individual students as needed.

B. List alternate strategies/plans which the district/site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students and learning achievement.

Four days a week, alternative education students will have access to rigorous instruction in core curriculum subject matter with a teacher highly qualified in the content area in which they students are working. In addition to administrative and career/personal counseling support, a highly qualified special education instructor will monitor the modifications and necessary accommodations for IEP students as appropriate. Life skills and arts in education will be integrated into each student's graduation plan. Each Friday, district alternative education staff will monitor progress as needed and monitor progress of students' self-directed instruction. In addition, those students enrolled in Career Technology will have access to counseling and direction through those programs as well.

C. Educational impact to the district: Results of the Statutory Waiver/Deregulation, i.e., effect on student performance levels, impact of plan on other sites in the district.

The alternative education program will have no adverse effect on the student performance in the traditional classes, and will increase opportunity and direct assistance to the at risk students to improve performance levels in the core content areas. No other district program will be affected by this deregulation.

D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary, or described in instructions.

A waiver/deregulation can be granted for up to 3 years. (Please see instructions for additional requirements)

Alternative education students will follow the district approved 2020-2021 school calendar (attached) for days to be in session, beginning and ending of grading periods, holidays and breaks, and beginning and ending of the school year. Each succeeding year of the deregulation will follow the district approved calendar for that year as well.

E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation.

The financial impact to the district will be a total cost of \$36,170.06 in salaries and benefits for the certified teachers and counselor.

F. Describe method of assessment or evaluation of effectiveness of the plan.

Each student will take a pre-instruction and a post-instruction assessment each semester. At the beginning of the school year, a success, or transition plan, for post secondary objectives is developed for new students. For returning students, their plan from the previous year is reviewed and adjusted as necessary.



2020-21

School Year



Initial Plan

8/28/20

Date



Revised Plan

Date

District Information

Sperry Public Schools

District Name

72/I008

County/District Number

Dr. Brian Beagles

Superintendent Name

(918) 288-7213

Phone

bbeagles@sperry.k12.ok.us

Email

School Information

Sperry Elementary

School Name

65%

School Poverty Rate

Richard Akin

Principal Name

(918) 288-7213 Ex-145

Phone

rakin@sperry.k12.ok.us

Email

Instructions

Each of the six sections of the plan is composed of three parts:

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

1. Parent and Family Engagement

☒ By checking this box, the school principal certifies that:

- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

Invite parents to a " Back-To-School night to meet the teacher and gain information about expectations and the curriculum. This meet the teacher was a drive thru due to COVID distancing measures.

Invite parents and community to a Title I Targeted Assistance Program meeting to provide information regarding services available.

Maintain the school webpage so that it is accessible and informative for parents.

Communicate information to parents monthly newsletters and via student agendas.

Utilize Parent Messenger to notify parents of upcoming events.

Provide parents with links to the School Improvement Plan, the Title I Plan, and the School Report Card

Conduct parent conferences twice a school year to provide information on: Expectations, Student Progress, and Assessment.

Invite parents to attend Pirates on Parade (POP) assemblies to observe students and celebrate successes. (This will only be allowed if social distancing restrictions are removed)

Encourage the joy of reading through Read Across America/Dr. Seuss celebration and activities

Invite parents and grandparents to eat lunch at various times throughout the year. (This will only be allowed if social distancing restrictions are removed)

Involve parents in the planning and implementation of the school Title I Plan.

Involve parents on school committees.

Provide opportunities for parents to volunteer in the school.

2. Needs Assessment and Student Identification

☒ By checking this box, the school principal certifies that:

- the Title I Targeted Assistance Plan was developed based on a Comprehensive Needs Assessment, taking into account data on student demographics, levels of achievement, family involvement, cultural climate, and staffing. The Needs Assessment includes an analysis of the strengths and weaknesses of the school, and emphasizes strategies that help learners who have not yet met grade-level requirements. **[ESSA, Section 1115]**

AND

- the students identified for targeted assistance belong to one of the populations described in **90G52 1115(c)(2)**, and are failing or most at risk of failing to meet the challenging State academic standards.

Meets Expectations

- The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's academic standards.
- Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the school's system (e.g., diagnostic review) and perception data, gathered from several sources. Students identified for targeted services represent populations most at risk of failure.
- Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1115(c)(2) of ESSA (economically disadvantaged students, migrant students, English learners, students with disabilities).
- Examines student, teacher, school and community strengths and needs.
- School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for assisting the targeted student population.
- There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Developing

- The school has a process in place to identify students experiencing difficulty mastering the State's standards.
- Includes performance and/or non-performance data gathered from a limited number of sources. Students identified represent at least one population most at risk of failure.
- Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1115(c)(2) of ESSA.
- Examines student strengths and needs.
- School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
- Some evidence indicates that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Does Not Meet Expectations

1. No process is in place to identify students who are experiencing difficulty mastering the State's standards.
2. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs. Students identified for services do not represent an at-risk category.
3. Includes analysis of the student body as a whole, or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1115(c)(2) of ESSA.
4. Examines student deficits.
5. School administrators have not clearly and transparently identified and communicated the targeted assistance priorities.
6. There is no clear evidence indicating that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

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

Teacher recommendation, classroom performance, student achievement scores from state assessments, standardized test scores and diagnostic assessments are used to identify eligible students. The assessment procedure is ongoing and eligibility may be determined throughout the year. Services will be rendered to the students in need based on the school's three-tier plan. All students are eligible to meet the participation requirements in the district's Title I programs regardless of other programs in which they may participate. At the K-5 level, numerous funding sources are used to assist the students to succeed as early as possible.

Reading Sufficiency, Class Size Reduction, Indian Education, and Title I funds and services are strategies used for early intervention with students. Students are served without regard to sex, race, or national origin. Sperry Elementary utilizes State assessments and Literacy First and Star Early Literacy assessments as diagnostic placement tools as well as summative evaluations of achievement. A teacher may use the information provided by these two assessments to guide their daily instruction and as a means of addressing individual student's needs. Additional assessments include: Literacy First, Star Reading Assessment and Star Early Literacy assessments, along with teacher made tests which would serve as benchmarks in determining a student's success. All of the district's efforts in using assessments are to determine student achievement. Therefore, results from the state mandated test and tests selected by the district are significant in classroom instruction and in the district ' s programs. Sperry Schools participates in the state's Reading Sufficiency Program plus the tests listed above to help insure that the students are well prepared with the necessary reading and math skills for success. Additionally, our district relies on teacher and parent referrals for students who may be behind in their reading skills. Sperry Schools use programs such as Accelerated Reading, Star Reading, Star Early Literacy assessments along Exact Path (math and reading) as additional means for frequent assessment of students. These also provide immediate feedback to students regarding their achievement. Additional indicators may include: observations, referrals, discipline records, parental conferences along with attendance patterns. Students will be placed into the Title I program, provided assistance, and exited out of the program upon reaching grade level performance. Achievement gains will be monitored throughout the academic year through the use of diagnostic and formative assessments (i.e., progress monitoring, benchmark assessments, common assessments, and universal screening).

3. Targeted Assistance Plan Strategies

- ☒ By checking this box, the school principal certifies that the Targeted Assistance Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how:
- such strategies will serve participating students identified as eligible children under ESSA, Section 1115(c), and help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
 - the methods and instructional strategies that are used will strengthen the academic program of the school through activities which may include expanded learning time, before and after school programs, summer programs and opportunities, a tiered model to prevent and address behavior problems, and early intervening services, etc. **[ESSA, Section 1115(b)(2)(B)]**
 - the strategies will be evidence-based as defined in ~~90052~~ **Section 8101(21)(A)**

Meets Expectations

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and addresses the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance (which may include extended learning time, before school, after school and summer programs) is provided for students experiencing difficulty mastering the State's standards.
4. The school implements a comprehensive and coherent evidence-based approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.
5. The school uses clear criteria and processes for student participation in tiered models to prevent and address behavior problems and early intervention services.
6. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Developing

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Effective, additional assistance is provided for students experiencing difficulty meeting State standards.
4. The school has identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and most EL students are able to access the curriculum in a meaningful way.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.

Does Not Meet Expectations

1. Strategies, programs and activities provide a basic curriculum intended for all students, not only for those identified as eligible students, with high need of academic support.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. The school has not identified an approach to meeting the needs of students who are non-English-speaking and/or who have limited English proficiency, and EL students are unable to access the curriculum in a meaningful way.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.

Addressing the above expectations, describe the strategies, programs and activities the school will use to serve participating students identified as eligible, to help these students meet the challenging State academic standards, and to strengthen the academic programs of the school. These strategies, programs and activities should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

The Title I Program utilizes several Scientifically Research Based instructional strategies including, but not limited to: Direct Instruction in basic reading skills using teaching methods endorsed by Literacy First, Star Early Literacy such as those identified in Words Their Way. Individualized math and reading instruction using the computer based program Exact Path. Instructional strategies from assigned readings including using graphic organizers, giving timely feedback, providing clues, and asking guiding questions.

These teaching strategies and programs are supplemental to instruction provided in the regular education classroom. However, it is important to note that our Title I staff meet regularly with the regular education teachers to gain feedback on student achievement and provide instructional ideas and support. A summer reading academy will be available to Title I students who qualify as funding is available and if no limitations due to COVID.

Sperry Elementary staff members complete an annual needs assessment as part of the overall school improvement process. In addition, student test data is analyzed and disaggregated throughout the year during grade level/dept. meetings to determine areas of strengths and weaknesses by subgroup and domain. Special emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing instructional needs of all students, including those eligible for special services through special education, ELL, Title I, and remedial education.

4. Student Transition

- ☒ By checking this box, the school principal certifies that the school will:
- help provide an accelerated, high-quality curriculum;
 - minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - on an ongoing basis, review the progress of eligible children and revise the Title I Targeted Assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. **[ESSA, Section 1115(b)(2)(G)]**

Meets Expectations

1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.
2. Clear procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Clear procedures are in place to receive new students, a school point of contact has been established and clearly communicated to the students, parents and guardians.
4. Staff members meet regularly in vertical teams to compare curriculum and plan strategies to close gaps in achievement for students transitioning from one level to another.

Developing

1. Eligible students have limited participation in core content and elective classes, and are occasionally pulled-out from regular classroom for instructional assistance under this part.
2. Limited procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Some procedures are in place to receive new students, and there is work in progress to establish a school point of contact and to communicate this information to the students, parents and guardians.
4. Staff members meet occasionally in vertical teams to compare curriculum and plan strategies to close gaps in achievement for students transitioning from one level to another.

Does Not Meet Expectations

1. Eligible students are frequently pulled-out from regular classroom for instructional assistance under this part, and have little to no participation in core content and elective classes.
2. No procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. No procedures are in place to receive new students, and a school point of contact has not been established, nor was it communicated to the students, parents and guardians.
4. Little or no collaboration among staff members to close gaps in achievement for students transitioning from one level to another.

Addressing the above expectations, describe what processes are in place to enable students to successfully transition among grade levels, and, if applicable, from preschool to kindergarten, elementary to middle school, middle school to high school, and high school to career and postsecondary institutions.

Identifying Transition PointsTransition

Grade(s)/Program(s)

Affected Transition Strategies/Activities Timeline

Pre-Kindergarten to Kindergarten Pre-K and Kindergarten Hold Pre-K conferences with parents to discuss state and local academic goals, assessments, and expectations. (End of Year)

Kindergarten to First Kindergarten and First Grade Conference with parents of kindergarten students to communicate relevant information. (End of Year)

Elementary to Intermediate Third Grade and Fourth Grade Provide students with a tour of the intermediate building and allow them to meet their new teachers. (End of Year)

Intermediate to Middle School Fifth Grade and Sixth Grade Provide students with a tour of the middle school and allow them to meet their new teachers. (End of Year)

Intermediate to Middle School Fifth Grade and Sixth Grade Hold a parent meeting to communicate relevant information. (End of Year)

All teachers consult with parents of selected students to provide opportunity for review of selection process, placement, and scheduling.

The elementary will work in coordination with the regular education program to provide the services mentioned above. These services will provide support and eliminate apprehension associated with transitioning to a new environment. In addition, feedback from students and parents will be used to assess and ensure these activities are supporting the needs of those who are making the transition.

5. Coordination and Integration

☒ By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Targeted Assistance Plan was developed in coordination and integration with other Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d); and the plan outlines the ways in which funds are to be braided. **[ESSA, Section 1115(b)(2)(F)]**

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

Addressing the above expectations, complete the table VYck .

Funding source (e.g., Title III, Part A, donations, competitive grants, etc.)	Amount Available	How will the intent and purpose of the program be met?
Title I Funds	\$182,675.67	Staffing and resource materials for Title I Targeted Assistance
		supplemental classes.

Addressing the above expectations, describe the ways in which the above funds are to be braided with the Title I Targeted Assistance funds.

In addition to the educational services offered to students in regular education setting, our Title I program works in conjunction with all other federal programs to ensure all low achieving students and those from historically underserved populations are receiving services that enable them to become competent and confident individuals. When needed, the services provided include and are not limited to: remediation services, gifted and talented services, special education services, English language learner services, and mentoring and counseling services.

6. Evaluation and Plan Revision

☒ By checking this box, the school principal certifies that:

- the progress of eligible students will be reviewed on an ongoing basis, and the Title I Targeted Assistance Plan will be regularly monitored and revised as necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. **[ESSA, Section 1115(b)(2)(G)(iii)]**

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

Administrators, Title I teachers, and regular education teachers meet regularly to review student's performance and determine progress toward instructional goals. Progress monitoring tools are utilized to measure student's growth toward instructional goals, and instructional support is revised based on individual student needs. The Core Planning Team will meet yearly to determine student's progress toward academic goals and develop plans for providing additional assistance as needed in an effort to ensure that students served through the Title I targeted assistance program are meeting state content standards and state student performance standards. Eligibility records, exit documentation, student achievement records and parent involvement information will be used to assist team members in the evaluation and modification of the plan.



FY21

School Year



Initial Plan

8/28/20

Date



Revised Plan

Date

District Information

Sperry Public Schools

District Name

1008 72

County/District Number

Brian Beagles

Superintendent Name

9182887213

Phone

bbeagles@sperry.k12.ok.us

Email

School Information

Sperry Middle School

School Name

59%

School Poverty Rate

Mike Juby

Principal Name

9182887213

Phone

mjuby@sperry.k12.ok.us

Email

Instructions

Each of the six sections of the plan is composed of three parts:

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

1. Parent and Family Engagement

☒ By checking this box, the school principal certifies that:

- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

Part A- each activity listed is designed to enhance parental involvement in school-home partnerships to help improve student learning. Back to School Night provides parents and student with an opportunity to meet the teachers and administrators before school starts to create and/or build a relationship between the students; parents and teachers to enhance the student's learning abilities by helping them familiarize themselves with their learning environment. Predetermined Parent-Teacher conferences approved by the Board of Education gives a scheduled time frame for the parents and or guardians to meet with the teacher and discuss strengths and or weaknesses that may need to be addressed. Initiated Parent-Teacher conferences by either party allows any additional meetings in which either the parent or teacher may feel is needed to discuss any issues or commendations at any time throughout the school year. E-mail or Phone Conferences are available for parents or guardians for a more convenient form of discussing concerns or recommendations. Handouts about the Title 1 Program and what to expect, are given to parents or guardians at Back to School Night or mailed home to parents to inform them about the Title 1 Programs. Title I Parent Meeting annual meeting to discuss with parents the goals and format of the program.

Part B- The School ensures that communication between the parents or guardians is in a manner that can be understood by using translators for those who do not speak or understand English. Spanish- For parents or guardians who speak or only understand Spanish, our Spanish Teacher and other volunteer interpreters are available for translating when necessary. Other Foreign Languages- In other cases, parents or guardians who speak or only understand their Native language, the student is often used to translate between the teacher, administrator and the parents or guardians, or other district provided interpreters when available.

2. Needs Assessment and Student Identification

- ☒ By checking this box, the school principal certifies that:
- the Title I Targeted Assistance Plan was developed based on a Comprehensive Needs Assessment, taking into account data on student demographics, levels of achievement, family involvement, cultural climate, and staffing. The Needs Assessment includes an analysis of the strengths and weaknesses of the school, and emphasizes strategies that help learners who have not yet met grade-level requirements. **[ESSA, Section 1115]**

AND

- the students identified for targeted assistance belong to one of the populations described in • • • • • **1115(c)(2)**, and are failing or most at risk of failing to meet the challenging State academic standards.

Meets Expectations

- The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's academic standards.
- Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the school's system (e.g., diagnostic review) and perception data, gathered from several sources. Students identified for targeted services represent populations most at risk of failure.
- Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1115(c)(2) of ESSA (economically disadvantaged students, migrant students, English learners, students with disabilities).
- Examines student, teacher, school and community strengths and needs.
- School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for assisting the targeted student population.
- There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Developing

- The school has a process in place to identify students experiencing difficulty mastering the State's standards.
- Includes performance and/or non-performance data gathered from a limited number of sources. Students identified represent at least one population most at risk of failure.
- Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1115(c)(2) of ESSA.
- Examines student strengths and needs.
- School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
- Some evidence indicates that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Does Not Meet Expectations

1. No process is in place to identify students who are experiencing difficulty mastering the State's standards.
2. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs. Students identified for services do not represent an at-risk category.
3. Includes analysis of the student body as a whole, or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1115(c)(2) of ESSA.
4. Examines student deficits.
5. School administrators have not clearly and transparently identified and communicated the targeted assistance priorities.
6. There is no clear evidence indicating that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

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

Sperry Middle School uses Targeted Assistance as its Title I plan and does not have a schoolwide program. However, The Title I program utilizes several scientifically research based instructional strategies including, but not limited to; Direct instruction in basic reading skills using teaching methods endorsed by Literacy First such as those identified in Words Their Way Individualized math and reading instruction using computers, chromebooks and web based programs such as Edmentum Exact Path, Imagine Math, and IXL Instructional strategies from "Classroom Instruction that Works" and "Opening Doors", including graphic organizers, giving timely feedback, providing cues and asking guiding questions. These teaching strategies and programs are supplemental to instruction provided in the regular education classroom. However, it is important to note that Sperry Title I staff meet regularly with regular education teachers to gain feedback on student achievement and provide instructional ideas and support.

Sperry Middle School staff members complete an annual Needs Assessment as part of the overall school improvement process to help the district provide the most needed professional development. In addition, student test data is analyzed and disaggregated throughout the year during grade level and department meetings to determine areas of strengths and weaknesses by subgroup and domain. Special emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing instructional needs of all students, including those eligible for special education, ELL, and Title I.

A variety of assessment data is used at Sperry Middle School to help guide the planning team in decision making. In addition to daily classroom activity and participation, data from Edmentum Exact Path, Imagine Math, IXL, and classroom activities and formative assessments are reviewed and compared. Student behavior in class and in informal interactions with other students is used as well as appropriate. Parent concerns and information is supplied through formal surveys and or conversations with school staff.

Data is analyzed from the following; OSTP, IXL, and lexile scores, formative classroom assessments, and daily grades. Analyzation of data is ongoing throughout the year by our Title I staff and regular classroom teachers. Results are used to help transition eighth grade students into high school and for the progression of sixth and seventh grade students.

3. Targeted Assistance Plan Strategies

- ☒ By checking this box, the school principal certifies that the Targeted Assistance Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how:
- such strategies will serve participating students identified as eligible children under ESSA, Section 1115(c), and help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
 - the methods and instructional strategies that are used will strengthen the academic program of the school through activities which may include expanded learning time, before and after school programs, summer programs and opportunities, a tiered model to prevent and address behavior problems, and early intervening services, etc. **[ESSA, Section 1115(b)(2)(B)]**
 - the strategies will be evidence-based as defined in • • • • • **Section 8101(21)(A)**

Meets Expectations

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and addresses the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance (which may include extended learning time, before school, after school and summer programs) is provided for students experiencing difficulty mastering the State's standards.
4. The school implements a comprehensive and coherent evidence-based approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.
5. The school uses clear criteria and processes for student participation in tiered models to prevent and address behavior problems and early intervention services.
6. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Developing

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Effective, additional assistance is provided for students experiencing difficulty meeting State standards.
4. The school has identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and most EL students are able to access the curriculum in a meaningful way.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.

Does Not Meet Expectations

1. Strategies, programs and activities provide a basic curriculum intended for all students, not only for those identified as eligible students, with high need of academic support.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. The school has not identified an approach to meeting the needs of students who are non-English-speaking and/or who have limited English proficiency, and EL students are unable to access the curriculum in a meaningful way.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.

Addressing the above expectations, describe the strategies, programs and activities the school will use to serve participating students identified as eligible, to help these students meet the challenging State academic standards, and to strengthen the academic programs of the school. These strategies, programs and activities should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

Student participation in the Middle School Title I program is established through multiple criteria. The middle school will identify students by using OCCT/OMAAP assessment scores, parent recommendations, teacher recommendations, and classroom performance and grades. The middle school will also use one or more Nationally recognized assessment to help in determining if a student may benefit from our Title I program. Each of these will be utilized in determining a student's needs in the Title I program and we are not limited to only these. The Title I committee will review additional pertinent criteria as these are presented on a case-by-case basis. Describe the ongoing process of monitoring students including how new students are assessed and ranked and how students are monitored to exit the service. Student progress is monitored throughout the school year in a variety of ways using both formative and summative assessments. The Middle School Title I instructors and regular classroom instructors continually review student progress and performance. Progress is reviewed through ongoing formative and summative assessments in the Title I program, and is measured through review of activities, skill development, and assessments using Edmentum Exact Path, Imagine Math and the IXL program, and a combination of Title I facilitator, classroom teacher, and parent observations of student performance and behavior.

New student placement in the program is based on, but is not limited to, academic records from former school, parent communication, and available OCCT/OMAAP assessment scores. Exiting the program it involves the combined evaluations of the Title I instructor and regular classroom teacher jointly reviewing student progress and performance on assessments and daily performance; a review of activities, skill development, and assessments using Edmentum Exact Path, Imagine Math and the IXL program; a combination of Title I facilitator, classroom teacher, and observations of student work performance, activity, and behavior; and sufficient progress in gaining proficiency as measured on the OCCT/OMAAP assessments to assure likelihood of continued student success without program support.

4. Student Transition

- ☒ By checking this box, the school principal certifies that the school will:
- help provide an accelerated, high-quality curriculum;
 - minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - on an ongoing basis, review the progress of eligible children and revise the Title I Targeted Assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. **[ESSA, Section 1115(b)(2)(G)]**

Meets Expectations

1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.
2. Clear procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Clear procedures are in place to receive new students, a school point of contact has been established and clearly communicated to the students, parents and guardians.
4. Staff members meet regularly in vertical teams to compare curriculum and plan strategies to close gaps in achievement for students transitioning from one level to another.

Developing

1. Eligible students have limited participation in core content and elective classes, and are occasionally pulled-out from regular classroom for instructional assistance under this part.
2. Limited procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Some procedures are in place to receive new students, and there is work in progress to establish a school point of contact and to communicate this information to the students, parents and guardians.
4. Staff members meet occasionally in vertical teams to compare curriculum and plan strategies to close gaps in achievement for students transitioning from one level to another.

Does Not Meet Expectations

1. Eligible students are frequently pulled-out from regular classroom for instructional assistance under this part, and have little to no participation in core content and elective classes.
2. No procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. No procedures are in place to receive new students, and a school point of contact has not been established, nor was it communicated to the students, parents and guardians.
4. Little or no collaboration among staff members to close gaps in achievement for students transitioning from one level to another.

Addressing the above expectations, describe what processes are in place to enable students to successfully transition among grade levels, and, if applicable, from preschool to kindergarten, elementary to middle school, middle school to high school, and high school to career and postsecondary institutions.

Sperry Middle School Title I program uses a variety of strategies that are derived from scientifically based research (SBR). The Title I program in the middle school has access to computers with access to Pearson's computer-based program, IXL Learning, which is a scientifically researched program used in the Title I resource rooms to give individualized, focused lessons, and practice on objectives aligned with those assessed by the OKSED on OCCT/OMAAP assessments. A variety of instructional strategies based on scientific research are used in the Title I classes, including several from Classroom Instruction That Works, 2nd Edition, such as setting objectives and providing effective and timely feedback, using precise cues, asking focused questions, developing nonlinguistic representations, and reinforcing effort and providing recognition of successes. Middle School Title I activities engage students during an elective period so the core content classes are not disrupted. These activities are designed to support the activities of the regular classroom and do not supplant those activities.

Intermediate to Middle School: 5th Grade Reading/Math For both reading and math, Title I teacher conferences are held at which evaluation of all previous OCCT scores are analyzed, regular classroom and Title I resource room performance are combined with relevant observations to determine progress of students identified. Students and parents "tour" 6th grade classrooms and meet with teachers in May and during Back to School Night in August. During Back to School Night site Title I teachers discuss the program's purpose and strategies, encouraging parental involvement in children's studies and frequent communication with teachers. In August-October, previous year's teacher and current year teacher continue to compare/evaluate student transition progress.

Middle School to High School: 8th Grade Reading/Math is the official end of the Title I program, but not of the involvement of the Title I teachers. Those students that have acquired the necessary skills to be successful in their High School classes will receive monitoring by their regular classroom English and Math teachers after conferring with the Title I teachers in August. In May, eighth grade students are given an orientation of and enrollment forms for High School. At this time, they are presented with information on Title VII math support programs (for those who qualify) that can assist if they find themselves struggling. During their 8th grade year, Title I students will also receive assistance through Title I and other assistance programs. Parents of Title I students are also informed of these options for their high school students. Counselors at both the Middle School and High School confer with the Title I Middle School teachers and meet with students to advise remediation options accordingly.

5. Coordination and Integration

☒ By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Targeted Assistance Plan was developed in coordination and integration with other Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d); and the plan outlines the ways in which funds are to be braided. **[ESSA, Section 1115(b)(2)(F)]**

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

Addressing the above expectations, complete the table • • • • •

Funding source (e.g., Title III, Part A, donations, competitive grants, etc.)	Amount Available	How will the intent and purpose of the program be met?
Title I	\$17,021.32	Staffing and resource materials for Title I Targeted
		Assistance supplemental classes

Addressing the above expectations, describe the ways in which the above funds are to be braided with the Title I Targeted Assistance ;

Sperry Middle School Title I teachers maintain a classroom inventory of all materials purchased with Title I funds. These inventories are updated annually, and all items are maintained for a minimum of three years. The inventory lists track item information, year purchased, and model/serial numbers as appropriate. Title I materials are secured and maintained by or under the guidance of a Title I teacher and/or site administrator. Title I resources are used for the instruction of qualifying Title I students only. The Title I teachers provide instruction only to qualifying students and follow the agreed upon Targeted Assistance Plan. All students receiving Title I instructional services also receive the same instruction for core content courses as other students; no Title I instruction supplants that of the student's regular classroom teacher and is used only in addition to that regular classroom instruction.

6. Evaluation and Plan Revision

☒ By checking this box, the school principal certifies that:

- the progress of eligible students will be reviewed on an ongoing basis, and the Title I Targeted Assistance Plan will be regularly monitored and revised as necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. **[ESSA, Section 1115(b)(2)(G)(iii)]**

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

Sperry Middle School Title I program uses a variety of reform strategies that are derived from scientifically based research (SBR). The Title I program in the middle school has access to computers with access to Pearson's computer-based program, Edmentum Exact Path, Imagine Math and IXL Learning, which is a scientifically researched program used in the Title I resource rooms to give individualized, focused lessons, and practice on objectives aligned with those assessed by the OKSED on OCCT/OMAAP assessments. A variety of instructional strategies based on scientific research are used in the Title I classes, including several from Classroom Instruction That Works, 2nd Edition, such as setting objectives and providing effective and timely feedback, using precise cues, asking focused questions, developing nonlinguistic representations, and reinforcing effort and providing recognition of successes. Middle School Title I activities engage students during an elective period so the core content classes are not disrupted. These activities are designed to support the activities of the regular classroom and do not supplant those activities.

Oklahoma State Department of Education

District: SPERRY (72-I008)

Academic Year: 2020-2021

Annual District Reading Plan

8/26/2020

District Planning Timeline

Please provide a timeline to develop the required Program of Reading Instruction for students in need of intervention and remediation.

Review previous year's RSA Plan using the RSA Annual Plan accessed through Single Sign On (SSO):	08/13/2020
Begin assessing students in Grades K-3 for fall RSA child count:	08/17/2020
Complete assessment of students in Grades K-3 in order to meet timeline set by the State Department of Education (SDE) for fall RSA child count:	09/15/2020
Enter data for the number of students identified for reading difficulties through the School District Reporting Site for fall RSA child count:	09/25/2020
Superintendent certifies data for Beginning-of-Year RSA report:	09/30/2020
Beginning-of-Year RSA report due (child count, goal status):	10/01/2020
Complete Academic Progress Plan (APP) for identified students.:	10/20/2020
Electronically update the district's RSA Plan using the RSA Annual District Reading Plan accessed through SSO:	09/15/2020
Electronically submit updated district RSA Plan using the RSA Annual District Reading Plan accessed through SSO:	08/30/2020
Assess students in Grades K-3 for End-of-Year Report:	04/06/2021
Enter data for the End-of-Year report for Grades K-3 in the Reading Sufficiency Act Survey accessed through SSO:	05/27/2021
Principal certifies site-level data for End-Of-Year Report:	5/26/2021 12:00:00 AM
Superintendent certifies district-level data entered for End-of-Year report and submits the End-of-Year RSA report due for Grades K-3 using the Reading Sufficiency Act Survey accessed through SSO:	05/30/2021
End-of-Year RSA report due for Grades K-3:	05/30/2021

Reading Sufficiency Funds

Identify how the district will distribute the Reading Sufficiency Act funds.

- Contact First Name: Richard
- Contact Last Name: Akin
- Telephone: 9182887213
- Title: Principal
- Email: rakin@sperry.k12.ok.us

How will funds be expended?

Reading Sufficiency Funds, if available, will be used to purchase the My Data First and Star Early Literacy programs to accompany the Literacy First assessments and any professional development necessary to maintain effective use of Literacy First and the My Data First program to facilitate data organization and use. If available, RSA funds will be used to implement our before and after school reading tutoring program for students in 1st, 2nd and 3rd grades. Teachers would be paid to tutor in this program. Additional funding will be used to implement a two or four week summer reading program for 1st grade and 2nd grade students who demonstrate reading skills at risk based on Literacy First and other data, if funds permit, on a Program of Reading Instruction. This will run concurrently with the 3rd grade Summer Reading Academy. When available, funding will also be used to purchase supplementary materials for reading improvement to reduce the loss of instruction over summer vacation/Covid shortened school year for all students on Reading Instruction Plans.

How will Summer Academy Reading Program funds be expended?

Available funds will be used to fund the Sperry Elementary School Summer Reading Academy and any student remediation needed because of Covid shortened school year. This will be targeting 3rd grade students reading below grade level. Two to three reading instructors will be hired to teach third grade classes. Two Reading Specialist will be on site teaching during the summer sessions.

SPERRY ES (72-I008-105)

Site Plan

Leadership Team

The purpose of the Reading Leadership Team is to build capacity of reading knowledge within the school building and focus on implementation of all aspects of the Reading Plan. The principal, reading coach, mentor reading teaches, content area teachers, and other principal appointees could serve on this team and should meet frequently throughout the school year.

How often does the Reading Leadership team meet? Once Per Semester

Reading Team

The primary contact person appears in the first row.

Last Name	First Name	Phone	Email	Team Position Value
Akin	Richard	9182887213	rakin@sperry.k12.ok.us	Principal
Alsbrook	Connie	9182887213	calsabrook@sperry.k12.ok.us	Reading Specialist
Creech	Cara	9182887213	ccreech@sperry.k12.ok.us	Kindergarten Teacher
Krumm	Diane	9182887213	dkrumm@sperry.k12.ok.us	Reading Specialist
Patterson	Saundra	9182887213	spatterson@sperry.k12.ok.us	First Grade Teacher
Reimer	Angie	9182887213	areimer@sperry.k12.ok.us	Third Grade Teacher
Smart	Alexandria	9182887213	rakin@sperry.k12.ok.us	Second Grade Teacher

Core Reading Program

Use of an approved scientifically-based reading research core program, scaffolding scope and sequence, and instructional materials and strategies used to address specific student needs. Instructional content is based on five components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension.

Grade	Core Reading Program Utilized	Core Program includes an Intervention Program?
First	Journeys-HMH ©2017	Yes
Second	Journeys-HMH ©2017	Yes
Third	Wonders-McGraw Hill © 2017	Yes
Kindergarten	Journeys-HMH ©2017	Yes

Reading Block Minutes Tier 1

Schools should offer daily classroom instruction in reading in a dedicated, continuous and uninterrupted block of time of at least 90 minutes duration. The reading block could include whole group explicit instruction, small group differentiated instruction and independent reading practice in literacy stations monitored by the teacher.

Specify for each grade you serve the number of minutes for in class reading time.

Grade	Duration (in minutes)
K	90
1	90
2	90
3	90

Intervention Outside the 90 Minute Reading Block

In addition to the 90 minute reading block, instruction should be provided to children as determined by progress monitoring and other forms of assessment data. Refer to the OSDE Reading and Literacy webpage for examples of master schedules and academic progress plans and research based recommendations for interventions. The intervention should detail the grade levels, tier levels, the frequency and the duration of the student intervention.

For each grade you serve, identify the tier 2 and tier 3 intervention types and formats.

Grade: First, Kindergarten, Second
Tier: 2
Type: Other: Exact Path, Small Group Instruction, Star Early Literacy, Literacy First

Format - During School Yes

Day Outside the 90

Minute Reading Block:

Instructor: Classroom Teacher

Frequency: At least daily

**Duration
(in minutes):** 45

If using a computer based program for intervention, describe how you are progress monitoring: Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.

Grade: First, Kindergarten
Tier: 3
Type: Other: Exact Path, Small Group Instruction, Star Early Literacy, Literacy First

Format - During School Yes

Day Outside the 90

Minute Reading Block:

Instructor: Reading Specialist

Frequency: At least daily

**Duration
(in minutes):** 45

If using a computer based program for intervention, describe how you are progress monitoring: Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.

Grade: First
Tier: 2
Type: Other: Exact Path, Small Group Instruction, Star Early Literacy, Literacy First

Format - During School Yes

Day Outside the 90

Minute Reading Block:

Instructor: Classroom Teacher

Frequency: At least daily

**Duration
(in minutes):** 45

If using a computer based program for intervention, describe how you are progress monitoring: Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.

Grade: First

Tier: 3

Type: Exact Path, Small Group Instruction, Star Early Literacy and Literay First Learning diagnostics which identifies areas of deficiency for each individual student and targets those areas for remediation

Format - During School Yes
Day Outside the 90 Minute Reading Block:

Instructor: Reading Specialist

Frequency: At least daily

Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring: Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.

Grade: Second

Tier: 2

Type: Other: Exact Path, Small Group Instruction, Star Early Literacy, Literacy First

Format - During School Yes
Day Outside the 90 Minute Reading Block:

Instructor: Classroom Teacher

Frequency: At least daily

Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring: Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.

Grade: Second

Tier: 3

Type: Exact Path, Small Group Instruction, Star Early Literacy and Literacy First Learning diagnostics which identifies areas of deficiency for each individual student and targets those areas for remediation.

Format - During School Yes
Day Outside the 90 Minute Reading Block:

Instructor: Reading Specialist

Frequency: At least daily

Duration (in minutes):	45
If using a computer based program for intervention, describe how you are progress monitoring:	Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.

Grade:	Third
Tier:	2
Type:	Other:Exact Path, Small Group Instruction, Star Early Literacy, Literacy First

Format - During School Day Outside the 90 Minute Reading Block:

Instructor:	Classroom Teacher
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Frequency:	At least daily
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Duration (in minutes):	45
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If using a computer based program for intervention, describe how you are progress monitoring:	Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.
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Grade:	Third
Tier:	3
Type:	Exact Path, Small Group Instruction, Star Early Literacy and Literacy First Learning diagnostics which identifies areas of deficiency for each individual student and targets those areas for remediation.

Format - During School Day Outside the 90 Minute Reading Block:

Instructor:	Reading Specialist
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Frequency:	At least daily
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Duration (in minutes):	45
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If using a computer based program for intervention, describe how you are progress monitoring:	Exact Path shows a diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary. Also for 2019-20, we will utilize the Star Early Literacy Assessments to monitor student progress.
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Assessment Plan and Goals

The administering of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision making.

Grade Level Data

Grade:	K
Type of Screening Assessment:	STAR Early Learning - Renaissance

Dates of Screening Assessment:	8/24/2020, 1/20/2021, 4/19/2021
Type of Progress Monitoring:	STAR Early Learning - Renaissance
Frequency of Progress Monitoring:	Every two weeks
Type of Summative Assessments:	N/A - No longer required as of FY 2019
How will the site use this data to drive instruction?	Data from Star Early Literacy assessments will be used as a guide for overall reading skill focus instruction. All kindergarten students will be placed in small groups for intensive instructional level reading skills focus. The skill focus groups will meet 5 times weekly for 45 minutes for six weeks and then be reassessed. Literacy first data will also be used to determine which students need additional services from the reading specialist and reading aide. Whole group instruction will occur daily in all kindergarten classrooms

Grade:	1
Type of Screening Assessment:	STAR Early Learning - Renaissance
Dates of Screening Assessment:	8/24/2020, 1/20/2021, 4/19/2021
Type of Progress Monitoring:	STAR Early Learning - Renaissance
Frequency of Progress Monitoring:	Every two weeks
Type of Summative Assessments:	N/A - No longer required as of FY 2019
How will the site use this data to drive instruction?	The first grade data will be used to plan dedicated time for reading instruction in reading skill areas that are weakest and in need of remediation. It will aid in determining overall reading skill focus for first grade. The data will assist in dividing students into the reading skill instructional level focus groups that all first grade students meet with 5 times weekly for for 30 minutes each session. The data also helps place students who are in need of services giving them small group differentiated instruction with the Reading Specialist, interventionist, and aide. These daily interventions in tier 3 will be given specific instruction based on the weaknesses identified in the data provided by Star Early Literacy Assessments, Exact Path and Literacy First. In addition, classroom progress will be taken into consideration for additional interventions. Daily instructional methods include; lessons derived from "Words Their Way, Star Early Literacy and other lessons created by a reading specialist that address and increase skills that have been identified as the individuals weakness.

Grade:	2
Type of Screening Assessment:	STAR Early Learning - Renaissance
Dates of Screening Assessment:	8/24/2020, 1/20/2021, 4/19/2021
Type of Progress Monitoring:	STAR Early Learning - Renaissance
Frequency of Progress Monitoring:	Every two weeks
Type of Summative Assessments:	N/A - No longer required as of FY 2019

How will the site use this data to drive instruction?	The data will help guide planning of reading instruction and methods and focus of reading intervention. The data will assist in dividing students into reading skill instructional level focus groups . All second grade students rotate 5 times weekly for 30 minutes each session. The data also helps in identifying and placing students in reading smaller intensive intervention groups with the reading specialist, reading interventionist or reading aide. All students will be exposed daily to whole group instruction to ensure that all children in second grade are working on 2nd grade level materials.
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Grade:	3
Type of Screening Assessment:	STAR Early Learning - Renaissance
Dates of Screening Assessment:	8/24/2020, 1/20/2021, 4/19/2021
Type of Progress Monitoring:	STAR Early Learning - Renaissance
Frequency of Progress Monitoring:	Every two weeks
Type of Summative Assessments:	N/A - No longer required as of FY 2019

How will the site use this data to drive instruction?	The data will guide planning of reading instruction and methods and focus of reading intervention. The data will assist in dividing students into reading skill instructional level focus groups . All third grade students will rotate 5 times weekly for 30 minutes each session. The data also aids in identifying and placing students in reading intervention groups for smaller group intensive interventions with the reading specialist, reading interventionist and reading aides. All children will receive daily whole group instruction which is at grade level. These interventions will include centers which are both teacher led as well as student led centers
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Professional Development

Professional development for teachers, coaches, administrators should be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (Internal and external) should have base training in reading instruction on scientifically-based reading research.

Reading

What professional development(s) did your site offer for Reading?

Reading Sufficiency Training, Star Early Literacy professional development training and reading series training. Professional development training in differentiated instruction. Professional development training on Smart Interactive Television to aid instruction.

Training in Virtual Instruction/Distance learning is a must during this Covid Crisis. All teachers will be provided with professional development to insure that all students on campus or taking part in virtual learning are afforded the opportunities for success.

Parent Guardian Communication

School personnel should provide timely updates and information throughout the school year with parents and guardians regarding student performance in reading.

Will every child K-3 that does not meet a score of proficiency, receive a written notice to the parent or guardian 30 days after the assessment?

Yes

Was there any additional communication with the parent or guardian about their student's reading proficiency other than the written notice? If yes, describe.

Parent teacher conferences a minimum of twice yearly this may need to occur virtually due to COVID, more as needed based on individual child's need. Phone communication, email correspondence, virtual conferences and progress reports every four weeks. New means of communication in light of the COVID pandemic include, Google Hang-Out meetings, the Remind App, agenda communications.

MEMORANDUM OF UNDERSTANDING

between

**Sperry Public Schools, Independent School District No. 1008 of Tulsa County, Oklahoma
and CREOKS Behavioral Health Services, Inc.**

This MEMORANDUM OF UNDERSTANDING ("MOU") is hereby made and entered into by and between **Sperry Public School, Independent School District No. 1008 of Tulsa County, Oklahoma**, hereinafter referred to as "the District", and **CREOKS Behavioral Health Services, Inc.**, hereinafter referred to as "CREOKS."

I. Purpose

- a. The purpose of this MOU is to obtain Behavioral Health Services from CREOKS for students who are eligible, and their families, in all schools of the District as mutually agreed upon by the District and CREOKS ("the Program").
- b. CREOKS offers to provide behavioral health services under the terms and conditions of this MOU.

II. Working Agreement

a. The parties agree as follows:

1. CREOKS shall provide a minimum of one ("Provider or Providers") to deliver behavioral health support services to students participating in the Program. Each provider will possess licensure as a Licensed Professional Counselor (LPC) or be a Licensed Clinical Social Worker or be under supervision for licensure in the State of Oklahoma. Behavioral Health Rehabilitation Specialist and Behavioral Health Aide's may also be utilized to provide coping skills and training.
2. CREOKS will also possess all other qualifications necessary under state or federal law and regulations to support successful Medicaid billing by CREOKS for the services the Providers provide in the Program.
3. CREOKS will implement behavioral health services consistent with the expectations of the District's Special Services Director or designee. CREOKS will perform the following duties in accordance with the following mutually agreed design:
 - a. Determine specific therapeutic needs, plan and provide appropriate therapies and activities, and assess, modify and improve the services provided to each student involved in the Program as dictated by the student's individual needs and consistent with this MOU.
 - b. At the request of the District's Special Services Director or designee, the Provider shall participate in District meetings, such as pre-referral meetings, team building staffing meetings, IEP meetings, parent conferences or other meetings as mutually agreed upon by both parties to the MOU;
 - c. Orient, train and consult with professional and nonprofessional staff in treatment techniques that can be used in the classroom;
 - d. Clinician will assist in crisis intervention/diversion if available
 - e. CREOKS will be available to provide support staff for district wide crisis
 - f. Provide monthly tracking reports and other reports to the District on a mutually agreed upon schedule.
 - g. Provide in-service training for District staff as mutually agreed upon by both parties to the MOU; and
 - h. Perform other services as may be mutually agreed upon by both parties to the MOU.

- i. CREOKS will utilize all funding sources available to service all students within the District ensuring no student will be denied appropriate services.
4. The participating school's designated faculty will make referrals into the Program and work with on-site CREOKS staff to help optimize Program attendance.
 - a. In the event that a Provider or other CREOKS employee providing services under this MOU is not providing services in accordance with the stated direction provided by the District's Director of Special Services or designee, the designated CREOKS administrative representative will be contacted by the Director of Special Services or designee. In the event that said issues are not resolved, CREOKS will, upon written request by the District, remove said personnel immediately from the Program.
 - b. Full and proper staffing by CREOKS to fulfill its obligations under this MOU is required and paramount to the District's interests. CREOKS is required to fill all vacant positions or otherwise provide a substitute Provider for all vacant positions within thirty (30) days. The District may choose to terminate this MOU as provided herein and contract with another provider for the provisions of these services if at any time CREOKS fails to provide the requisite number and classification of Providers for the full performance of this MOU.
 - c. All wages, taxes, benefits and other employment-related expenses and duties associated with the Providers or other CREOKS personnel are the sole responsibility of CREOKS.
 - d. Services under this MOU will extend from August 13, 2020 to August 31, 2021. The Providers will provide services at the assigned school sites on the same schedule as the teachers at the assigned schools on each regular school day according to the District's 2020-2021 school calendar. Services provided during the summer months which are billable under this MOU will be mutually agreed upon by both parties.
 - e. The District agrees to provide adequate space, furniture, computers, telephones, and other furnishings as mutually agreed upon by both parties to the MOU for the implementation of the Program.
 - f. CREOKS will maintain all records, logs and documentation, including progress notes prepared by the Providers concerning students in the Program in compliance with the Family Educational Rights and Privacy Act and Oklahoma law.
 - g. CREOKS shall act as the Medicaid Provider for all services provided under this MOU and will promptly bill Medicaid for all services provided to District students who are Medicaid eligible pursuant to the current Medicaid fee schedule for the services to be provided. CREOKS will comply with the requirements of state and federal law and regulations in seeking Medicaid reimbursement for these services. CREOKS is solely responsible for the proper billing of Medicaid-covered services under this Memorandum.

III. Liability and Indemnification

- a. CREOKS agrees to and shall defend, indemnify and hold the District, its officers, administrators, board members, employees, agents, assigns and attorneys from and against any and all liability, loss, or expense, including reasonable attorneys' fees, or claims for injury or damages that are caused by or result from the negligent or intentional acts or omissions of CREOKS, its officers, agents, employees, or contractors. Also, as the Medicaid Provider under this Agreement, CREOKS shall specifically indemnify and hold harmless the District, its officers, administrators, board members, employees, agents, assigns and attorneys from and against any and all liability, loss or expense, including reasonable attorneys' fees, relating to any legal proceedings (including, but not limited to, administrative proceedings), penalties, claims, or Medicaid disallowances arising out of any omission, fault or negligence by CREOKS, its agents, employees or anyone under its direction or control, or on its behalf, in connection with the billing of and reimbursement from Medicaid as required in this MOU.
1. CREOKS agrees that prior to entering this MOU, CREOKS has obtained a Commercial General Liability (CGL) insurance policy, Professional Liability insurance policy (PL) and

School Leaders Legal Liability insurance policy (SLL) (otherwise known as Directors and Officers Liability Insurance), each insuring CREOKS in an amount not less than \$125,000.00 for personal injury to or death of any individual, and \$2,000,000.00 in the aggregate for person injury or death. CREOKS must add the District as an additional insured party on each policy for purposes of CREOKS's performance of this MOU and maintain the required insurance policies at all times while this MOU is in effect. CREOKS agrees that it will furnish the District with verification of the insurance policies required by this MOU. If any of the required insurance policies is cancelled during the school year, CREOKS must immediately notify the District.

2. Further, CREOKS affirms that its employees and any subcontractor who will be on District property and acting on behalf of CREOKS in performance of this MOU are covered by Workers Compensation Insurance and shall in no event be entitled to any such coverage from the District.
3. All educational materials and supplies will be provided to the Providers but remain the property of the District and shall be annually inventoried by the District.
4. CREOKS will operate in accordance with applicable federal and state laws and regulations and District policies, rules, regulations and guidance applicable to the Program. District personnel will directly supervise the day-to-day operation of the Program.

IV. Privacy and Security

- a. Recognizing the District's interest in providing the most secure environment possible for its students, CREOKS agrees it will act under this MOU in compliance with 70 O.S. §6-101.48. Specifically:
 1. CREOKS will not permit the Providers or any other person under its authority, whether employee or volunteer, to come on to school premises for any activity covered by this MOU if that person is currently registered or required to register under the Oklahoma Sex Offenders Registration Act, or the Mary Rippy Violent Crime Offenders Registration Act; and
 2. CREOKS agrees that where work is to be performed by a CREOKS employee which would otherwise be performed by a District employee on a full-time or part-time basis, CREOKS shall not permit any person(s) from performing work on District premises if said person(s) has been convicted in this state, the United States, or another state of a felony offense unless ten (10) years has elapsed since the date of the criminal conviction or the employee has received a presidential or gubernatorial pardon for the offense.
- b. CREOKS's agreement to and acceptance of this MOU as evidenced by the signature(s) below serves as CREOKS's statement of compliance with the requirements of paragraphs a. of this section, as required by 70 O.S. §6-101.48(B).
- c. CREOKS agrees to require all persons under its authority to register through the District's visitor tracking system and clearly display the printed visitor badge while performing activities described in this MOU on school premises.
- d. CREOKS agrees to protect the privacy of student information and educational records in accordance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) and Oklahoma law.
 1. A student's social security number or student identification number, race/ethnicity, citizenship, nationality, gender, grades, or class schedule is always protected information which should solely be used internally and even then only when essential and among authorized individuals, and which should never be shared with any third party.

2. Other records that are directly related to a student or students are also considered educational records that are protected under FERPA. They can be items that contain a student's name, or several students' names, or information from which an individual student or students can be personally (individually) identified. Educational records include files, documents and materials in whatever medium (handwriting, print, monitor screen, tapes, disks, film, microfilm, microfiche or notes) that contain information directly related to students and from which students can be personally identified. No educational record should ever be shared with a third party without express written permission from the parent or guardian (if the student is under the age of 18), or the student (if the student is age 18 or older).
 3. CREOKS agrees that no one under its authority shall gather, release, or make public in any way any information related to or that could lead to identification of a student. This includes taking photographs, making recordings (video and/or sound), collecting student's written or oral statements, or using records made in connection with the activities that are the subject of this MOU. The only exception is where written permission for gathering, releasing, or otherwise using the types of information described in this paragraph is obtained from the parent (if the student is under the age of 18), or the student (if the student is age 18 or older).
- e. CREOKS and the District agree that their employees and volunteers under their authority will conduct themselves in a professional and ethical manner and in accordance with District policies and procedures.

V. Liability and Indemnification

CREOKS agrees to defend, save, indemnify, and hold the District harmless from any alleged claims, claims, demands, causes of action, liability, loss, damages, and/or injury arising out of or incident to any acts, omissions, negligence, or willful misconduct of CREOKS personnel, employees, agents, contractors, or volunteers in connection with the performance of the activities described in this MOU.

VI. POINTS OF CONTACT

Primary Contacts:

Sperry Public Schools
Traci Taylor
Elementary Assistant Principal &
Special Education Director
400 West Main Street
Sperry, OK 74073
918.288.7213
Ttaylor@sperry.k12.ok.us

CREOKS Behavioral Health Services, Inc.
Phil Black
Senior Director of School Based Services
4103 S Yale Ave Ste B
Tulsa, OK, 74135
918.382.7300
Phil.black@creoks.org

VII. GENERAL

- a. CREOKS agrees that the activities it undertakes under this MOU are not intended to provide services to the District and that it will not seek compensation from the District in connection with its participation in these activities.
- b. CREOKS agrees that it will not claim or imply that the District endorses the sale or purchase of its services.

- c. This MOU in no way restricts either party from participating in any activity with other public or private agencies, organizations, or individuals.
- d. Nothing in this MOU authorizes or is intended to obligate the District to expend, exchange, or reimburse funds, services, or supplies, or transfer anything else of value.
- e. All agreements within this MOU are subject to, and will be carried out in compliance with, all applicable laws, regulations, and other legal requirements of the State of Oklahoma and Tulsa County.
- f. This MOU takes effect on August 13, 2020 or on execution and approval by the Board of Education of the District, whichever occurs last, and ends on August 31, 2021. Either party may cancel this agreement on thirty (30) days' notice to the other party, in writing, by certified mail or personal delivery.

Both the District and CREOKS agree to the terms of the above MOU.

Witnessed:

Sperry Public School

Signature

Printed Name

Title

Date

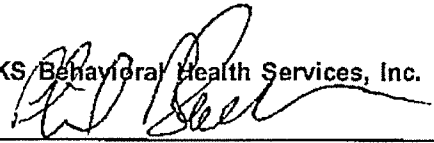
CREOKS Behavioral Health Services, Inc.

Signature

Printed Name

Title

Date



Phil Black

Vice President

7/28/2020

STUDENT TRANSPORTATION CONTRACT
between
TULSA TECHNOLOGY CENTER SCHOOL DISTRICT NO. 18
and
SPERRY PUBLIC SCHOOL DISTRICT NO. 8

This Contract is made and entered into this 19th day of August, 2020, by and between TULSA TECHNOLOGY CENTER SCHOOL DISTRICT NO. 18 (“TTC”) and SPERRY PUBLIC SCHOOLS, commonly known as Sperry Public Schools (“District”).

Recitals:

(1) TTC desires to enter into this Contract with District whereby District will provide transportation equipment (“buses”) and bus operators (“drivers”) to transport district students who are enrolled in TTC’s programs from District’s campus (“District Students”) to a TTC campus and return to a District campus.

(2) District has available sufficient buses and drivers to provide the transportation.

NOW THEREFORE, in consideration of the mutual covenants and agreements herein contained and intending to be legally bound, the parties agree as follows:

1. **TRANSPORTATION DATES:** The transportation to be furnished by District under this Contract will commence on August 19, 2020, the date for beginning of classes for TTC students for the 2020-2021 School Year (the “School Year”) and will terminate the last day of TTC classes for the School Year, unless terminated for cause earlier by TTC as provided in this Contract.

2. **COMPENSATION:** TTC agrees to compensate the District for provided transportation services at the rate of \$2.47 per mile driven under this Contract, provided the total amount invoiced for transportation services during the School

Year shall not exceed \$63,431.90 (which is an amount equal to the mileage rate computed at 25,680.93 miles driven by the District over 177 school days) regardless of the actual mileage performed under this Contract. The amount paid shall constitute complete compensation for all costs and fees incurred, including any expenses for labor, materials, equipment, maintenance of equipment, and rentals, if applicable. The amount may be modified on the basis of a written request for route change or other modifications submitted by TTC and agreed to by the District. Any modifications or additional services must be authorized in writing by TTC prior to performance.

Mileage incurred under this Contract during the first semester will be invoiced to TTC by District at the end of the first semester of the School Year, and the remaining mileage incurred will be invoiced at the end of the second semester of the School Year. Compensation will be paid only to the extent that District presents documented evidence of mileage incurred during the period for which payment is requested. District's invoices will be paid within 15 days after receipt by TTC.

3. **BUSES:** All buses provided by District for the performance of this Contract will comply with all federal and state laws, rules and regulations applicable to transportation equipment used to transport school children, including, but not limited to, the rules of the Oklahoma State Department of Education ("OSDE").

4. **DRIVERS:** All drivers operating the buses will have current unrestricted licenses to operate transportation equipment used to transport school children and will be in compliance with all federal and state laws, rules and regulations, including, but not limited to the rules and regulations of the Oklahoma Department of Public Safety, OSDE,

including but not limited to, the requirement for satisfactory annual physical examination, and the rules and regulations of the Federal Department of Transportation (“DOT”), including drug/alcohol testing. The District will provide TTC with documentation of such licensure and compliance upon request.

5. **OBJECTIONS TO DRIVERS:** District will not permit any driver to operate a bus used in connection with the performance of this Contract if TTC reasonably objects to that driver. Any request for removal of a driver shall be submitted by TTC to the District’s designated liaison in writing and will specify TTC’s objections. The District will promptly remove any driver reasonably objected to by TTC from providing services under this Contract. If any drivers are removed by the District upon TTC’s request, the District shall replace them with drivers approved by TTC.

If TTC has any concerns about any driver’s performance under this Contract, it will submit those concerns in writing to the District’s designated liaison. Any differences concerning TTC’s concerns will be resolved between TTC’s designated representative and District’s designated representative.

6. **INSURANCE:** At all times during this Contract, District will maintain and have in force at its expense public liability and property damage insurance to cover the negligent acts of District’s employees with limits equal to District’s limits of liability under the Oklahoma Governmental Tort Claims Act. In the event of a claim, District’s insurance will be primary over similar insurance carried by TTC.

7. **RESPONSIBILITY FOR ACTIONS:** Each party shall be responsible for its own acts and omissions and the acts and omissions of its employees, officers, and agents. A party shall not be liable for any claims, demands, actions, costs expenses and liabilities —

including reasonable attorneys' fees which may arise in connection with the failure of the other party or its employees, officers, or agents to perform any of their obligations under this Contract. Both TTC and the District are political subdivisions of the State of Oklahoma, and their liability shall be governed by the Oklahoma Governmental Tort Claims Act.

8. **EMPLOYEES OF THE DISTRICT:** The District, and not TTC, shall be the employer of the District's designated representative and the drivers. The District shall be responsible for (a) the compensation and benefits payable and made available to the District's designated representative and the drivers, (b) withholding any applicable federal and state taxes and other payroll deductions as required by law, and (c) any workers' compensation obligations.

9. **DISCLAIMER OF INTENT TO BECOME PARTNERS:** TTC and the District shall not by virtue of this Contract be deemed to be partners or otherwise engaged in a joint venture. Neither party shall incur any financial obligation on behalf of the other.

10. **DESIGNATED REPRESENTATIVES:** TTC's designated representative under this Contract shall be David Rosier, Transportation Tech. The District's designated representative under this Contract shall be Dr. Brian Beagles, Superintendent. In the event either party wishes to alter the representative designated under this Contract, it shall promptly submit to the other party a written designation of a new representative.

11. **NOTICES:** Any notices from one party to the other party concerning the Contract shall be in writing and shall be given by certified mail, return receipt requested, or confirmed telecopy or private courier to the parties as follows:

If to TTC:

Tulsa Technology Center School District No. 18
ATTN: David Rosier, Transportation Technician
5647 South 122nd East Ave
P.O. Box 477200
Tulsa, OK 74147-7200
FAX: (918) 828-5149

If to the District:

Sperry Public Schools
ATTN: Dr. Brian Beagles, Superintendent
P.O. Box 610
Sperry, OK 74073
FAX: (918) 288-7067

12. **TERMINATION FOR CAUSE:** TTC may immediately terminate this Contract for cause upon notice to the District upon the occurrence of any of the following events:

(i) the failure of the District to maintain insurance coverage as required by this Contract; or (ii) the District fails to remove a driver from performing services under this Contract after TTC has submitted reasonable objections to the driver's performance.

13. **FORCE MAJEURE:** Neither party shall be liable under this Contract nor shall such party be considered in breach of this Contract, for days on which the District is unable to provide transportation services under this Contract through no fault of either party, such as the occurrence of adverse weather conditions, any act of God or a public enemy or terrorist, act of any military, civil or regulatory authority, or a change in any law or regulation. Additionally, neither the District nor TTC shall be liable under this Contract or considered in breach of such contract when it is impossible or impractical to perform transportation services due to the cessation or limitation of in-person classes either at the District or at TTC's campuses. Within a reasonable time period following the occurrence of an event that makes performance under this contract impossible or impractical, the

affected party shall notify the other party of the occurrence by sending either (i) an e-mail message, or (ii) a fax message, to the other party.

14. **GOVERNING LAW:** This Contract shall be governed by, and construed in accordance with, the laws of the State of Oklahoma.

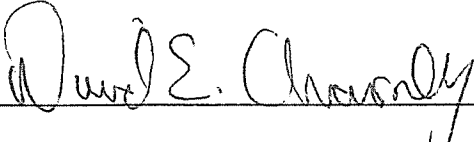
15. **SEVERABILITY:** The invalidity or unenforceability of any provision of this Contract shall not affect the validity or enforceability of any other provision.

16. **MISCELLANEOUS:** This instrument represents the entire understanding between the parties concerning the subject matter hereof and may be modified on the mutually executed written agreement of the parties, which refers to this instrument. Neither party may assign this Contract.

IN WITNESS WHEREOF, the parties have executed this Student Transportation Contract as of the date first above written.

TTC:

TULSA TECHNOLOGY CENTER SCHOOL DISTRICT NO. 18

By: 
President, Board of Education
Tulsa Technology Center

DISTRICT:

SPERRY PUBLIC SCHOOL DISTRICT NO. 8

By: _____

President, Board of Education
Sperry Public Schools

INDEPENDENT SCHOOL DISTRICT NO. I-008
SPERRY PUBLIC SCHOOLS
REGULAR BOARD MEETING AGENDA
HIGH SCHOOL COMMONS
August 10, 2020
6:00 P.M.

As required by Section 311, Title 25 of the Oklahoma Statutes, notice is hereby given the Board of Education of Independent School District No. I-008 of Tulsa County, Oklahoma, will hold a regular meeting on Monday, August 10, 2020, at 6:00 o'clock P.M. in the High School Commons located at 400 West Main Street, Sperry, Oklahoma.

With the exception of item one, the Board of Education reserves the right to consider any agenda item in any order.

PROCEDURAL ITEMS

1. Call to Order-Roll call, record members present, establish a quorum.

Meeting was called to order by Jeff Carter at 6:00 P.M.

Gary Juby – here
April Bowman – absent
Mechelle Beats – here
Michelle Brown – here
Jeff Carter – here

2. Vote to approve the agenda as part of the minutes.

Motion was made by Gary Juby and seconded by Mechelle Beats to approve the agenda as part of the minutes.

Gary Juby – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

3. Pledge of Allegiance.
4. Moment of Silence.

FORMAL ADOPTION OF THE AGENDA

5. Motion, discussion, and vote on motion to formally adopt the agenda.

Motion was made by Gary Juby and seconded by Michelle Brown to formally adopt the agenda.

Gary Juby – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

VOICES OF THE COMMUNITY

6. This section is for patrons requesting to address the Board of Education concerning specific items listed on the current meeting agenda. Public comment will not be taken on issues relating to (1) pending litigation against Sperry Public Schools (SPS) or employees of SPS, (2) a pending grievance, (3) an employee complaint, (4) complaints against employees of SPS, (5) disciplinary action, suspension, and/or termination of an employee, or (6) disciplinary action and/or suspension of a student. A “Request to Address the Board of Education” form will be available from the Board Minutes Clerk prior to the scheduled start time of the board meeting. Request forms must be completed and submitted to the Board Minutes Clerk at least 15 minutes prior to the scheduled start time of the board meeting. Only individuals who have properly completed and submitted a request will be recognized during this section of Voices of The Community. Each speaker will be allocated up to three minutes with a maximum of 15 total minutes established for both Voices of The Community sections. The Board President may interrupt and/or terminate any presentation during public comment that does not conform to the procedures outlined under this section. The Board President reserves and retains the right to interrupt, terminate, or postpone public comment as necessary to effectuate the management of the public meeting.

There were no public comments.

SUPERINTENDENT/BOARD OF EDUCATION/REPORTS TO THE BOARD

7. Dr. Beagles presented to the Board of Education a monthly Superintendent/Board Report.
8. Dr. Beagles presented for discussion, possible motion, and vote on motion to approve or disapprove the *Return to Learn Plan* for the 2020-2021 fiscal year.

Motion was made by Gary Juby and seconded by Mechelle Beats to approve the *Return to Learn Plan* for the 2020-2021 fiscal year.

Gary Juby – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

9. Dr. Beagles presented the following proposed and revised policies and programs for discussion, possible motion, and vote on motion to approve or disapprove:
- A. *Advertising in District Media and at District Facilities,*
 - B. *Alcohol and Drug Testing for Bus Drivers,*
 - C. *Board Meetings Held via Videoconference or Teleconference,*
 - D. *Certified Employee Leave,*
 - E. *Chronic Absenteeism,*
 - F. *Compliance with Regulations Regarding the FMCSA Clearinghouse,*
 - G. *Compliance with State and Federal Laws Regarding Employee Leave and Payroll Procedures,*
 - H. *Criminal Records Searches,*
 - I. *Cybersecurity,*
 - J. *Early Retirement Incentive Program: Certified and Support Personnel,*
 - K. *Emergency Medical Services at District Athletic Events and Activities,*
 - L. *Emergency Preparedness and Management,*
 - M. *Leave Under the Families First Coronavirus Response Act,*
 - N. *Reading Sufficiency Act Testing and Procedures,*
 - O. *Service Animals,*
 - P. *Service of Legal Papers on School Grounds,*
 - Q. *Student Records,*
 - R. *Support Employees Rules for Conduct,*
 - S. *Telework During Extended School Closure,*
 - T. *Use of School Facilities, and*
 - U. *Virtual, Hybrid, and Distance Learning.*

Motion was made by Jeff Carter and seconded by Mechelle Beats to approve the above proposed and revised policies and programs.

Gary Juby – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

BUDGET AND FINANCE

- 10. Mrs. Susan Weatherman presented to the Board of Education the monthly financial reports.
- 11. Mrs. Misty Fisher presented to the Board of Education the monthly Treasurer's Report.
- 12. Mrs. Misty Fisher presented to the Board of Education the monthly Activity Fund Report.

CONSENT AGENDA

Approve or disapprove items 13 through 26. These items will be approved by one motion, unless the Board of Education desires to have a separate vote on any or all of these items.

13. Ratification of the Attendance Committee/Internal Activities Review Committee and committee members for the 2020-2021 fiscal year.
14. Ratification of the Teacher Residency Committee and committee members for the 2020-2021 fiscal year.
15. Ratification of the Curriculum Advisory Committee and committee members for the 2020-2021 fiscal year.
16. Renewal of the Gifted Education Plan for the 2020-2021 fiscal year.
17. Approval of a statutory waiver/deregulation application to the Oklahoma State Board of Education for a waiver to Title 70 OK Statute § 70-3-126 concerning staffing of media centers.
18. Renewal of contract with the Oklahoma Department of Career and Technology Education to provide funding for a secondary Career Tech program for the 2020-2021 fiscal year.
19. Renewal of contract with Edith Luster to provide psychological services for the 2020-2021 fiscal year.
20. Approval of the request from the Sperry Elementary Football Booster Club to use the practice field at the Intermediate campus and football stadium complex during pre-arranged times from August 11, 2020, through October 31, 2020.
21. Approval of Board of Education Minutes for July 13, 2020.
22. Ratification of warrants and encumbrance orders for the General Fund (54-102), Building Fund (32-37), Child Nutrition Fund (3), Bond Fund 31 (1 and 2), Bond Fund 34 (1 and 2), Bond Fund 38 (None), and Bond Fund 39 (None).
23. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 31 (None), Bond Fund 34 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
24. Ratification of General Fund Payroll (50,000-50,109), Child Nutrition Payroll (50,000-50,005), and Building Fund Payroll (None).
25. Approval of Certified Personnel-Employment, resignations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
26. Approval of Support Personnel-Employment, resignations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.

Motion was made by Gary Juby and seconded by Michelle Brown to approve items 13 through 26.

Gary Juby – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

STAFF SERVICES

27. None.

NEW BUSINESS

28. Consideration of any matter not known about or which could not have been reasonably foreseen prior to the time of preparation of the agenda for the regularly scheduled meeting.

There was no new business.

VOICES OF THE COMMUNITY

29. This section is for patrons requesting to be placed on the formal board agenda to address the Board of Education on issues affecting the District. Public comment will not be taken on issues relating to (1) pending litigation against Sperry Public Schools (SPS) or employees of SPS, (2) a pending grievance, (3) an employee complaint, (4) complaints against employees of SPS, (5) disciplinary action, suspension, and/or termination of an employee, or (6) disciplinary action and/or suspension of a student. A "Request to Address the Board of Education" form may be obtained by contacting the Board Minutes Clerk. Request forms must be completed and submitted to the Board Minutes Clerk at least five business days prior to the scheduled start time of the board meeting. The Superintendent and Board President shall determine whether the matter can and/or should be placed on the agenda of the ensuing or a subsequent board meeting. Only individuals who have properly completed and submitted a request will be recognized during this section of Voices of The Community. Each speaker will be allocated up to three minutes with a maximum of 15 total minutes established for both Voices of The Community sections. The Board President may interrupt and/or terminate any presentation during public comment that does not conform to the procedures outlined under this section. The Board President reserves and retains the right to interrupt, terminate, or postpone public comment as necessary to effectuate the management of the public meeting.

There were no public comments.

ADJOURNMENT

30. Adjournment.

Motion was made by Gary Juby and seconded by Mechelle Beats to adjourn at 6:45 P.M.

Gary Juby – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

Jeff Carter (Board President)

Misty Fisher (Minutes Clerk)

Budget Analysis

Options: Year: 2020-2021, Date Range: 7/1/2020 - 6/30/2021, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2020-2021						
Fund - 11 GEN FUND-FOR OP						
000 NON-CATEGORICAL EXP	8,895,515.00	5,899,154.41	1,042,335.83	4,856,818.58	2,996,360.59	66.32%
001 SITE ALLOCATIONS	0.00	29,318.90	29,124.00	194.90	-29,318.90	100.00%
010 BUS BARN	0.00	26,200.00	1,594.44	24,605.56	-26,200.00	100.00%
018 DAYCARE	0.00	23,880.67	5,959.87	17,920.80	-23,880.67	100.00%
077 CHEROKEE NATION PPE	0.00	10,000.00	0.00	10,000.00	-10,000.00	100.00%
090 MISC PAYROLL EXPENSE	0.00	6,306.14	6,306.14	0.00	-6,306.14	100.00%
094 RETURNING PERSONNEL	0.00	180,852.00	180,852.00	0.00	-180,852.00	100.00%
098 GATE DUTY -ATHLETICS	0.00	124.34	124.34	0.00	-124.34	100.00%
107 YEARLY EXPENSES	0.00	5,000.00	0.00	5,000.00	-5,000.00	100.00%
125 TECHNOLOGY EXPENSES	0.00	51,474.45	45,098.60	6,375.85	-51,474.45	100.00%
139 CERT SUB	0.00	80.78	80.78	0.00	-80.78	100.00%
149 NON CERT SUB	0.00	4,746.52	4,746.52	0.00	-4,746.52	100.00%
285 CHILD NUTRITION LOCAL	0.00	3,151.24	3,151.24	0.00	-3,151.24	100.00%
311 STF DEV-ADA	0.00	350.00	350.00	0.00	-350.00	100.00%
317 DRIVER ED	0.00	329.16	329.16	0.00	-329.16	100.00%
331 EDU. FLEX BENEFIT ALLOWANCE	0.00	8,644.04	1,742.75	6,901.29	-8,644.04	100.00%
332 SUPPORT FLEXIBLE BENEFIT	0.00	38,317.38	7,018.53	31,298.85	-38,317.38	100.00%
334 CER MED PD BY STATE	0.00	476,706.60	78,835.20	397,871.40	-476,706.60	100.00%
335 NC MED PD BY STATE	0.00	110,862.00	19,708.80	91,153.20	-110,862.00	100.00%
412 VOCATIONAL PROGRAMS	0.00	4,300.00	777.96	3,522.04	-4,300.00	100.00%
511 PART A, BASIC PROGRAM	0.00	172,926.32	29,792.19	143,134.13	-172,926.32	100.00%
541 PART A - PRIN. TEACHER TRAIN	0.00	28,249.45	4,689.52	23,559.93	-28,249.45	100.00%
561 PART A, INDIAN EDUCATION	0.00	78,669.70	13,111.59	65,558.11	-78,669.70	100.00%
587 PART B, SUBPART 2 RURAL AND LOW INCOME	0.00	16,775.44	3,983.24	12,792.20	-16,775.44	100.00%
615 SP. ED. PROF. DEV. - DISTRICT	0.00	4,546.00	279.00	4,267.00	-4,546.00	100.00%
617 SPEC ED CARES ACT	0.00	4,090.72	4,090.72	0.00	-4,090.72	100.00%
621 FLOW THRU, PL 108-446, IDEA PART B	0.00	201,128.25	22,653.88	178,474.37	-201,128.25	100.00%
788 CARES ACT CORONAVIRUS AID	0.00	109,374.12	52,918.92	56,455.20	-109,374.12	100.00%
Total Fund - 11 GEN FUND-FOR OP	\$8,895,515.00	\$7,495,558.63	\$1,559,655.22	\$5,935,903.41	\$1,399,956.37	84.26 %
Total 2020-2021	\$8,895,515.00	\$7,495,558.63	\$1,559,655.22	\$5,935,903.41	\$1,399,956.37	84.26 %
Report Total	\$8,895,515.00	\$7,495,558.63	\$1,559,655.22	\$5,935,903.41	\$1,399,956.37	84.26 %

Encumbrance Register

Options: Year: 2020-2021, Date Range: 8/1/2020 - 8/31/2020, PO Range: 103 - 114, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	103	08/03/2020	18385	KIDCARPET.COM	INSTRUCTIONAL RUG	199.99
					INSTRUCTIONAL RUG - COUNTING OWLS WITH ABCS	
			000-1000-600-100-1050-000-105		08/03/2020	199.99
11	104	08/03/2020	19780	PLASTIC ENGINEERING	CLEAR ACRYLIC SNEEZE GUARDS	224.20
					FOUR CLEAR ACRYLIC SNEEZE GUARDS FOR CONCESSION STANDS	
			788-2670-616-000-0000-000-705		08/03/2020	224.20
11	105	08/03/2020	20125	CROSS OIL CO. INC.	FUEL	5,741.34
					FUEL - DIESEL AND UNLEADED	
			000-2720-623-000-0000-000-105		08/03/2020	1,669.92
			000-2720-623-000-0000-000-505		08/03/2020	1,669.92
			000-2720-623-000-0000-000-705		08/03/2020	1,669.91
			000-2720-625-000-0000-000-105		08/03/2020	243.87
			000-2720-625-000-0000-000-505		08/03/2020	243.86
			000-2720-625-000-0000-000-705		08/03/2020	243.86
11	106	08/10/2020	2109	TULSA WORLD	JOB POSTING	671.50
					JOB POSTING	
			000-2571-540-000-0000-000-050		08/10/2020	671.50
11	107	08/10/2020	262	CCOSA, INC.	ONLINE CONFERENCE REGISTRATION	75.00
					ONLINE CONFERENCE REGISTRATION - TLE RECERTIFICATION TRAINING FOR RANDY SHAW	
			000-2573-860-277-0000-000-705		08/10/2020	75.00
11	108	08/10/2020	195	OFFICE DEPOT, INC.	MOTOROLA TWO-WAY RADIOS	212.97
					MOTOROLA TALKABOUT T402 TWO-WAY RADIOS	
			788-2670-530-000-0000-000-105		08/10/2020	212.97
11	109	08/14/2020	20420	CUTTER CHEMICAL INC	DISINFECTING SUPPLIES	9,407.99
					RYOBI PORTABLE FOGGING UNIT AND ALCOHOL BASED DISINFECTING WIPES	
			788-2620-616-000-0000-000-105		08/14/2020	4,609.92
			788-2620-616-000-0000-000-505		08/14/2020	2,352.00
			788-2620-616-000-0000-000-705		08/14/2020	2,446.07
11	110	08/19/2020	810	OSSBA	ONLINE WORKSHOP REGISTRATIONS	180.00
					ONLINE BOARD MEMBER WORKSHOP REGISTRATIONS	
			000-2319-860-000-0000-000-050		08/19/2020	180.00
11	111	08/19/2020	20426	LAVENDAR BLEU - LITERACY MARKET	CLEAR MASKS	900.00
					CLEAR MASKS FOR SPECIAL ED PERSONNEL	
			615-2574-616-000-0000-000-105		08/19/2020	750.00
			615-2574-616-000-0000-000-505		08/19/2020	75.00
			615-2574-616-000-0000-000-705		08/19/2020	75.00
11	112	08/19/2020	6229	POSITIVE PROMOTIONS, INC.	FACE MASKS	11,631.95
					YOUTH FACE MASKS	
			077-2670-616-000-0000-000-105		08/19/2020	4,900.00
			077-2670-616-000-0000-000-505		08/19/2020	2,500.00
			077-2670-616-000-0000-000-705		08/19/2020	2,600.00
			788-2670-616-000-0000-000-105		08/19/2020	799.66
			788-2670-616-000-0000-000-505		08/19/2020	407.99
			788-2670-616-000-0000-000-705		08/19/2020	424.30
11	113	08/26/2020	1968	BARNES & NOBLE	BOOKS	111.95
					BOOKS	
			541-2213-641-000-0000-000-105		08/26/2020	54.86
			541-2213-641-000-0000-000-505		08/26/2020	27.99
			541-2213-641-000-0000-000-705		08/26/2020	29.10
11	114	08/26/2020	324	NASCO	PERIODIC TABLE POSTER	194.90
					PERIODIC TABLE WALL POSTER	
			001-1000-619-100-5051-000-705		08/26/2020	194.90

Budget Analysis

Options: Year: 2020-2021, Date Range: 7/1/2020 - 6/30/2021, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2020-2021						
Fund - 21 Building						
000 NON-CATEGORICAL EXP	392,170.00	238,624.05	43,525.07	195,098.98	153,545.95	60.85%
Total Fund - 21 Building	\$392,170.00	\$238,624.05	\$43,525.07	\$195,098.98	\$153,545.95	60.85 %
Total 2020-2021	\$392,170.00	\$238,624.05	\$43,525.07	\$195,098.98	\$153,545.95	60.85 %
Report Total	\$392,170.00	\$238,624.05	\$43,525.07	\$195,098.98	\$153,545.95	60.85 %

Sperry Public Schools

Encumbrance Register

Options: Year: 2020-2021, Date Range: 8/1/2020 - 8/31/2020, PO Range: 38 - 41, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	38	08/27/2020	20410	SOUTHERN MATERIAL HANDLING CO LLC	FORKLIFT PURCHASE	17,050.00
				PURCHASE ONE 2016 TOYOTA 8FGU25-74613 FORKLIFT	08/27/2020	17,050.00
21	39	08/31/2020	20428	SMITH FARM AND GARDEN	PURCHASE TRIMMER	331.00
				ECQSRM-2620T 25.4 PRO-TORQUE TRIMMER	08/31/2020	331.00
21	40	08/31/2020	17437	MIKES CLEAN SWEEP	BLANKET	500.00
				BLANKET FOR CARPET CLEANING	08/31/2020	500.00
21	41	08/31/2020	18109	ATT	BLANKET	900.00
				BLANKET FOR DRAINAGE SYSTEM ALARM DIALER PHONE LINE	08/31/2020	900.00

Non-Payroll Total:	\$18,781.00
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$18,781.00

Sperry Public Schools**Budget Analysis****Options:** Year: 2020-2021, Date Range: 7/1/2020 - 6/30/2021, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2020-2021						
Fund - 31 BOND FUND 31						
106 INSTRUCTIONAL RESOURCES	265,878.57	40,074.32	0.00	40,074.32	225,804.25	15.07%
120 TECHNOLOGY	297,185.17	4,381.00	0.00	4,381.00	292,804.17	1.47%
Total Fund - 31 BOND FUND 31	\$563,063.74	\$44,455.32	\$0.00	\$44,455.32	\$518,608.42	7.90 %
Total 2020-2021	\$563,063.74	\$44,455.32	\$0.00	\$44,455.32	\$518,608.42	7.90 %
Report Total	\$563,063.74	\$44,455.32	\$0.00	\$44,455.32	\$518,608.42	7.90 %

Sperry Public Schools

Budget Analysis

Options: Year: 2020-2021, Date Range: 7/1/2020 - 6/30/2021, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2020-2021						
Fund - 34 BOND FUND 34						
100 HVAC PROJECTS	50,000.00	2,840.00	2,840.00	0.00	47,160.00	5.68%
106 INSTRUCTIONAL RESOURCES	140,000.00	0.00	0.00	0.00	140,000.00	0.00%
120 TECHNOLOGY	90,960.00	0.00	0.00	0.00	90,960.00	0.00%
161 LEASE PURCHASE 2	485,000.00	446,919.06	446,919.06	0.00	38,080.94	92.15%
170 BOND EXPENSES	14,040.00	16,193.02	10,196.02	5,997.00	-2,153.02	115.33%
Total Fund - 34 BOND FUND 34	\$780,000.00	\$465,952.08	\$459,955.08	\$5,997.00	\$314,047.92	59.74 %
Total 2020-2021	\$780,000.00	\$465,952.08	\$459,955.08	\$5,997.00	\$314,047.92	59.74 %
Report Total	\$780,000.00	\$465,952.08	\$459,955.08	\$5,997.00	\$314,047.92	59.74 %

Sperry Public Schools**Encumbrance Register****Options:** Year: 2020-2021, Date Range: 8/1/2020 - 8/31/2020, PO Range: 3 - 4, Fund Codes: 34

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
34	3	08/03/2020	18170	DAVCO	HVAC REPLACEMENT	5,997.00
				HVAC REPLACEMENT ELEMENTARY	08/03/2020	5,997.00
				COMPUTER LAB		
34	4	08/20/2020	17318	UMB BANK N.A.	ANNUAL LEASE PAYMENT - WIRE	446,919.06
					TRANSFERRED	
				LEASE PURCHASE PAYMENT - WIRE	08/20/2020	446,919.06
				TRANSFERRED 8/17/2020 DUE		
				8/20/2020		

Non-Payroll Total:	\$452,916.06
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$452,916.06

Change Order Listing

Options: Fund: GEN FUND-FOR OP, Year: 2020-2021, ReferenceDate: PO Date, Date Range: 8/10/2020 - 8/31/2020, PO Range: 0 - 102, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
58	07/02/2020	80003	OSSBA	CONFERENCE REGISTRATIONS	-1,950.00
				CONFERENCE REGISTRATIONS	
		000-2319-860-000-0000-000-050		07/02/2020 08/11/2020	-1,625.00
		000-2321-860-000-0000-000-050		07/02/2020 08/11/2020	-325.00
66	07/02/2020	262	CCOSA, INC.	ONLINE CONFERENCE REGISTRATIONS	-75.00
				ONLINE CONFERENCE REGISTRATIONS FOR ALL PRINCIPALS	
		000-2573-860-000-0000-000-705		07/02/2020 08/24/2020	-75.00
83	07/08/2020	1886	BER	PROFESSIONAL DEVELOPMENT SEMINAR	20.00
				DISTANCE LEARNING - STRENGTHENING YOUR ONLINE INSTRUCTION - 1ST GRADE	
		788-2213-860-114-0000-000-105		07/08/2020 08/21/2020	-1,036.00
		788-2213-860-114-0000-000-105		08/21/2020	1,056.00
87	07/20/2020	195	OFFICE DEPOT, INC.	FACE MASKS/THERMOMETERS	-0.09
				FACE MASKS/THERMOMETERS	
		788-2132-616-000-0000-000-705		07/20/2020 08/21/2020	-0.09
95	07/23/2020	6229	POSITIVE PROMOTIONS, INC.	FLOOR DECALS	-68.38
				SOCIAL DISTANCING FLOOR DECALS	
		788-2620-600-000-0000-000-705		07/23/2020 08/24/2020	-68.38
97	07/23/2020	195	OFFICE DEPOT, INC.	FOLDING TABLES	-1,999.75
				REALSPACE MOLDED PLASTIC TOP FOLDING TABLE WITH HANDLES	
		788-3140-650-000-0000-000-105		07/23/2020 08/21/2020	-1,999.75

Non-Payroll Total: (\$4,073.22)

Payroll Total: \$0.00

Report Total: (\$4,073.22)

Project Totals

000	NON-CATEGORICAL EXP	-2,025.00
788	CARES ACT CORONAVIRUS AID	-2,048.22

Unit Totals

050	DISTRICT WIDE	-1,950.00
105	1-3 ELEMENTARY	-1,979.75
705	HIGH SCHOOL	-143.47

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50000	WHITNEY A FICKLIN	303.00	773.50	20098	50-DISTRICT WIDE
50001	JOSEPH D TAYLOR	323.00	753.50	19099	50-DISTRICT WIDE
50002	SUSAN A WEATHERMAN	319.11	757.39	1331	50-DISTRICT WIDE
50003	MISTY D FISHER	323.00	753.50	19673	50-DISTRICT WIDE
50015	KAREN K WRIGHT	243.01	833.49	20103	105-ELEMENTARY SCHOOL
50018	AARIK L ORNDORFF	297.00	779.50	20288	50-DISTRICT WIDE
50019	STEPHANIE DRISKILL	265.82	810.68	20018	105-ELEMENTARY SCHOOL
50020	PAULA A HOLLAND	153.00	923.50	5104	105-ELEMENTARY SCHOOL
50021	JOWANNA PULLIAM	310.61	765.89	19484	105-ELEMENTARY SCHOOL
50022	JAMIE D READY	323.00	753.50	5741	105-ELEMENTARY SCHOOL
50023	JULIE A SUTHERLAND	247.00	829.50	19819	105-ELEMENTARY SCHOOL
50024	AMY L TAYLOR	221.43	855.07	19955	105-ELEMENTARY SCHOOL
50025	MARGIE A TEEL	311.58	764.92	19947	105-ELEMENTARY SCHOOL
50026	SHASTA D CARMACK	264.81	811.69	19954	705-HIGH SCHOOL
50027	TRACEY JUBY	278.24	798.26	17593	705-HIGH SCHOOL
50028	CARRIE S BRUMMETT	253.00	823.50	19244	505-MIDDLE SCHOOL
50029	JODY WAUNICE ANTLE	313.90	762.60	5239	505-MIDDLE SCHOOL
50030	DEBORAH D MARTIN	183.82	892.68	1718	505-MIDDLE SCHOOL
50031	SUSAN L WILLIAMS	200.24	876.26	19210	505-MIDDLE SCHOOL
50032	TONIA C HARVEY	253.00	823.50	17576	105-ELEMENTARY SCHOOL
50033	PAMULA S SCOTT	223.00	853.50	5719	105-ELEMENTARY SCHOOL
50034	HAZEL I THULIN	314.76	761.74	18648	105-ELEMENTARY SCHOOL
50035	LESLIE W CARTER	323.00	753.50	19374	50-DISTRICT WIDE
50036	RAYMOND H GERARD	323.00	753.50	5694	50-DISTRICT WIDE
50037	SHIRLEY LEE	303.00	773.50	19835	50-DISTRICT WIDE
50038	REBEKAH L PERIGO	323.00	753.50	19929	50-DISTRICT WIDE
50040	TIFFANY ASHER	258.28	818.22	19583	105-ELEMENTARY SCHOOL
50041	JAMES W TURNER	189.00	887.50	19803	50-DISTRICT WIDE
50110	MARY LOU MACARIO	230.33	846.17	1797	50-DISTRICT WIDE
50111	KIMBERLY A FOSTER	153.83	922.67	19502	50-DISTRICT WIDE
50112	JENNIFER R MILLER	230.33	846.17	20116	105-ELEMENTARY SCHOOL
50113	JANET L HARPER	153.83	922.67	17905	50-DISTRICT WIDE
50114	KAROL P AKIN	191.50	885.00	19305	50-DISTRICT WIDE
50115	STACIE L SISK	230.33	846.17	19973	50-DISTRICT WIDE
Total Fund		8,834.76	27,766.24		
Total		\$8,834.76	\$27,766.24		

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50006	RICHARD D AKIN JR	787.87	1,365.13	1036	105-ELEMENTARY SCHOOL
50007	TRACI R TAYLOR	611.14	1,541.86	1416	105-ELEMENTARY SCHOOL
50009	BRENT A CORE	863.37	1,289.63	18456	50-DISTRICT WIDE
50010	MIKE H JUBY	661.14	1,491.86	1653	505-MIDDLE SCHOOL
50011	CHRISTOPHER RANDY SHAW	646.00	1,507.00	19647	705-HIGH SCHOOL
50013	SAUNDRA J PATTERSON	696.00	1,457.00	144	105-ELEMENTARY SCHOOL
50014	KAITLIN E STUCKEY	780.27	1,372.73	20164	105-ELEMENTARY SCHOOL
50042	MELODY F ANDERSON	846.00	1,307.00	19485	505-MIDDLE SCHOOL
50043	MARK DUNCAN BAZE	646.00	1,507.00	20284	505-MIDDLE SCHOOL
50044	OLIVIA D BIZZELL	646.00	1,507.00	80087	505-MIDDLE SCHOOL
50045	MELISSA D BROWN	617.27	1,535.73	19925	505-MIDDLE SCHOOL
50046	DANELL L BUSSEY	754.55	1,398.45	20092	505-MIDDLE SCHOOL
50047	LAURA DAUGHERTY	596.00	1,557.00	17455	505-MIDDLE SCHOOL
50048	JOHN EDGAR	646.00	1,507.00	80033	505-MIDDLE SCHOOL
50049	LAUREN EMERY	777.23	1,375.77	19077	505-MIDDLE SCHOOL
50050	MARLA J JOHNSON	846.00	1,307.00	18878	505-MIDDLE SCHOOL
50051	CHIARA M KESTER	793.17	1,359.83	19130	505-MIDDLE SCHOOL
50052	KRISTIN S KUYKENDALL	646.00	1,507.00	20094	505-MIDDLE SCHOOL
50053	SHERRY L PATTON	716.51	1,436.49	18486	505-MIDDLE SCHOOL
50054	NATALIE D SAYRE	571.00	1,582.00	16990	505-MIDDLE SCHOOL
50055	DANNA SMART	823.59	1,329.41	17461	505-MIDDLE SCHOOL
50056	BRAD J TILLMAN	846.00	1,307.00	16262	505-MIDDLE SCHOOL
50057	TRACEY L AKIN	646.00	1,507.00	17828	705-HIGH SCHOOL
50058	JACKIE J BARNETT	520.00	1,633.00	609	705-HIGH SCHOOL
50059	KEVIN T BROWN	633.69	1,519.31	19945	705-HIGH SCHOOL
50060	ELIZABETH P BRYANT	596.00	1,557.00	16345	705-HIGH SCHOOL
50062	JEFFERY W HEFNER	845.39	1,307.61	20285	705-HIGH SCHOOL
50063	KENI K KENNEDY	646.00	1,507.00	16258	705-HIGH SCHOOL
50064	JOHN A KING	644.98	1,508.02	17379	705-HIGH SCHOOL
50065	DANIEL E LANDSAW	646.00	1,507.00	19278	705-HIGH SCHOOL
50066	MICHAEL ORCUTT	646.00	1,507.00	19659	705-HIGH SCHOOL
50068	DONALD SEAWRIGHT	626.00	1,527.00	18126	705-HIGH SCHOOL
50069	JARED W SMITH	646.00	1,507.00	19921	705-HIGH SCHOOL
50071	MAKAYLA M WEST	846.00	1,307.00	19928	705-HIGH SCHOOL
50072	TONY WINEFIELD	846.00	1,307.00	18124	705-HIGH SCHOOL
50073	AMY L WOLF	646.00	1,507.00	17453	705-HIGH SCHOOL
50074	DENTON WOLF	646.00	1,507.00	19102	705-HIGH SCHOOL
50075	CONNIE J ALSABROOK	818.30	1,334.70	16918	105-ELEMENTARY SCHOOL
50076	AUDRA L BRIGGS	444.74	1,708.26	80103	105-ELEMENTARY SCHOOL
50077	TINA J. CRASE	766.77	1,386.23	5528	105-ELEMENTARY SCHOOL
50078	CARA L CREECH	807.04	1,345.96	5676	105-ELEMENTARY SCHOOL
50079	STACIE D DEBOER	646.00	1,507.00	80113	105-ELEMENTARY SCHOOL
50080	HEATHER M DRISKILL	646.00	1,507.00	19071	105-ELEMENTARY SCHOOL
50082	RHONDA ESTEP	637.34	1,515.66	19073	105-ELEMENTARY SCHOOL
50083	COLE FANCHER	846.00	1,307.00	18880	105-ELEMENTARY SCHOOL
50084	TRACY FANCHER	646.00	1,507.00	16942	105-ELEMENTARY SCHOOL
50085	VICKI M GARRETT	646.00	1,507.00	80053	105-ELEMENTARY SCHOOL
50087	LACIE DAWN HENDRIX	725.38	1,427.62	18130	105-ELEMENTARY SCHOOL
50088	KRISTY M HUTTON	673.76	1,479.24	19926	105-ELEMENTARY SCHOOL

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
50089	MELISSA JO KING	646.00	1,507.00	9634	105-ELEMENTARY SCHOOL
50090	DIANE L KRUMM	646.00	1,507.00	19657	105-ELEMENTARY SCHOOL
50091	TRACY E MCGUIRE	646.00	1,507.00	1639	105-ELEMENTARY SCHOOL
50092	CHRISTINA L NEECE	521.00	1,632.00	17865	105-ELEMENTARY SCHOOL
50093	SHANNON NELSON	785.97	1,367.03	20095	105-ELEMENTARY SCHOOL
50094	ROBERT W PARK	746.21	1,406.79	142	105-ELEMENTARY SCHOOL
50095	CHELSEA PARKS	606.00	1,547.00	18978	105-ELEMENTARY SCHOOL
50096	ANGIE MARIE REIMER	646.00	1,507.00	16259	105-ELEMENTARY SCHOOL
50097	KATHLEEN F REINS	834.54	1,318.46	16589	105-ELEMENTARY SCHOOL
50098	MARTHA A RICKMAN	646.00	1,507.00	5350	105-ELEMENTARY SCHOOL
50099	LAUREN A ROBERTS	646.00	1,507.00	20097	105-ELEMENTARY SCHOOL
50100	ALEXANDRIA S SMART	756.52	1,396.48	19275	105-ELEMENTARY SCHOOL
50101	LEAH A SZABO	646.00	1,507.00	5923	105-ELEMENTARY SCHOOL
50102	AMY J THROWER	646.00	1,507.00	18873	105-ELEMENTARY SCHOOL
50103	TERRI L WADE	646.00	1,507.00	18876	105-ELEMENTARY SCHOOL
50104	AMIE WHITE	621.00	1,532.00	80097	105-ELEMENTARY SCHOOL
50105	DAWN W WILLIAMS	646.00	1,507.00	19276	105-ELEMENTARY SCHOOL
50106	SONYA JOBE	646.00	1,507.00	9625	106-106
Total Fund		46,177.74	98,073.26		
Total		\$46,177.74	\$98,073.26		

Sperry Public Schools

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50006	RICHARD D AKIN JR	318.36	739.84	1036	105-ELEMENTARY SCHOOL
50010	MIKE H JUBY	217.10	524.61	1653	505-MIDDdle SCHOOL
50011	CHRISTOPHER RANDY SHAW	274.78	639.17	19647	705-HIGH SCHOOL
50018	AARIK L ORNDORFF	21.54	61.62	20288	50-DISTRICT WIDE
50028	CARRIE S BRUMMETT	8.12	26.41	19244	505-MIDDdle SCHOOL
50029	JODY WAUNICE ANTLE	10.72	30.59	5239	505-MIDDdle SCHOOL
50044	OLIVIA D BIZZELL	11.52	41.77	80087	505-MIDDdle SCHOOL
50045	MELISSA D BROWN	33.53	109.11	19925	505-MIDDdle SCHOOL
50046	DANELL L BUSSEY	99.36	233.28	20092	505-MIDDdle SCHOOL
50047	LAURA DAUGHERTY	75.32	320.84	17455	505-MIDDdle SCHOOL
50049	LAUREN EMERY	375.90	754.43	19077	505-MIDDdle SCHOOL
50050	MARLA J JOHNSON	42.30	65.35	18878	505-MIDDdle SCHOOL
50058	JACKIE J BARNETT	86.75	242.41	609	705-HIGH SCHOOL
50060	ELIZABETH P BRYANT	7.22	21.30	16345	705-HIGH SCHOOL
50062	JEFFERY W HEFNER	295.49	458.06	20285	705-HIGH SCHOOL
50068	DONALD SEAWRIGHT	13.66	40.17	18126	705-HIGH SCHOOL
50072	TONY WINEFIELD	157.38	242.00	18124	705-HIGH SCHOOL
50077	TINA J. CRASE	22.30	85.35	5528	105-ELEMENTARY SCHOOL
50083	COLE FANCHER	116.75	179.82	18880	105-ELEMENTARY SCHOOL
50088	KRISTY M HUTTON	47.74	144.42	19926	105-ELEMENTARY SCHOOL
50091	TRACY E MCGUIRE	48.96	112.52	1639	105-ELEMENTARY SCHOOL
50095	CHELSEA PARKS	521.76	1,350.28	18978	105-ELEMENTARY SCHOOL
50101	LEAH A SZABO	334.82	780.43	5923	105-ELEMENTARY SCHOOL
50108	MICHAEL E MCNEAL	41.32	249.34	12	50-DISTRICT WIDE
50109	DEBRA J BURCH	10.10	60.95	220	705-HIGH SCHOOL
50118	BRIAN FOSHEE	1,099.78	1,797.08	20424	50-DISTRICT WIDE
50119	BREAWNA MARIE DOLLAR	26.30	158.85	20000	
50120	BRITTANEY GENTRY	256.85	1,245.25	20049	
50121	PAMELA MORRISON	19.90	120.11	20301	
50122	KRISTY D NICHOLS	97.84	590.62	20300	
50123	ASPEN REED	29.86	180.16	20043	
50124	RHONDA F WADE	41.22	248.80	185	
50125	SHARAY M JENNINGS	19.90	120.11	20303	705-HIGH SCHOOL
50126	TONYA D LAUGHLIN	35.54	214.48	20145	105-ELEMENTARY SCHOOL
50127	JIMMIE D. KENNEDY-TAYLOR	11.48	69.30	131	105-ELEMENTARY SCHOOL
50128	MICHAEL G ORCUTT	110.16	664.92	19825	50-DISTRICT WIDE
50129	CHRISTOPHER CONNOR SHAW	11.94	72.03	20271	50-DISTRICT WIDE
50130	DONNIE W BUTLER	217.32	1,290.64	20345	105-ELEMENTARY SCHOOL
50131	TAYLOR HARVEY	31.26	188.75	19048	
Total Fund		5,202.15	14,475.17		
Total		\$5,202.15	\$14,475.17		

Sperry Public Schools**Process Payroll****Options:**

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 22					
50000	JENNIFER R MILLER	13.94	36.88	20116	105-ELEMENTARY SCHOOL
50001	KAROL P AKIN	10.69	30.53	19305	50-DISTRICT WIDE
50002	JANET L HARPER	4.18	25.23	17905	50-DISTRICT WIDE
50003	STACIE L SISK	10.13	21.94	19973	50-DISTRICT WIDE
50004	KIMBERLY A FOSTER	6.48	21.11	19502	50-DISTRICT WIDE
50005	MARY LOU MACARIO	4.62	27.93	1797	50-DISTRICT WIDE
50006	CATHA CLARK	32.64	197.03	20431	105-ELEMENTARY SCHOOL
50007	STEPHANIE M BOOTH	63.14	381.15	20432	105-ELEMENTARY SCHOOL
50008	SHELLY DAWN ROUTEN	24.76	149.47	20423	46-46
50009	ELVIRA RODRIGUEZ	101.38	611.95	19671	50-DISTRICT WIDE
Total Fund		271.96	1,503.22		
Total		\$271.96	\$1,503.22		

PERSONNEL REPORT

September 14, 2020

CERTIFIED PERSONNEL REPORT

EMPLOYMENT

FIRST-YEAR TEMPORARY CONTRACTS FOR 2020-2021

(Positions/duties subject to assignment by the Superintendent.)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Elizabeth Teehee	Teacher	August 1, 2020

FIRST-YEAR TEMPORARY CONTRACTS FOR 2019-2020 TO

SECOND-YEAR TEMPORARY CONTRACTS FOR 2020-2021

(Positions/duties subject to assignment by the Superintendent.)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
None		

EXTRA DUTY ASSIGNMENTS/STIPENDS FOR 2020-2021

<u>Name</u>	<u>Extra-duty Assignments</u>	<u>Contract Amount</u>
Tracey Akin	Alternative Education	\$5,707.00
Jackie Barnett	Alternative Education	\$7,369.00
Lauren Emery	Alternative Education	\$4,946.00
Danna Smart	Alternative Education	\$6,837.00
Jared Smith	Alternative Education	\$6,016.00
Laura Daugherty	Special Education Case Management	\$4,000.00
Keni Kennedy	Transportation Logistics Assistant	\$1,500.00

CHANGE OF STATUS

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Present Contract</u>	<u>Proposed Contract</u>	<u>Effective Date</u>
None					

LEAVES OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective Date</u>
None			

RESIGNATIONS/RETIREMENTS

Name
None

Position

Effective Date

RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

Name
None

Position

Effective Date

PERSONNEL REPORT

September 14, 2020

SUPPORT PERSONNEL REPORT

EMPLOYMENT

<u>Name</u>	<u>Position</u>	<u>Contract Hourly/ Yearly Amount</u>	<u>Effective Date</u>
Brian Foshee	Transportation Manager	\$46,872.00	September 1, 2020

CHANGE OF STATUS

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Present Contract</u>	<u>Proposed Contract</u>	<u>Effective Date</u>
None					

LEAVES OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective Date</u>
Sandra Wood	Custodian	FMLA	August 4, 2020 - October 20, 2020

ADJUNCT/SUPPORT EMPLOYEE VOLUNTEER COACHING CONTRACTS FOR 2020-2021

<u>Name</u>	<u>Assignment</u>	<u>Contract Amount</u>
None		

RESIGNATIONS/RETIREMENTS

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Eugene McNeal	Transportation	August 10, 2020

RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS


<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
None		

Sperry Schools

SPERRY PUBLIC SCHOOLS
400 W. MAIN STREET
SPERRY, OK 74073

Dr. Brian Beagles, Superintendent
(918) 288-7213
Fax (918) 288-7067

September 8, 2020

Mr. Eugene McNeal


RE: Acceptance of Resignation

Dear Mr. McNeal:

The purpose of this letter is to inform you that I have accepted your resignation which was effective on August 10, 2020. According to Board of Education policy, "A resignation may not be withdrawn after it has been accepted by the superintendent and will be considered irrevocable from that date."

Please contact me if you have any questions regarding this matter.

Respectfully,



Brian Beagles, Ed.D.
Superintendent of Schools