

INDEPENDENT SCHOOL DISTRICT NO. I-008  
SPERRY PUBLIC SCHOOLS  
REGULAR BOARD MEETING AGENDA  
HIGH SCHOOL COMMONS  
August 11, 2025  
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 11, 2025, 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.

## **BUDGET AND FINANCE**

8. Monthly financial reports. No action required. *Mrs. Misty Fisher*  
9. Monthly Treasurer's Report. No action required. *Ms. Kristen Cox*  
10. Monthly Activity Fund Report. No action required. *Ms. Kristen Cox*

## **CONSENT AGENDA**

Approve or disapprove items 11 through 25. 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.

11. Renewal of Memorandum of Understanding with CREOKS Mental Health Services, Inc. to provide behavioral health services for the 2025-2026 fiscal year.
12. Ratification of contract with NEO Assessments and More to provide psycho-educational services for the 2025-2026 fiscal year.
13. Ratification of the Superintendent's recommendation to use the ACT as the College and Career Readiness Assessment for 11<sup>th</sup> grade students in the areas of English Language Arts, Writing, Reading, Mathematics, and Science Reasoning for the 2025-2026 fiscal year.
14. Ratification of the 2025-2026 instructional calendar that includes a minimum of 1,086 school hours in compliance with House Bill 1087.
15. Renewal of the Comprehensive District Academic Plan (CDAP) and the District's Elementary Title I Targeted Assistance Plan for the 2025-2026 fiscal year.
16. Renewal of contract with the Oklahoma Department of Career and Technology Education to provide funding for a secondary Career Tech program for the 2025-2026 fiscal year.
17. Motion, discussion, and vote on motion to approve or disapprove the following proposed and revised policies:
  - A. *Abuse, Neglect, Exploitation and Trafficking: Reporting and Investigation,*
  - B. *Artificial Intelligence,*
  - C. *Certified Employee Leave,*
  - D. *Criminal Records Searches,*
  - E. *Discrimination, Harassment, and Retaliation,*
  - F. *Flag Protocol,*
  - G. *Including Students with Disabilities in Assessments,*
  - H. *Length of The School Year,*
  - I. *Open Records,*
  - J. *Personal Wireless Devices and Electronic Accounts,*
  - K. *Pregnant Workers Fairness Act,*
  - L. *School Board Meetings,*
  - M. *Strong Readers Act,*
  - N. *Student Behavior,*
  - O. *Student Transfers,*

*P. Support Personnel Leave, and*

*Q. Suspension, Dismissal, and Nonreemployment of Teachers.*

18. Authorization of adjunct teacher status for Ms. Holly Engel to teach English Language Arts at Sperry Middle School for the 2025-2026 fiscal year as permitted by the Oklahoma State Department of Education.
19. Ratification of the teacher induction committee for Ms. Holly Engel for the 2025-2026 fiscal year.
20. Approval of Board of Education Minutes for July 14, 2025.
21. Ratification of checks and encumbrance orders for the General Fund (63-103), Building Fund (56 and 57), Child Nutrition Fund (8), Bond Fund 34 (None), Bond Fund 36 (None), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
22. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 34 (None), Bond Fund 36 (None), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
23. Ratification of General Fund Payroll (50,000-50,121) and Child Nutrition Payroll (50,000-50,008).
24. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
25. Approval of Support Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.

## **STAFF SERVICES**

26. None.

## **NEW BUSINESS**

27. 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**

28. 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.

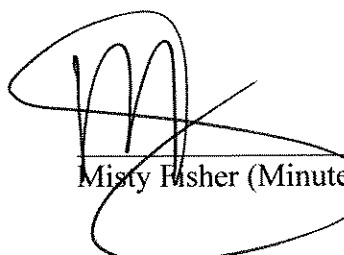
## ADJOURNMENT

### 29. Adjournment.

POSTING LOCATION: I, the undersigned 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, August 11, 2025, regular meeting of the Board of Education was posted in prominent view in the front entrance of the Administration Building by:

DATE: 8/08/25 TIME: 3:00 AM/PM.

(School Seal)

  
Misty Fisher (Minutes Clerk)

**SPERRY PUBLIC SCHOOLS**

**July 31, 2025**

		<b>BALANCE</b>	<b>O/S CHECKS</b>	<b>FUND EQUITY</b>
<b>GENERAL FUND - 11</b>	CHECKING	\$3,121,293.09	\$2,228.65	\$3,119,064.44
	CD'S	\$300,000.00		\$300,000.00
<b>BUILDING FUND - 21</b>	CHECKING	\$813,602.55	\$30,684.00	\$782,918.55
<b>CHILD NUTRITION - 22</b>	CHECKING	\$138,765.99	\$21.90	\$138,744.09
<b>BOND FUND - 34</b>	CHECKING	\$49,279.07	\$0.00	\$49,279.07
<b>BOND FUND - 35</b>	CHECKING	\$0.00	\$0.00	\$0.00
<b>BOND FUND - 36</b>	CHECKING	\$113,500.57	\$0.00	\$113,500.57
<b>BOND FUND - 37</b>	CHECKING	\$271,517.91	\$0.00	\$271,517.91
<b>BOND FUND - 38</b>	CHECKING	\$396,413.14	\$0.00	\$396,413.14
<b>BOND FUND - 39</b>	CHECKING	\$1,600,000.00	\$0.00	\$1,600,000.00
<b>SINKING FUND - 41</b>	CHECKING	<u>\$618,306.25</u>	<u>\$0.00</u>	<u>\$618,306.25</u>
 <b>OPERATING ACCOUNT</b>		 \$7,422,678.57	 \$32,934.55	 \$7,389,744.02
(INCLUDES (3) CD'S				
TOTALING \$300,000)				
 <b>TOTAL EQUITY</b>		 \$7,389,744.02		

## Sperry Public Schools

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 7/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
11 GEN FUND-FOR OP	\$0.00	\$3,537,290.80	\$0.00	\$3,537,290.80	N/A	\$3,537,290.80
21 BUILDING	\$0.00	\$798,418.98	\$0.00	\$798,418.98	N/A	\$798,418.98
22 CHILD NUTRITION	\$0.00	\$138,744.09	\$0.00	\$138,744.09	N/A	\$138,744.09
34 BOND FUND 34	\$0.00	\$49,279.07	\$0.00	\$49,279.07	N/A	\$49,279.07
36 BOND FUND 36	\$0.00	\$113,500.57	\$0.00	\$113,500.57	N/A	\$113,500.57
37 BOND FUND 37	\$0.00	\$271,517.91	\$0.00	\$271,517.91	N/A	\$271,517.91
38 BOND FUND 38	\$0.00	\$396,413.14	\$0.00	\$396,413.14	N/A	\$396,413.14
39 BOND FUND 39	\$0.00	\$1,600,000.00	\$0.00	\$1,600,000.00	N/A	\$1,600,000.00
41 SINKING	\$0.00	\$618,306.25	\$0.00	\$618,306.25	N/A	\$618,306.25
<b>Report Total</b>	<b>\$0.00</b>	<b>\$7,523,470.81</b>	<b>\$0.00</b>	<b>\$7,523,470.81</b>	<b>N/A</b>	<b>\$7,523,470.81</b>

# Sperry Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 7/2/2025 - 7/31/2025

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
800 ATHLETICS	\$73,126.39	\$0.00	\$0.00	\$2,040.00	\$71,086.39	\$0.00	\$71,086.39
801 FOOTBALL	\$3,906.41	\$0.00	\$0.00	\$0.00	\$3,906.41	\$0.00	\$3,906.41
802 BOYS BASKETBALL	\$131.97	\$0.00	\$0.00	\$0.00	\$131.97	\$0.00	\$131.97
803 GIRLS BASKETBALL	\$2,168.14	\$0.00	\$0.00	\$0.00	\$2,168.14	\$0.00	\$2,168.14
807 WRESTLING	\$27.56	\$0.00	\$0.00	\$0.00	\$27.56	\$0.00	\$27.56
808 GOLF	\$489.99	\$0.00	\$0.00	\$0.00	\$489.99	\$0.00	\$489.99
810 SOFTBALL BOOSTER CLUB	\$4,172.68	\$0.00	\$0.00	\$0.00	\$4,172.68	\$0.00	\$4,172.68
817 BASKETBALL BOOSTER CLUB	\$7,406.38	\$0.00	\$0.00	\$0.00	\$7,406.38	\$0.00	\$7,406.38
820 BASEBALL BOOSTER CLUB	\$13,454.47	\$0.00	\$0.00	\$0.00	\$13,454.47	\$0.00	\$13,454.47
900 CN CLEARING ACCOUNT	\$461.46	\$0.00	\$0.00	\$10.00	\$451.46	\$0.00	\$451.46
901 MISCELLANEOUS	\$2,569.52	\$1,250.00	\$0.00	\$105.63	\$3,713.89	\$0.00	\$3,713.89
902 FFA	\$14,592.69	\$182.00	\$0.00	\$0.00	\$14,774.69	\$0.00	\$14,774.69
903 SPECIAL OLYMPICS	\$7,166.13	\$0.00	\$0.00	\$0.00	\$7,166.13	\$0.00	\$7,166.13
904 YEARBOOK	\$2,712.44	\$0.00	\$0.00	\$0.00	\$2,712.44	\$0.00	\$2,712.44
905 BAND	\$865.73	\$400.00	\$0.00	\$0.00	\$1,265.73	\$0.00	\$1,265.73
906 H. S. CHEERLEADERS	\$2,562.95	\$0.00	\$0.00	\$0.00	\$2,562.95	\$0.00	\$2,562.95
907 HIGH SCHOOL ACCOUNT	\$1,215.45	\$0.00	\$0.00	\$194.00	\$1,021.45	\$0.00	\$1,021.45
908 INTEREST	\$2,314.70	\$133.77	\$0.00	\$0.00	\$2,448.47	\$0.00	\$2,448.47
910 BAND BOOSTER CLUB	\$1,802.11	\$0.00	\$0.00	\$0.00	\$1,802.11	\$0.00	\$1,802.11
911 ELEMENTARY	\$44,713.27	\$0.00	\$0.00	\$100.00	\$44,613.27	\$0.00	\$44,613.27
912 SHOOTING SPORTS	\$961.43	\$0.00	\$0.00	\$0.00	\$961.43	\$0.00	\$961.43
913 KEY CLUB	\$1,235.37	\$0.00	\$0.00	\$0.00	\$1,235.37	\$0.00	\$1,235.37
914 M. S. STUDENT COUNCIL	\$2,087.20	\$0.00	\$0.00	\$0.00	\$2,087.20	\$0.00	\$2,087.20
915 M. S. CHEERLEADERS	\$5,398.96	\$0.00	\$0.00	\$0.00	\$5,398.96	\$0.00	\$5,398.96
916 H.S. LIBRARY	\$95.08	\$0.00	\$0.00	\$0.00	\$95.08	\$0.00	\$95.08
917 CLEARING	\$0.00	\$225.00	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00
918 FFA BOOSTER CLUB	\$2,004.84	\$0.00	\$0.00	\$0.00	\$2,004.84	\$0.00	\$2,004.84
919 H.S. POM	\$1,619.56	\$846.95	\$0.00	\$0.00	\$2,466.51	\$0.00	\$2,466.51
921 MIDDLE SCHOOL ACCOUNT	\$2,389.73	\$0.00	\$0.00	\$0.00	\$2,389.73	\$0.00	\$2,389.73
922 FOOTBALL FAN CLUB	\$11,374.88	\$0.00	\$0.00	\$680.56	\$10,694.32	\$0.00	\$10,694.32
923 H.S. STUDENT COUNCIL	\$1,831.10	\$0.00	\$0.00	\$0.00	\$1,831.10	\$0.00	\$1,831.10
927 ATHLETIC CONCESSION	\$4,149.58	\$0.00	\$0.00	\$0.00	\$4,149.58	\$0.00	\$4,149.58
934 NATIONAL HONOR SOCIETY	\$495.96	\$0.00	\$0.00	\$0.00	\$495.96	\$0.00	\$495.96
936 ELEM. LIBRARY	\$3,959.63	\$0.00	\$0.00	\$0.00	\$3,959.63	\$0.00	\$3,959.63
938 ACADEMIC BOWL	\$4,680.27	\$0.00	\$0.00	\$0.00	\$4,680.27	\$0.00	\$4,680.27
939 AP ACCOUNT	\$350.11	\$0.00	\$0.00	\$0.00	\$350.11	\$0.00	\$350.11
944 1ST ROBOTICS	\$398.60	\$0.00	\$0.00	\$0.00	\$398.60	\$0.00	\$398.60
974 CLASS OF 2025	\$5,846.51	\$0.00	\$0.00	\$0.00	\$5,846.51	\$0.00	\$5,846.51
975 CLASS OF 2026	\$4,711.61	\$0.00	\$0.00	\$0.00	\$4,711.61	\$0.00	\$4,711.61
976 CLASS OF 2027	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00
977 CLASS OF 2028	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
<b>Total</b>	<b>\$239,850.86</b>	<b>\$3,037.72</b>	<b>\$0.00</b>	<b>\$3,130.19</b>	<b>\$239,758.39</b>	<b>\$0.00</b>	<b>\$239,758.39</b>

# **MEMORANDUM OF UNDERSTANDING**

*between*

**Sperry Public Schools of Tulsa County, Oklahoma  
and CREOKS Mental Health Services, Inc.**

This **MEMORANDUM OF UNDERSTANDING** is hereby made and entered into by and between **Sperry Public Schools of Tulsa County, Oklahoma**, hereinafter referred to as "the District", and **CREOKS Mental Health Services, Inc.**, hereinafter referred to as "**CREOKS**" for the **2025-2026** school year.

## **I. Purpose**

- a. The purpose of this agreement 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.
- b. CREOKS offers to provide behavioral health services under the terms and conditions of this Agreement.

## **II. Working Agreement**

- a. The parties agree as follows:

1. CREOKS shall provide a minimum of one provider to deliver behavioral health support services to students participating in the Program. Appropriate licensed and/or certified staff will be provided based on the individualized needs of the school system.
2. The PROVIDER will also possess all other qualifications necessary under state or federal law and regulations to support successful Medicaid billing by PROVIDER for the services they provide in the program.
3. The PROVIDER will implement behavioral health services consistent with the expectations of the District's Superintendent. The PROVIDER 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 Agreement.
  - b. At the request of the principal or District Superintendent, the PROVIDER shall participate in District meetings, such as child study team meetings, educational team staffing's, IEP meetings, parent conferences or other meetings as mutually agreed upon by both parties to the Agreement.
  - c. Orient, train and consult with professional and nonprofessional staff in treatment techniques that can be used in the classroom.
  - d. Provide monthly tracking reports and other reports to the District on a mutually agreeable schedule.
  - e. Provide in-service training for staff as mutually agreed upon by both parties to the Agreement: and
  - f. Perform other services as may be mutually agreed upon by both parties to the Agreement.
4. The participating school's designated faculty will make referrals into the program and work with on-site PROVIDER staff to help optimize program attendance.

- a. In the event that there are issues involving PROVIDER personnel and the issues are not resolved, PROVIDER will, upon written request by the District, review the concerns and take appropriate action.
- b. All wages, taxes, benefits and other employment-related expenses and duties associated with the PROVIDER are the sole responsibility of the PROVIDER.
- c. Services under this Agreement will extend for the duration of the school year. The PROVIDER will provide services at the assigned school site on the same schedule as the teachers. Services provided during the summer months or continuous learning schools' intersessions which are billable under this contract will be mutually agreed upon by both parties.
- d. The District agrees to provide adequate space, furniture, and other furnishings as mutually agreed upon by both parties to this Agreement for the implementation of the Program.
- e. PROVIDER will maintain all records, logs, and documentation, including progress notes prepared by the PROVIDER Employees concerning students in the Program in compliance with the Family Educational Rights and Privacy Act.
- f. PROVIDER shall act as the Medicaid Provider for all services provided under this Agreement and will promptly bill Medicaid for all services provided to District Students who are Medicaid eligible pursuant to the fee schedule set forth in Attachment A, which is the current Medicaid fee schedule for the services to be provided. PROVIDER will comply with the requirements of state and federal law and regulations is seeking Medicaid reimbursement for these services. PROVIDER is solely responsible for the proper billing of Medicaid-covered services under this Agreement.
- g. PROVIDER has no duty to disclose treatment information to the District, and all treatment provided is privileged and confidential pursuant to state and federal law and regulations.

### **III. Liability and Indemnification**

- a. PROVIDER 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 PROVIDER, its officers, agents, employees, or contractors. Also, as the Medicaid Provider under this Agreement, PROVIDER 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 PROVIDER, 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 Agreement.
  - 1. PROVIDER agrees that prior to entering this Agreement, PROVIDER 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 PROVIDER 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 personal injury or death. PROVIDER must add the District as an additional insured party on each policy for purposes of PROVIDER's performance of this Agreement and maintain the required insurance policies at all times while this Agreement is in effect. PROVIDER agrees that it will furnish the District with verification of the insurance policies required by this Agreement. If any of the required insurance policies is cancelled during the school year, PROVIDER must immediately notify the District.
  - 2. Further, PROVIDER affirms that its employees and any subcontractor who will be on District property and acting on behalf of PROVIDER in performance of this Agreement

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 PROVIDER but remain the property of the District and shall be annually inventoried by the District.
4. The PROVIDER 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 Memorandum in compliance with 70 O.S. §6-101.48. Specifically:
  1. CREOKS will not permit any person under its authority, whether employee or volunteer, from coming on to school premises for any activity covered by this Memorandum if that person is currently registered or required to register under the Oklahoma Sex Offenders Registration Act, or the Mary Rippey Violent Crime Offenders Registration Act; and
  2. CREOKS agrees that where work is to be performed by a company employee which would otherwise be performed by a school employee on a full-time or part-time basis, the company shall not permit any person(s) from performing work on school 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 Memorandum 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 Memorandum 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).
  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 Memorandum. 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, 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 Memorandum.

#### **VI. POINTS OF CONTACT**

Primary Contacts:

##### **Sperry Public Schools**

Sperry Public Schools  
400 West Main Street  
Sperry, OK 74073  
Phone: 918-288-7213  
ttaylor@sperry.k12.ok.us

##### **CREOKS Behavioral Health Services, Inc.**

**Brandi Smith**  
***Chief Clinical Officer/Clinical Director***  
CREOKS Behavioral Health  
4103 S Yale Ave Ste B  
Tulsa, OK 74135  
Office 918-382-7300  
Cell 918-884-1630  
[Brandi.Smith@creoks.org](mailto:Brandi.Smith@creoks.org)

#### **VII. GENERAL**

- a. CREOKS agrees that the activities it undertakes under this Memorandum are 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 Memorandum in no way restricts either party from participating in any activity with other public or private agencies, organizations, or individuals.
- d. Nothing in this Memorandum 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 Memorandum 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. 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 above Memorandum.

Witnessed:

**Sperry Public Schools**

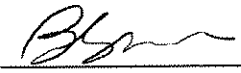
**CREOKS Behavioral Health Services, Inc.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Traci Taylor  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

  
\_\_\_\_\_

Signature

\_\_\_\_\_  
Brandi Smith  
Printed Name

\_\_\_\_\_  
Chief Clinical Officer  
Title

\_\_\_\_\_  
7/28/2025  
Date

**Contract to Secure and Provide  
Licensed Psychologist Services**

This Contract is by and between Sperry Public School, referred to in this contract as The District, and NEO Assessments and More. This contract is for the 2025-2026 school year. The services are more particularly described as:

- Evaluation and Screening;
- Consultation with Parents and Teachers;
- Observations;
- Psychological Related Services; and

The District gives authority to NEO Assessments and More to have access to information, confidential or otherwise, on any student involved in the provision of the above services. NEO Assessments and More agrees to document on State Department of Education FORM 1 (or other appropriate forms provided by The District) all access of any student's confidential records. NEO Assessments and More agrees to comply with all relevant federal and state confidentiality compliance requirements concerning student records.

NEO Assessments and More will report to the Special Education Coordinator, as requested. NEO Assessments and More assumes responsibility to sustain credentialing requirements to the State of Oklahoma. In performing services under this Contract, NEO Assessments and More agrees that she shall use diligent effort, skill, and judgment in rendering services in accordance with customary and recognized standards of professional practice and to comply with the applicable rules, regulations, policies, and procedures of The District, the Oklahoma State Department of Education, and other third party payers such as the United States Department of Education.

The District shall make available facilities it deems necessary for the appropriate delivery of the above described services by NEO Assessments and More. In the performance of the professional duties and obligations of NEO Assessments and More under this Contract, it is mutually understood and agreed that NEO Assessments and More shall be, and at all times is, acting and performing as an independent contractor with respect to The District. The District shall neither have nor exercise any control or direction over the methods by which NEO

**Contract to Secure and Provide  
Licensed Psychologist Services**

Assessments and More performs her duties and carries out her responsibilities hereunder. However, a mutually agreed upon schedule of service delivery shall be developed and approved by the Special Education Coordinator and NEO Assessments and More. The District shall, upon reasonable request by NEO Assessments and More, alter the schedule of service delivery, so long as such alteration does not substantially impair The District's ability to provide its students with legally required services.

NEO Assessments and More shall not be treated as an employee of The District for federal or state tax purposes or for any other purpose whatsoever. The District shall not, as a result of this Contract, withhold on behalf of NEO Assessments and More any sums, income tax, employment, social security, or any other withholding pursuant to any law or requirement of any governmental body or make available to NEO Assessments and More any of the compensation or benefits afforded to employees of The District. All such payments, withholdings, and benefits, if any, are the responsibility of NEO Assessments and More.

NEO Assessments and More agrees to indemnify and hold harmless The District, its agents, officers, directors, employees, and independent contractors from and against any and all claims, demands, losses, fees, causes of action, costs, damages, and expenses of any kind or nature whatsoever, including attorney's fees, that any person or entity shall claim against The District (or that The District may incur because of such claim) resulting from or arising out of or in connection with any conduct or action of, or failure to act by, NEO Assessments and More or breach by NEO Assessments and More of any provision of this Contract, violation of an law or regulation. To the extent permitted by law, The District agrees to indemnify and hold harmless NEO Assessments and More from and against any and all claims, demands, losses, fees, causes of action, costs, damages and expenses of any kind or nature whatsoever, including attorney's fees, that any person or entity shall claim against NEO Assessments and More (or that school may incur because of such claim) resulting from or arising out of or in connection with any conduct or action of, or failure to act by, The District or breach by The District of any provision of this Contract or the violation of any law or regulation.

**Contract to Secure and Provide  
Licensed Psychologist Services**

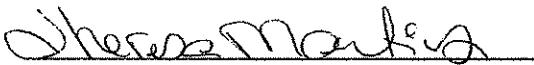
NEO Assessments and More' compensation shall be \$85 per hour for services performed under this Agreement. Services include conducting the assessments, scoring, interpretations, writing reports, inputting scores into EdPlan and explanations of results at MEEGS meetings.

NEO Assessments and More will maintain records of services provided and will submit a report of those services each month or other documentation as deemed necessary by The District.

No part of this Contract may be assigned by either party to any other party without prior written consent of The District and NEO Assessments and More.

This Contract constitutes the entire Contract of the parties and may be modified only upon the mutual written consent of The District and NEO Assessments and More. This Contract shall be interpreted, construed and governed according to the laws of the State of Oklahoma.

**Theresa Martins, NEO Assessments and More    SPERRY PUBLIC SCHOOLS**



Licensed/Certified School Psychologist

Date: 8/4/25

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_






# Sperry Schools

## 2025-2026

### School Calendar

July 30 & 31..... New Student Enrollment  
 Aug 6 & 7..... M.S. & H.S. Schedule Pickup  
 Aug 8, 11, & 12..... Professional Development  
 Aug 12..... Back to School Night-5:00-7:00  
 Aug 13..... First Day of School  
 Sept 1..... Labor Day  
 Sept 11 & 18..... Parent/Teacher Conferences  
 Oct 10..... End of 1st 9 Weeks  
 Oct 13..... Start 2nd 9 Weeks  
 Oct 16, 17, & 20..... Fall Break  
 Nov 24..... P/T Conference Exchange Day  
 Nov 25, 26, 27, & 28..... Thanksgiving Break  
 Dec 19..... End of 2nd 9 Weeks/1st Semester  
 Dec 22-Jan 1..... Winter Break  
 Jan 2..... P/T Conference Exchange Day  
 Jan 5..... Start of 3rd 9 Weeks/2nd Semester  
 Jan 19..... Martin Luther King Day  
 Feb 16..... Professional Development Day  
 Feb 5 & 12..... Parent/Teacher Conferences  
 March 6..... End of 3rd 9 Weeks  
 March 16-20..... Spring Break  
 April 3, 17, May 1 & 15..... Snow Days  
 May 21..... Tentative Last Day of School  
 May 22..... Professional Development Day  
 May 25..... Memorial Day

### Legend

-  School not in session
-  Beginning of Semester
-  End of 9 Weeks
-  P/T conferences 4:00-7:00 PM
-  Snow days

### CONTINGENCY CALENDAR

(For cancellations due to emergency and/or weather)

If school is cancelled	School will be in session on the following snow days
1 day	April 3
2 days	April 3 & 17
3 days	April 3, 17, & May 1
4 days	April 3, 17, May 1 & 15

First Semester 88

Second Semester 91

TOTAL 179

BOE Approved on  
8/11/2025

25	JULY							25
		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				
25	AUGUST							25
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
25	SEPTEMBER							25
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30						
25	OCTOBER							25
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31			
25	NOVEMBER							25
						1		
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30								
25	DECEMBER							25
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30	31					

26	JANUARY							26
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		
26	FEBRUARY							26
	1	2	3	4	5	6	7	
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
26	MARCH							26
	1	2	3	4	5	6	7	
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						
26	APRIL							26
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30				
26	MAY							26
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								
26	JUNE							26
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30						

## **Purpose**

The Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires that local educational agencies (LEAs) receiving Title I funds submit a plan to the state educational agency (SEA) addressing the requirements found in ESEA Section 1112. The Office of Title Services (OTS) at the Oklahoma State Department of Education (OSDE) has created the Comprehensive District Academic Plan (CDAP) template to assist LEAs in meeting federal planning requirements for academic instruction. The planning process is comprehensive and requires a broad, systematic overview of the LEA's goals supported with data. The CDAP expressed in this document is composed of four main sections -

- A. Information Page
- B. Consultation Process
- C. Assurances
- D. CDAP Requirements
  - Monitoring Student Progress
  - Equitable Distribution of Teachers
  - Poverty Criteria and Specialized Student Populations
  - Parent and Family Engagement
  - Effective Transitions of Students
  - Reducing Overuse of Disciplinary Practices
  - Coordination and Integration of Programs for Specialized Student Populations

## **Instructions**

The district must complete all sections of the CDAP to comply with the requirements in ESEA Section 1112. The CDAP will be uploaded as a part of the Consolidated Application on the Grants Management System (GMS) each year. ESEA Section 1112(a)(2) The CDAP must be reviewed annually and revised as necessary. ESEA Section 1112(a)(3)(A)

- Section A requests general information about the LEA.
- Section B requests information about the LEA's consultation process.
- Section C requests the LEA Superintendent provide an assurance the LEA will complete activities mandated in ESEA Section 1112(c).
- Section D requests the LEAs provide a response to the questions. The questions align with ESEA and are intended to allow the LEA to present broad strategies for addressing the requirements. Each response must include the following -
  - who is (position/role) responsible
  - who is (student group) served
  - does what (action steps)
  - why (goal)
  - when (timeline)
  - how
  - how often

### A. Information Page

The following tables must be completed, and the current district superintendent must sign in the space provided.

#### CDAP Submission Dates

Select the box on the left for the submission date. Enter the date the CDAP is uploaded to the Consolidated Application on GMS.

<input checked="" type="checkbox"/>	Initial CDAP – Due September 30, 2024	Date Submitted:	09/26/2024
<input checked="" type="checkbox"/>	*Reviewed CDAP – Due September 30, 2025	Date Submitted:	
<input type="checkbox"/>	*Reviewed CDAP – Due September 30, 2026	Date Submitted:	

\*The CDAP must be reviewed and submitted each year. Revision is only necessary for a CDAP with significant changes or whenever necessary.

#### District Information

District Name:	Sperry Public Schools
District Number:	I008
County Name:	Tulsa
County Number:	72

#### Alternate Authorized Contact for CDAP

Name:	Brent Core
Position:	Director of Instruction
Telephone Number:	918-288-7213 extension 115
Email Address:	bcore@sperry.k12.ok.us

*By signing in the space below, I agree to the assurances contained within this document and attest that the information is true, accurate, and complete to the best of my knowledge.*

District Superintendent Name (Print):	Brian Beagles
District Superintendent Signature:	

The current superintendent must sign the CDAP. Electronic signatures are acceptable. Signatures using a special font style script are not acceptable.

## B. Consultation Process

ESEA Section 1112(a)(1)(A) requires that LEAs receiving Title I funds create a plan that is developed with timely and meaningful consultation with the following stakeholder groups –

- teachers
- principals
- other school leaders
- parents
- paraprofessionals
- administrators
- specialized instructional support personnel
- other appropriate personnel

1. What method(s) of consultation did the LEA use?
<p>Federal programs team meets twice a year to review plans and activity and to recommend modifications.</p> <p>Back-to-School night and the annual Title I Parent meeting provide opportunities for parents and other stakeholders to voice concerns, ask questions, and learn more about the program and activities.</p> <p>Parent-Teacher Conferences held once each semester provide parents an opportunity for conversations about their child's progress and to voice concerns and questions about the program.</p>
2. What is the date for the most recent consultation?
August 11, 2025

### Consultation Team

Each stakeholder group listed in ESEA Section 1112(a)(1)(A) must be included.

First and Last Name of Stakeholder	Stakeholder Group
Brent Core	District Administrator
Mike Juby	Secondary Level Administrator
Jared Smith	Elementary Level Administrator
Audra Briggs	Title VI and ELL Representative
Dawn Williams	Title I Representative
Angie Reimer	Elementary Teacher
Phil Webb	Secondary Teacher
Tonia Harvey	Parent

**C. Assurances**

1. The LEA ensures that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. The LEA provides services to eligible children attending private elementary schools and secondary schools in accordance with private school officials regarding such services;
3. The LEA, if selected, participates in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. The LEA collaborates with the State or local child welfare agency to (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall-
  - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if –
    - (I.) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
    - (II.) the local educational agency agrees to pay for the cost of such transportation; or
    - (III.) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
6. The LEA ensures that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
7. The LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensures that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

#### **D. CDAP Requirements**

##### **Monitoring Student Progress**

1. How does the LEA monitor students' progress in meeting state academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students? ESEA Section 1112(b)(1)(A)

Instruction is based on a tiered system in which teachers differentiate instruction as part of their regular instructional practice. This promotes meeting the needs of all students with all instructional activities. Teachers monitor progress of students with both formative and summative assessments using formal and informal assessment methods, changing instructional practice based on recent assessment information. Among the assessments used are online programs purchased by the district, including Star Reading, Star Early Literacy, Star Math, IXL, Istation, and/or other programs which provide support for student learning and feedback for teachers to use to adjust and modify instruction.

District developed formative and summative assessments, including some benchmark assessments, are combined with various assessments that are part of the state adopted texts that are part of the district curriculum for each content area. All instruction, regardless of the tier of instruction or the differentiated level, is based on the district's objectives that are directly aligned to the most recent version of the Oklahoma Academic Standards. When feasible, formative and summative assessments are developed to mimic OSTP assessments in content, context, and cognitive ability expectations.

2. How does the LEA identify students who may be at risk for academic failure to meet the challenging state academic standards? ESEA Section 1112(b)(1)(B)

Site administrators, counselors, and the reading and mathematics intervention specialists work with regular classroom teachers to review previous years' OSTP data, classroom behavior, daily/weekly grades, formative classroom assessments, and work progress over weeks, and diagnostic assessment data from standardized online student learning and assessment programs to determine specific areas in need of improvement. This monitoring of potential academic failure is an on-going process allowing newly identified students to enter assistance programs and those no longer in need of direct supplemental support to leave the program with monitoring of subsequent academic activity.

3. How does the LEA provide for additional educational assistance to individual students that the local educational agency or school determines need help in meeting the challenging state academic standards? ESEA Section 1112(b)(1)(C)

Sperry Public School has implemented district-wide actions to strongly align the written, taught, and assessed curriculum of the district, with direct alignment to the Oklahoma Academic Standards. District staff give specific attention to the assessment specifications of the State assessed items when developing formative and summative assessments for district objectives. Instructional practices are based on a tiered system in which teachers differentiate instruction as part of their regular instructional practice. This promotes meeting the needs of all students with all instructional activities. Vertical teams composed of highly qualified, highly effective teachers from select core content areas and grade levels guide teacher groups in aligning the written curriculum and developing formative and summative assessments and activities aligned to the OAS and State Department

of Education assessment specifications in content, context, and cognitive levels. Support in implementing and expanding the use of differentiated instruction in all classrooms has been and continues to be an important element of the team's interactions with staff. The instructional coordinator oversees and supports the activities of the Vertical Team, and continues to research and review new instructional strategies to integrate into the district's growing list. All site and district processes for aligning district curriculum and focusing instruction to meet the needs of all students are part of on-going procedures supported by professional development activities and frequent review of classroom/site/district data.

4. How does the LEA identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?  
ESEA Section 1112(b)(1)(D)

Sperry Public School utilizes the Professional Development Committee, the Curriculum Advisory Committee, the Federal Programs Committee to identify needs of the schools and to develop the appropriate plans of action to improve the academic skills of students at all grade levels and content areas

**Equitable Distribution of Teachers**

5. Describe how the LEA will identify and address, as required under state plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. ESEA Section 1112(b)(2)

The district minimizes the number of low-income and minority students taught by ineffective, inexperienced, or out of field teachers through strategies of careful screening of applicants for all teaching positions, assigning teachers to areas for which they are highly

qualified and for which past instructional performance indicates effectiveness in instruction. The district attempts to minimize the number of low-income and minority students taught by ineffective, inexperienced, or out of field teachers in all core content areas, but when this cannot be avoided, strategies are in place to monitor the effectiveness of the instruction those students are receiving. The district does not currently have any teachers identified through the TLE evaluation system as being ineffective. The district has a low percentage of inexperienced teachers at each site, and when low-income and minority students are taught by inexperienced teachers, the inexperienced teachers are assigned instructional positions where their impact will be no greater on low-income and/or minority students than it is on other students; and Federal Program teachers monitor student progress and consult with the regular classroom teacher on a regular basis. The district strives to employ highly qualified teachers in the core content area classes, and whenever possible, Title I students are placed in the classrooms of highly qualified teachers with three or more years of teaching experience.

In the event a position must be filled with an inexperienced or non-highly qualified teacher, site administrators, counselors, and appropriate federal programs staff will review assignment of students to that teacher and will monitor the progress of qualifying students and provide appropriate support as necessary.

The past three years have been difficult for Sperry Elementary School as it has been for several districts in Oklahoma. The district was forced to utilize adjunct teachers rather than certified staff for one position since the 2022-2023 school year, and for two positions the following years in addition to certified staff who adjunct one or two sections of a subject outside of their certification, but within their

area of knowledge. This situation has reduced the number of experienced teachers at the site; however, site administration implemented collaborative strong grade-level team support and targeted professional development for inexperienced teachers. Site administrators and staff specializing in assistance to ELL students, Native American students, students with special needs, and students who qualify for any number of district title services assist adjunct teachers and monitor the academic progress of students in classes with adjunct teachers regularly.

- ☒ 6. An LEA with CSI or ATSI sites must serve school sites with Title I funds. Select the box to the left to confirm acknowledgement of this requirement. ESEA Section 1112(b)(3)

**Complete the chart below using information from the LEA personnel records, the Accreditation Application, and the most recent October low-income student count report.**

School Site Name	Grade Span	CSI and ATSI Status	Percentage of Low-Income Students Aged 5-17	Percentage of Minority Students Aged 5-17	Number of Experienced Teachers	Number of Inexperienced Teachers	Number of Ineffective Teachers	Number of Out-of-Field Teachers
Sperry Elementary	PK-5	NO	72	53	32	3	0	3
Sperry Middle School	6-8	NO	70	30	14	1	0	1
Sperry High School	9-12	NO	56	41	13	0	0	2
<ul style="list-style-type: none"> <li>Definition: An <i>experienced teacher</i> is considered a teacher in a public school who has been teaching more than a total of three complete school years.</li> <li>Definition: An <i>inexperienced (beginning) teacher</i> - The term "beginning teacher" means a teacher in a public school who has been teaching less than a total of the three complete school years.</li> <li>Definition: <i>Minority Students</i> are defined as students who are American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races.</li> <li>Definition: An <i>ineffective teacher</i> is defined by the LEA's method of teacher evaluation.</li> <li>Definition: An <i>out-of-field teacher</i> is defined as a teacher that is not certified in the subject area taught.</li> </ul>								

### Poverty Criteria and Specialized Student Populations

7. Describe the poverty criteria that will be used to select school attendance areas to be served with programs supported with federal funds. The percentage of children from low-income families in such areas must be at least as high as the percentage of low-income families served by the LEA as a whole. (*i.e.*, Title I, Part A) ESEA Section 1112(b)(4)

Sperry Public Schools has one elementary school, one middle school, and one high school. Each site receives some federal funds. The elementary school has the highest percentage of low-income families, the middle school the next highest, and the high school serves the fewest low-income families. The elementary receives the highest amount of federal program funds, the middle school the next highest amount, and the high school receives the least (served mainly through the federal programs of Special Education and Indian Education programs).

8. How does the LEA determine services and programmatic planning, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs? ESEA Section 1112(b)(5)

Sperry Public School district does not have a local institution for neglected and delinquent children, and there is no community day school program for neglected and delinquent children in the district.

9. How does the LEA determine a reservation for services and programmatic planning for homeless children and youths to support the enrollment, attendance, and success of homeless children and youths? If applicable, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301). ESEA Section 1112(b)(6)

Sperry Public Schools sets aside Title I A funds specifically for use by the homeless liaison to provide the student with basic personal hygienic supplies, various school supplies, and appropriate clothing throughout the seasons. The site counselor will work with the student

and any local agency assisting the student to eliminate and/or prevent barriers to the child's access to educational opportunities within the district. Federal law provides that homeless children and youth, individually or through a parent or guardian, may choose to attend the school in the area in which they are currently living. The district's residency officer will determine whether a student is a homeless child or youth for purposes of establishing residency and promptly advise the parent, guardian or person having legal custody of the child of the decision, both orally and in writing, if possible. If there is no such person, the residency officer will advise the student. The district will enroll each homeless student and permit his or her full participation in all school programs, whether or not the student is accompanied by a parent, guardian or person having custody of the child, and without proof of residence, current immunizations and traditional enrollment documentation, such as school records and medical/immunization records. The district's homeless liaison may assist the student and school in obtaining those items.

10. How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for English Learners and Immigrant students? ESEA Section 1112(c)(4)

When a student is identified as an English Learner, the district ELL coordinator works with site counselors and administration to determine what services may be needed to assist in the student's academic success. All students have a Home Language Survey on file, and this is used to help with initial placement, but the district ELL coordinator works with students who exhibit signs of language barrier issues in class to determine if they have need for services whether their Home Language Survey indicates such a need or not.

11. How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for migrant students? ESEA Section 1112(b)(6)

Although Sperry Public Schools does not currently have migrant students, the EL Coordinator, Special Education Coordinator, Homeless Liaison, and Federal Programs Director work with counselors and site administrators to identify a variety of potential needs of students, and if migrant students are identified at any site, the EL Coordinator and Federal Programs Director will work with the site counselor/administration to ensure scheduling provides for opportunities for appropriate services.

12. How does the LEA identify eligible students most in need of services in a targeted assistance school program in consultation with parents, administrators, paraprofessionals, and specialized instructional support? ESEA Section 1112(b)(9)

The district uses a variety of identification criteria as a means of determining which students may be at-risk for reading or math failure. Previous OSTP scores, classroom grades, classroom behavior and/or attitude towards the subject, teacher and/or parent concerns based upon observations, and an analysis of the computer-assisted instructional program, diagnostic data (when appropriate) are the most commonly utilized criteria to identify those students who may be at-risk for reading or math. For students having difficulty in reading and math, parent/teacher observations are combined with recent class work activity and grades compared to previous work, and an analysis of instructional program diagnostic data and comparison of recent data from district purchased online program resources to previous scores if available are the main criteria used to identify likely need for intervention.

#### **Parent and Family Engagement**

13. Describe the strategies the LEA will use to implement effective parent and family engagement including how the LEA determines the required reservation for parent and

family engagement (if the LEA receives an allocation of \$500,000 or more). ESEA Section 1112(b)(7) and ESEA Section 1116(a)(3)

The members of the Sperry Public Schools Federal Programs Team have tried different means of developing parent engagement including review of parent engagement practices of other schools, parent surveys during Back-to-School Night and the Title I Parent Meeting, and a review of student academic success following the implementation of various strategies.

14. Describe the LEA process to create an LEA Parent and Family Engagement Policy and School Parent and Family Engagement Policy(ies). ESEA Section 1112(b)(7) and ESEA Section 1116(a)(2) Does the LEA take advantage of the flexibility of using a combined LEA and School Parent and Family Engagement Policy offered in ESEA Section 1116(b)(3)?

Sperry Public Schools staff utilize multiple opportunities in order to consult with and gain advice from parents in the development of means of communication between district staff and parents. Back to School Night in early August, Fall Parent-Teacher Conferences, Spring Parent-Teacher Conferences, and Title I Parent Meeting are all used to solicit information to help guide the development and subsequent revisions of the district policy for Family Engagement. The Curriculum Advisory Committee and the Federal Programs Committee both have parent members whose ideas and needs are solicited multiple times a year at established committee meetings as well as throughout the year via less formal means such as emails, phone calls, and one-on-one discussions.

### **Effective Transitions for Students**

15. If applicable, describe how the LEA will support, coordinate, and integrate services to facilitate the transition of students from early childhood programs to the elementary school programs. ESEA Section 1112(b)(8)

Sperry Public Schools will support, coordinate, and integrate services and activities in the early childhood education program to effectively facilitate the transition of students from early childhood programs to the elementary school programs by: providing alignment of district's curriculum to state's Pre-K Standards; using formative and summative assessments as a tool to determine each child's progress; planning an individual parent/student meeting with the upcoming teacher; sharing assessment data with appropriate staff and parents; promoting family engagement in two-way communication, shared decision-making, and data-driven improvements.

16. If applicable, describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including –  
a. through coordination with institutions of higher education, employers, and other local partners; and  
b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.  
ESEA Section 1112(b)(10)

When applicable, Middle School federal programs teachers maintain ongoing contact with the regular classroom teachers of the content area in which they provide remediation. While the transition timeline for the middle school specifies May and August as the transitional periods, observations of student progress is directly communicated between the federal programs teacher and the regular classroom teacher concerning general progress, specific skill development, classroom participation, and general attitude and behavior throughout the year. The federal programs teachers analyze data from district purchased online resource activities and assessments, summative data from the classroom and OSTP data, and data from

formative assessments in the federal programs resource room. Additional discussions about transition readiness including student activities among peers, attitude about learning, and behavior in classroom are also part of the federal programs classroom discussions. Both the regular classroom teacher and the federal programs teacher consider personal observations, classroom/resource room data, and counselor input in making their recommendation.

Both the vocational technology opportunities and the concurrent enrollment opportunities are part of long ranged support by middle school and high school counselors to help students find areas of interest and skills that will lead them to college, careers, and preparations for being active, positive members of society. Counseling is provided throughout the years at middle school and high school as part of this preparation for, and final transition of, students to postsecondary education and life.

#### **Reducing Overuse of Disciplinary Practices**

17. How does the LEA support efforts to reduce the overuse of disciplinary practices that remove students from the classroom? How does the LEA identify, monitor, and support schools with high rates of disciplinary actions? ESEA Section 1112(b)(11)

Sperry Public Schools encourages teachers to provide effective classroom management in order to reduce discipline practices that remove students from the classroom. Administrators and select classroom teachers work together to research and review classroom management skills necessary and appropriate for Sperry School District, and then provide their findings to the general staff and develop procedures for maintaining a healthy educational classroom atmosphere. Among the strategies employed each site to minimize student removal from instructional settings as a discipline measure

are After School Detention (ASD), a two hour after-school setting which allows for work completion and the two hours taken away from the student after school reminds them of the choice they made; Saturday School which is much like ASD held on Saturday mornings from 8:00 AM to 11:00 AM during which time the student must work on classroom work; Before School/After School Campus Beautification, a 30-minute to 45-minute time before the start of the instructional day or just after the close of instruction that students who failed to show respect for the staff, studies, building, or campus work with district staff to help improve appearances and build respect for the learning environment. Each of these methods of discipline are options only after classroom management actions failed to improve student behavior. Teachers participate in committee meetings at least twice a year to discuss, review, and plan improved methods of maintaining effective classroom management.

**Coordination and Integration of Programs for Specialized Student Populations**

18. If determined appropriate by the LEA, how will the LEA support programs that coordinate and integrate –
- a. academic, career, and technical education content with instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state; and
  - b. work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit? ESEA Section 1112(b)(12)

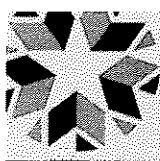
Sperry Public Schools partners with Tulsa Technology Center as a means to provide district students with a wide variety of academic, career, and technical education content that incorporates experiential learning opportunities and promotes skills attainment in a range of occupations in high demand in Oklahoma today. Some of the available vocational technology programs offer area-specific certifications.

The district provides work-based learning opportunities that provide students in-depth interaction with industry professionals in a variety of fields of study as part of its agreement with Tulsa Technology Center. Using technology currently in use in the field of study and instructed by professionals experienced in the field, these courses offer work-based opportunities for learning which the district would not be capable of providing on-campus. Students receive academic credit approved by the State Department of Education and the district school board. Sperry Schools reviews its agreement with Tulsa Technology Center each year, and reviews the alignment of instructional offerings with those of the district.

19. Describe any other programs or activities the LEA has identified as a need and uses funds to support, such as identification of gifted students or supporting effective school libraries. ESEA Section 1112(b)(13)

The district makes multiple efforts to identify gifted and talented students throughout the districts, grades Pre-Kindergarten through 12th grade. Teachers throughout elementary work with students to provide opportunities for students to exhibit giftedness and/or talent in a wide range of areas, and through careful analysis of student data from formative and summative assessments throughout the school year. Based on their observations and analysis of student achievement, classroom teachers recommend testing and/or other review of the student's giftedness and/or talent. Gifted and talented students in elementary, middle school, and high school can participate in academic teams that study, review, and quiz over a wide variety of subjects, skills, and areas of knowledge, providing students with giftedness in almost any area to find an opportunity to participate. At the secondary level, teachers make these same

observations and analysis, but additional opportunities for students to excel in areas of interest and/or skill are available through advanced course opportunities as part of the district's Advanced Placement program which begins in 6th grade. The Advanced Placement program is directly aligned with the skills and knowledge necessary for students to prepare for and obtain early credits in college-level courses.



The Title I, Part A Targeted Assistance Program Plan template was designed to ensure each school plan is fully developed according to the requirements in ESEA Section 1115. The Title I, Part A Targeted Assistance Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

1. In the space below, enter the school year (Example 2024-2025) the plan will be implemented.

2025-2026

2. In the space below, enter the date (month, date, year) the plan was last reviewed. The date should be within the current calendar year.

8/1/2025

3. In the table below, enter the requested information for the district.

District Information	
District Name:	Sperry Public Schools
District Number:	I008
County Name:	Tulsa
County Number:	72
Superintendent Name:	Dr. Brian Beagles
Email Address:	bbeagles@sperry.k12.ok.us

4. In the table below, enter the requested information for the school site.

School Information	
School Name:	Sperry Elementary
School Site Code:	105
Principal Name:	Traci Taylor
Email Address:	ttaylor@sperry.k12.ok.us
*School Poverty Rate:	68%

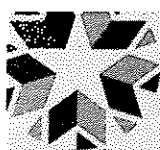
\*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

### Instructions

The template is composed of six sections. Each section has three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.

## 1. Parent and Family Engagement



☒ By checking this box, the school principal certifies that the school meets the requirements of Section 1116 of ESEA, 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. ESEA Section 1116(b-g)

**Expectations**

- 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.
- Parents and family members 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.
- 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.
- 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.

**Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.**

Invite parents to a back-to-school night. This event will provide an opportunity to meet teachers and gain information about school procedures and curriculum.

Invite parents and community to a Title I Targeted Assistance Program meeting to provide a program overview and services provided to those who qualify.

Maintain the school website to ensure parents and community members have access to relevant information including, but not limited to, the School Improvement Plan, the Title I Plan, and the School Report Card.

Provide frequent communication to parents via student agendas and classroom letters.

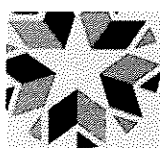
Utilize various communication methods such as classroom letter, Parent Messenger and email to notify parents of upcoming events and relevant information.

Conduct parent conferences twice a year to provide information to parents regarding each student's progress based on formative and summative assessments.

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

Involve parents to participate in a variety of committees.

**2. Student Identification**



☒ By checking this box, the school principal certifies that the students identified for targeted assistance belong to one of the populations described in ESEA Section 1115(c)(2) or students that are failing or most at risk of failing to meet the challenging state academic standards as identified on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school. ESEA Section 1115(c)(1)(B).

**Expectations**

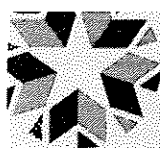
1. The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the state's standards.
2. The school targeted assistance plan was developed based on a comprehensive needs assessment taking into account data on student demographics, levels 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.
3. 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.
4. Students identified for targeted services represent populations most at risk of failure.
5. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1115(c)(2) of ESSA (economically disadvantaged students, migrant students, English learners, students with disabilities).
6. Examines student, teacher, school and community strengths and needs.
7. 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.
8. There is strong evidence 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 Targeted Assistance Plan.**

Teacher recommendation, classroom performance, student achievement scores from formative and summative district and classroom assessments, and state test scores are used to identify student eligibility. The assessment procedure is ongoing and eligibility may be determined at various times throughout the year.

Services are rendered to students who qualify 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. Numerous funding sources are utilized to remediate and optimize student success as early as possible.

Reading Sufficiency, class size reduction, Title VI, and Title I funds and services are used for early intervention. In addition, students are served without regard to sex, race, or national origin.



Sperry Elementary utilizes state assessments, Star assessments, and Literacy First assessments as diagnostic tools to determine eligibility and placement within the response to intervention tiers. Teachers use the information provided by these assessments to identify an individual's needs and to guide daily instruction. These assessments, as well as teacher-made tests, serve as benchmarks to measure student progress and guide adjustments that need to be made to daily instruction to ensure students are moving towards mastery of the state standards.

Sperry Schools participates in the state's Successful Readers Act plus the tests listed above to help ensure 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 and Amira 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).

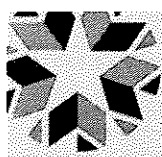
### **3. Targeted Assistance Plan Strategies**

☒ 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 the school will:

- such strategies will serve participating students identified as eligible children under ESEA Section 1115(c)(2), 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 afterschool programs, summer programs and opportunities, a tiered model to prevent and address behavior problems, and early intervening services, etc.

### **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 address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance (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 model 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.
7. Evidence-based strategies as defined in ESEA Section 8101(21).

**Addressing the above expectations, describe in the box below 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:

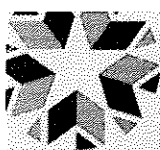
- Direct Instruction in basic reading skills using teaching methods endorsed by Literacy First, Star Early Literacy and Really great Reading.
- Individualized math and reading instruction using the computer based program Istation
- Instructional strategies from assigned readings including using graphic 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. Special emphasis is given to ensure that teachers are equipped with appropriate strategies to address instructional needs of all students, including special education, ELL, and Title I.

A summer reading academy will be available to Title I students who qualify as funding is available. Title I students will receive extended learning time in addition to regular classroom instruction by Title I instructors in a pullout program.

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 and department meetings to determine areas of strengths and weaknesses by subgroup and domain.

Professional development is provided on assessment programs, including but not limited to, STAR and Literacy First. This aids teachers in using the assessment data to meet the various needs of their students.



#### **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 targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging state academic standards. ESEA Section 1115(b)(2)(G)

#### **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.

**Addressing the above expectations, describe in the box below 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 post-secondary institutions.**

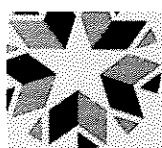
The following processes are in place to enable students to successfully transition among grade levels:

- Pre-Kindergarten and Kindergarten parents attend parent meetings at the beginning of the school year to meet the teacher and to be exposed to the learning environment as a way to smoothly transition into a successful school year. Assessments are given and expectations are discussed at this time.
- Kindergarten students tour the elementary building throughout the school year to provide a comfortable transition to the new building. Kindergarten teachers meet with parents at the end of the year to discuss first grade expectations and readiness for the next grade level.
- At the end of the year, third grade students are given a tour of the intermediate building and are provided an opportunity to meet their new teachers.
- Also at the end of the year, fifth grade students are given a tour of the middle school building and are provided an opportunity to meet their new teachers. Parents provide input on the selection of their child's elective classes at the end of fifth grade for the following year.
- All elementary teachers meet with the succeeding grade level teachers to discuss specific student concerns.
- Back to school night across all grade levels provides students and parents a chance to meet teachers and staff.

Administration has procedures in place to ensure a smooth enrollment process for new students. New students are introduced to their teachers before attending classes.

Staff members in core content areas meet throughout the year to align their curriculum vertically. Procedures are developed to create seamless academic transitions.

#### **5. Coordination and Integration**



☒ By checking this box, the school principal certifies that, if appropriate and applicable, the targeted assistance plan was developed in coordination and integration with other federal, state, and local services and programs, such as programs supported under ESEA, 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. ESEA Section 1115(b)(2)(F)

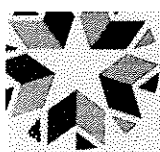
**Expectations**

1. Leverages sufficient resources (i.e., 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.

**Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I Targeted Assistance program.**

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount Available
Part A	To be Determined

In addition to the educational services offered to students in the 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, but not limited to, remediation services, gifted and talented services, special education services, English language learner services, 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 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.

ESEA Section 1115(b)(2)(G)(iii)

**Expectations**

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I plan includes regular analysis of multiple types of data (i.e., 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.

**Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and the results achieved by the targeted assistance program, using data from the state's annual assessments and other indicators of academic achievement to determine whether the targeted assistance program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the 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 Title I team, along with the classroom teacher, will meet periodically 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. Eligibility records, exit documentation, student achievement records and parent involvement information will be used to assist team members in the involvement and modification of the plan.

A federal programs committee meets annually to discuss updates to our program. Members include school administrators, Title I teachers, regular education teachers, and a parent representative.

**OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION  
CONTRACT FOR SECONDARY CAREER AND TECHNOLOGY EDUCATION PROGRAM(S) FOR SCHOOL YEAR 2025-2026**

It is understood and agreed that Oklahoma Career and Technology Education funds will be used to assist in the development and maintenance of a Career and Technology Education program that meets the standards, provisions, and requirements contained in the State Plan for Career and Technology Education, the CareerTech state rules and regulations, and policies pertaining to Career and Technology Education, state laws, and federal policies pertaining to Career and Technology Education. The aforementioned district will provide the funds necessary for quality programs and report such expenditures to the Oklahoma Department of Career and Technology Education (ODCTE). All

programs supported under this contract have been coordinated with other training agencies and institutions in the area.

It is also understood and agreed that necessary records shall be kept, and all reports required by the State Board shall be submitted to the appropriate area of ODCTE by the established due date. The **Salary and Teaching Schedule due September 30** is one of these reports and is considered a part of this contract in addition to **CESI Enrollment due October 31** and the **Follow-Up Reports due November 30**. Those programs delinquent in submitting accurate reports are subject to having reimbursement withheld or withdrawn by ODCTE.

The program(s) on the listed attachment shall have an established local advisory committee to assist in their development and/or direction.

The teacher(s) of the program(s) listed herein shall have a valid teaching certificate in the specific subject matter area. Other Career and Technology Education personnel involved in the delivery of the programs listed shall meet the minimum requirements for the duties and responsibilities for which funds are requested.

It is understood that program(s) provided for in this contract, as indicated on the list of programs included with this contract, and the Salary and Teaching Schedule, shall be operated for ten or twelve calendar months. Ag Education is a twelve (12) month program. All other CTE programs follow the school calendar. Should any program(s) not be operational for the entire period and led by a certified instructor(s) as indicated on this contract, it is understood that funding will be reduced proportionately.

Program assistance funds received from ODCTE shall be spent on CareerTech programs and will be coded to 412. Salary supplement received from ODCTE shall be coded to 411.

Furthermore, the aforementioned school district certifies that all such program(s) listed in this contract are open with respect to equal access to males and females and that disabled students who, under the direction of a planning committee apply for admission, are provided Career and Technology Education as specified in the Individual Education Plan (IEP) as appropriate.

This contract, once signed and completed, should be returned to [secondarycontracts@careertech.ok.gov](mailto:secondarycontracts@careertech.ok.gov) no later than **September 30**.

**Approved:**

\_\_\_\_\_  
Brent Haken, State Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sperry School System

\_\_\_\_\_  
District Name (please print)

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION  
NOTICE OF ALLOCATION  
OF STATE PROGRAM ASSISTANCE & SALARY SUPPLEMENTS FOR FY 26

SUPERINTENDENT  
SPERRY SCHOOL SYSTEM  
400 W MAIN ST  
SPERRY, OK, 740734122

TYPE OF AID	Project Code	Revenue Code	Amount
Program Assistance	412	3812	
1.00 AG EDUCATION			\$13,000.00
Summer Salary	411	3811	
1.00 AG EDUCATION			\$7,920.00
State Teacher Supplement	411	3811	
1.00 AG EDUCATION			\$2,600.00
Total:			\$23,520.00

NOTE: Please provide a copy of this report to your business manager, local director, person responsible for OCAS coding and school principal where these programs are located

Questions regarding this Notice of Allocation should be directed to Valerie McBane at 405-743-5458

I hereby certify that the above allocations are made in accordance with the Oklahoma School Code.

Danielle Kipp,  
Finance Manager  
Oklahoma Department of Career and Technology Education

7/22/2025 3:56 PM  
Date



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

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

**2025-2026**

**Sperry Middle School Teacher Induction Committee**

**Teacher Induction Committee for entry-level teacher: Holly Engel**

**Brent Core**

**District Administration Representative**

**Mike Juby**

**Middle School Administration Representative**

**Natalie Sayre**

**English Teacher Mentor Representative**

**John Edgar**

**Classroom Teacher Representative**

INDEPENDENT SCHOOL DISTRICT NO. I-008  
SPERRY PUBLIC SCHOOLS  
REGULAR BOARD MEETING MINUTES  
HIGH SCHOOL COMMONS

July 14, 2025  
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, July 14, 2025, 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.

April Bowman – here  
Mechelle Beats – absent  
Michelle Brown – here  
Johnny Holmes – absent  
Jeff Carter – here

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

Motion was made by April Bowman and seconded by Michelle Brown to approve the agenda as part of the minutes.

April Bowman – aye  
Michelle Brown – aye  
Jeff Carter – aye  
Motion carried – 3-0

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 April Bowman and seconded by Michelle Brown to formally adopt the agenda.

April Bowman – aye  
Michelle Brown – aye  
Jeff Carter – aye  
Motion carried – 3-0

## 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 to the Board of Education for motion, discussion, and vote on motion to approve or disapprove a resolution authorizing a one-time stipend for full-time certified and support employees.

Motion was made by Jeff Carter and seconded by April Bowman to approve a resolution authorizing a one-time stipend for full-time certified and support employees.

April Bowman – aye  
Michelle Brown – aye  
Jeff Carter – aye  
Motion carried – 3-0

## BUDGET AND FINANCE

9. Mrs. Misty Fisher presented to the Board of Education the monthly financial reports.  
10. Ms. Kristen Cox presented to the Board of Education the monthly Treasurer’s Report.

11. Ms. Kristen Cox presented to the Board of Education the monthly Activity Fund Report.

## CONSENT AGENDA

Approve or disapprove items 12 through 33. 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.

12. Ratification of the middle and high school teacher induction committees for the 2025-2026 fiscal year.
13. Ratification of the Curriculum Advisory Committee for the 2025-2026 fiscal year.
14. Approval of math and science courses completed by 11<sup>th</sup> and 12<sup>th</sup> grade Sperry students through the Tulsa Technology Center School District to count as high school credit toward meeting state graduation requirements.
15. Renewal of license with Renaissance to provide online instructional services for the 2025-2026 fiscal year.
16. Renewal of license with PowerSchool to provide SchoolMessenger for the 2025-2026 fiscal year.
17. Renewal of contract with BorderLAN Cyber Security to provide internet content filtering services for the 2025-2026 fiscal year.
18. Ratification of the certified, support, and miscellaneous pay salary schedules for the 2025-2026 fiscal year.
19. Ratify all contracts approved in the 2024-2025 fiscal year obligating the expenditure of 2025-2026 funds.
20. Ratification of quotes and service agreements with Agile Sports Technologies, Inc. dba Hudl to provide automated livestreaming, digital ticketing, and mobile concession services for the 2025-2026 fiscal year.
21. Renewal of the collaborative agreement with The Board of Regents of the University of Oklahoma, by and through University Outreach/College of Continuing Education's National Center for Disability Education and Training, for pre-employment transition services for students with disabilities for the 2025-2026 fiscal year.
22. Approval of the request from the Sperry Cheerleading Booster Club to use the cheer facility during pre-arranged times from July 15, 2025, through November 30, 2025.
23. Approval of the request from the Sperry Elementary Football Booster Club to use the practice field at the Intermediate Elementary Campus and football stadium complex during pre-arranged times from July 15, 2025, through November 30, 2025.
24. Ratification of the elementary and secondary student handbooks for the 2025-2026 fiscal year.
25. Authorization of the rate structure below for meals during the 2025-2026 school year.

Breakfast		
Description	Elementary	Secondary
Student Breakfast (Full Price)	\$0	\$2.25
Student Breakfast (Reduced Price)	\$0	\$0.30
Second Student Breakfast	\$2.65	\$2.65

Teacher, Staff, and Visitor Breakfast	\$2.65	\$2.65
Lunch		
Student Lunch (Full Price)	\$3.60	\$4.00
Student Lunch (Reduced Price)	\$0.40	\$0.40
Second Student Lunch	\$4.50	\$4.90
Teacher, Staff, and Visitor Lunch	\$5.20	\$5.20
Milk (½ pint)	\$0.75	\$0.75

26. Authorization of adjunct teacher status for Mr. Brad Crace to teach chemistry at Sperry High School, Mrs. Jennifer Brummett to teach physical education at Sperry High School and Sperry Middle School, and Mrs. Natalie Sayre to teach 7<sup>th</sup>/8<sup>th</sup> grade mathematics at Sperry Middle School for the 2025-2026 fiscal year as permitted by the Oklahoma State Department of Education.
27. Authorization of non-certified adjunct teacher status for Breanna Thomas to teach elementary education for the 2025-2026 fiscal year as permitted by the Oklahoma State Department of Education.
28. Approval of Board of Education Minutes for June 9, 2025, and June 23, 2025.
29. Ratification of checks and encumbrance orders for the General Fund (1-62), Building Fund (1-55), Child Nutrition Fund (1-7), Bond Fund 34 (None), Bond Fund 36 (None), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
30. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 34 (None), Bond Fund 36 (None), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
31. Ratification of General Fund Payroll (50,000-50,023) and Child Nutrition Payroll (None).
32. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
33. Approval of Support Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.

Motion was made by April Bowman and seconded by Michelle Brown to approve items 12 through 33.

April Bowman – aye  
Michelle Brown – aye  
Jeff Carter – aye  
Motion carried – 3-0

## STAFF SERVICES

34. None.

## NEW BUSINESS

35. 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

36. 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

37. Adjournment.

Motion was made by April Bowman and seconded by Michelle Brown to adjourn at 6:32 P.M.

April Bowman – aye  
Michelle Brown – aye  
Jeff Carter – aye  
Motion carried – 3-0

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Jeff Carter (Board President)

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Misty Fisher (Minutes Clerk)

## Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 11 GEN FUND-FOR OP						
000 NON-CATEGORICAL EXP	10,211,499.00	7,039,280.51	640,127.51	6,399,153.00	3,172,218.49	68.93%
001 SITE ALLOCATIONS	96,510.00	8,662.98	0.00	8,662.98	87,847.02	8.98%
010 BUS BARN	80,000.00	76,200.00	4,295.34	71,904.66	3,800.00	95.25%
090 MISC PAYROLL EXPENSE	120,000.00	9,549.74	9,549.74	0.00	110,450.26	7.96%
094 RETURNING PERSONNEL	195,000.00	166,354.50	166,354.50	0.00	28,645.50	85.31%
098 GATE DUTY -ATHLETICS	8,000.00	0.00	0.00	0.00	8,000.00	0.00%
107 YEARLY EXPENSES	450,000.00	354,253.00	349,253.00	5,000.00	95,747.00	78.72%
114 TEACHER OF THE YEAR	3,000.00	0.00	0.00	0.00	3,000.00	0.00%
125 TECHNOLOGY EXPENSES	70,000.00	40,499.75	0.00	40,499.75	29,500.25	57.86%
139 CERT SUB	30,000.00	0.00	0.00	0.00	30,000.00	0.00%
149 NON CERT SUB	80,000.00	0.00	0.00	0.00	80,000.00	0.00%
305 OK REGENTS AWARD	0.00	4,000.01	4,000.01	0.00	-4,000.01	100.00%
331 EDU. FLEX BENEFIT ALLOWANCE	0.00	10,944.47	1,045.65	9,898.82	-10,944.47	100.00%
332 SUPPORT FLEXIBLE BENEFIT	0.00	50,078.16	5,880.39	44,197.77	-50,078.16	100.00%
334 CER MED PD BY STATE	0.00	465,913.00	42,420.00	423,493.00	-465,913.00	100.00%
335 NC MED PD BY STATE	0.00	76,356.00	9,191.00	67,165.00	-76,356.00	100.00%
367 READING SUFFICIENCY ACT (RSA)	0.00	7,249.50	0.00	7,249.50	-7,249.50	100.00%
412 VOCATIONAL PROGRAMS	0.00	4,300.00	1,322.82	2,977.18	-4,300.00	100.00%
511 PART A, BASIC PROGRAM	0.00	248,274.90	20,689.59	227,585.31	-248,274.90	100.00%
541 PART A - PRIN. TEACHER TRAIN	0.00	3,216.85	268.08	2,948.77	-3,216.85	100.00%
561 PART A, INDIAN EDUCATION	0.00	90,669.01	7,555.76	83,113.25	-90,669.01	100.00%
621 FLOW THRU, PL 108-446, IDEA-B	0.00	236,878.25	19,739.87	217,138.38	-236,878.25	100.00%
<b>Total Fund - 11 GEN FUND-FOR OP</b>	<b>\$11,344,009.00</b>	<b>\$8,892,680.63</b>	<b>\$1,281,693.26</b>	<b>\$7,610,987.37</b>	<b>\$2,451,328.37</b>	<b>78.39 %</b>
<b>Total 2025-2026</b>	<b>\$11,344,009.00</b>	<b>\$8,892,680.63</b>	<b>\$1,281,693.26</b>	<b>\$7,610,987.37</b>	<b>\$2,451,328.37</b>	<b>78.39 %</b>
<b>Report Total</b>	<b>\$11,344,009.00</b>	<b>\$8,892,680.63</b>	<b>\$1,281,693.26</b>	<b>\$7,610,987.37</b>	<b>\$2,451,328.37</b>	<b>78.39 %</b>

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/2/2025 - 7/31/2025, PO Range: 63 - 103, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	63	07/02/2025	19066	OKTLE	2025-2026 MEMBERSHIP RENEWAL	3,041.50
				2025-2026 MEMBERSHIP RENEWAL		
			11-000-2213-810-000-0000-000-105		07/02/2025	1,490.34
			11-000-2213-810-000-0000-000-505		07/02/2025	760.38
			11-000-2213-810-000-0000-000-705		07/02/2025	790.78
11	64	07/02/2025	36	ORGANIZATION OF RURAL OKLA. SH	2025-2026 MEMBERSHIP RENEWAL	800.00
				2025-2026 MEMBERSHIP RENEWAL		
			11-000-2340-810-000-0000-000-050		07/02/2025	800.00
11	65	07/02/2025	20850	SYLOGIST ED, INC.	2025-2026 ANNUAL USAGE FEES	23,689.92
				2025-2026 ANNUAL USAGE FEES		
			11-000-2511-346-000-0000-000-050		07/02/2025	2,368.99
			11-000-2511-346-000-0000-000-105		07/02/2025	10,447.26
			11-000-2511-346-000-0000-000-505		07/02/2025	5,330.23
			11-000-2511-346-000-0000-000-705		07/02/2025	5,543.44
11	66	07/02/2025	262	CCOSA, INC.	2025-2026 AGREEMENT	1,800.00
				2025-2026 AGREEMENT		
			11-000-2317-310-000-0000-000-050		07/02/2025	1,800.00
11	67	07/02/2025	16925	CRW CONSULTING, LLC	2025-2026 E-RATE CONTRACT	2,750.00
				2025-2026 E-RATE CONTRACT		
			11-125-2580-530-000-0000-000-105		07/02/2025	1,347.50
			11-125-2580-530-000-0000-000-505		07/02/2025	687.50
			11-125-2580-530-000-0000-000-705		07/02/2025	715.00
11	68	07/02/2025	291	TULSA COUNTY ASSESSORS OFFICE	ANNUAL VISUAL INSPECTION	5,500.00
				ANNUAL VISUAL INSPECTION		
			11-000-2518-870-000-0000-000-050		07/02/2025	5,500.00
11	69	07/02/2025	5938	OSAGE COUNTY TREASURER	2025 REVALUATION COSTS	40,000.00
				2025 REVALUATION COSTS		
			11-000-2518-870-000-0000-000-050		07/02/2025	40,000.00
11	70	07/02/2025	6177	RENAISSANCE	SUBSCRIPTION RENEWAL	12,426.00
				SUBSCRIPTION RENEWAL		
			11-001-1000-653-100-1110-000-105		07/02/2025	3,609.50
			11-001-1000-653-100-4000-000-705		07/02/2025	1,567.00
			11-367-1000-653-427-1110-000-105		07/02/2025	7,249.50
11	71	07/07/2025	21020	RESPONSIVE LEARNING, LP	TLE RECERTIFICATION	90.00
				TLE RECERTIFICATION		
			11-000-2573-860-000-0000-000-705		07/07/2025	90.00
11	72	07/07/2025	1223	HOLMAN SEED FARMS	ATHLETIC FIELD DIRT	1,345.50
				ATHLETIC FIELD DIRT		
			11-000-2630-420-000-0000-000-505		07/07/2025	576.63
			11-000-2630-420-000-0000-000-705		07/07/2025	768.87
11	73	07/07/2025	80003	OSSBA	2026 MEMBERSHIP DUES	3,178.00
				2026 MEMBERSHIP DUES		
			11-000-2319-810-000-0000-000-050		07/07/2025	3,178.00
11	74	07/07/2025	80003	OSSBA	CONFERENCE REGISTRATION	2,700.00
				CONFERENCE REGISTRATION		
			11-000-2319-860-000-0000-000-050		07/07/2025	450.00
			11-000-2321-860-000-0000-000-050		07/07/2025	2,250.00
11	75	07/07/2025	1181	VARSITY SPIRIT FASHIONS	VARSITY POM UNIFORMS	3,547.90
				VARSITY POM UNIFORMS		
			11-000-1000-657-900-0000-000-705		07/07/2025	3,547.90
11	76	07/08/2025	20518	CENTRAL TECHNOLOGY CENTER	BUS DRIVER TRAINING	1,580.00
				BUS DRIVER TRAINING-T. MCHUGH		
			11-000-2573-359-000-0000-000-050		07/08/2025	1,580.00
11	77	07/10/2025	20454	AMAZON CAPITAL SERVICES, INC.	TEACHER SUPPLIES	130.97
				TEACHER SUPPLIES		
			11-001-1000-619-100-0000-000-705		07/10/2025	130.97
11	78	07/14/2025	810	OSSBA	BOARD MEMBER TRAINING	780.00
				BOARD MEMBER TRAINING		
			11-000-2319-860-000-0000-000-050		07/14/2025	780.00
11	79	07/15/2025	20454	AMAZON CAPITAL SERVICES, INC.	OFFICE FURNITURE	265.69
				OFFICE FURNITURE		
			11-001-1000-651-100-1050-000-105		07/15/2025	265.69
11	80	07/15/2025	21020	RESPONSIVE LEARNING, LP	TLE CERTIFICATION	150.00
				TLE CERTIFICATION		
			11-000-2573-860-000-0000-000-105		07/15/2025	150.00

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/2/2025 - 7/31/2025, PO Range: 63 - 103, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	81	07/15/2025	21020	RESPONSIVE LEARNING, LP	TLE RECERTIFICATION	180.00
					TLE RECERTIFICATION	
			11-000-2573-860-000-0000-000-105		07/15/2025	90.00
			11-000-2573-860-000-0000-000-505		07/15/2025	90.00
11	82	07/15/2025	19214	JOHN RUPE	HANDBOOKS	3,416.00
					HANDBOOKS	
			11-000-1000-550-100-1050-000-105		07/15/2025	1,673.84
			11-000-1000-550-100-1050-000-505		07/15/2025	854.00
			11-000-1000-550-100-1050-000-705		07/15/2025	888.16
11	83	07/15/2025	20214	BORDERLAN SECURITY	CONTENT FILTER LICENSE RENEWAL	12,320.00
					CONTENT FILTER LICENSE RENEWAL	
			11-125-2580-733-000-0000-000-050		07/15/2025	12,320.00
11	84	07/15/2025	18908	HUDL	FOCUS POINT HUDL CAMERA	2,000.00
					FOCUS POINT HUDL CAMERA	
			11-000-1000-681-100-0000-000-705		07/15/2025	2,000.00
11	85	07/17/2025	18964	ESGI, LLC	12-MONTH LICENSE	518.00
					12-MONTH LICENSE	
			11-001-1000-653-100-1024-000-105		07/17/2025	518.00
11	86	07/17/2025	19214	JOHN RUPE	POST CARDS	163.15
					POST CARDS	
			11-001-1000-550-100-1050-000-105		07/17/2025	163.15
11	87	07/17/2025	5299	L & M OFFICE	DESKTOP REPLACEMENT	1,213.06
					DESKTOP REPLACEMENT	
			11-000-2340-651-000-0000-000-050		07/17/2025	1,213.06
11	88	07/17/2025	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	35.67
					CLASSROOM SUPPLIES	
			11-001-1000-619-100-1050-000-105		07/17/2025	35.67
11	89	07/17/2025	18908	HUDL	HIGH SCHOOL ESSENTIAL HUDL PACKAGE	15,500.00
					HIGH SCHOOL ESSENTIAL HUDL PACKAGE	
			11-000-1000-681-100-0000-000-705		07/17/2025	15,500.00
11	90	07/17/2025	19660	FES	2025-2026 WEBSITE HOSTING RENEWAL	4,160.00
					2025-2026 WEBSITE HOSTING RENEWAL	
			11-125-2560-530-000-0000-000-105		07/17/2025	2,038.40
			11-125-2560-530-000-0000-000-505		07/17/2025	1,040.00
			11-125-2560-530-000-0000-000-705		07/17/2025	1,081.60
11	91	07/18/2025	80003	OSSBA	WORKSHOP REGISTRATIONS	300.00
					WORKSHOP REGISTRATIONS	
			11-000-2313-860-000-0000-000-050		07/18/2025	150.00
			11-000-2511-860-000-0000-000-050		07/18/2025	150.00
11	92	07/21/2025	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	169.68
					CLASSROOM SUPPLIES	
			11-001-1000-619-100-0000-000-705		07/21/2025	169.68
11	93	07/21/2025	20895	COOL SCHOOL FOLDERS COMPANY	CLASSROOM SUPPLIES	798.00
					CLASSROOM SUPPLIES	
			11-001-1000-619-100-1050-000-105		07/21/2025	798.00
11	94	07/21/2025	17594	COACHCOMM, LLC	ATHLETIC HEADSET	3,700.00
					ATHLETIC HEADSET	
			11-000-1000-681-800-0000-000-705		07/21/2025	3,700.00
11	95	07/21/2025	21025	WEBB COMMUNICATIONS	POINT TO POINT NETWORK CONNECTIONS	2,753.17
					POINT TO POINT NETWORK CONNECTIONS	
			11-125-2230-653-000-0000-000-705		07/21/2025	2,753.17
11	96	07/24/2025	20454	AMAZON CAPITAL SERVICES, INC.	ENCLOSED BULLETIN BOARDS	1,054.47
					ENCLOSED BULLETIN BOARDS	
			11-001-1000-651-100-1050-000-105		07/24/2025	1,054.47
11	97	07/24/2025	20068	TELECOMP HOLDINGS, INC.	MITEL SUPPORT RENEWAL	932.20
					MITEL SUPPORT RENEWAL	
			11-125-2580-530-000-0000-000-105		07/24/2025	456.70
			11-125-2580-530-000-0000-000-505		07/24/2025	233.05
			11-125-2580-530-000-0000-000-705		07/24/2025	242.45

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/2/2025 - 7/31/2025, PO Range: 63 - 103, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	98	07/30/2025	80003	OSSBA	WORKSHOP REGISTRATION	60.00
				WORKSHOP REGISTRATION	11-000-2313-860-000-0000-000-050	07/30/2025 60.00
11	99	07/30/2025	195	OFFICE DEPOT BUSINESS SOLUTIONS	CLASSROOM SUPPLIES	293.97
				CLASSROOM SUPPLIES	11-001-1000-619-239-0000-000-105	07/30/2025 293.97
11	100	07/30/2025	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	56.88
				CLASSROOM SUPPLIES	11-001-1000-619-100-0000-000-105	07/30/2025 56.88
11	101	07/31/2025	19069	OKLAHOMA ASBO	MEMBERSHIP RENEWAL	675.00
				MEMBERSHIP RENEWAL	11-000-2573-810-000-0000-000-050	07/31/2025 675.00
11	102	07/31/2025	20318	POWERSCHOOL GROUP LLC	2025-2026 SCHOOL MESSENGER RENEWAL	3,084.38
				2025-2026 SCHOOL MESSENGER RENEWAL	11-125-2560-530-000-0000-000-105	07/31/2025 1,511.35
					11-125-2560-530-000-0000-000-505	07/31/2025 771.10
					11-125-2560-530-000-0000-000-705	07/31/2025 801.93
11	103	07/31/2025	16557	MATT DICKERSON	CPR TRAINING	1,265.00
				CPR TRAINING	11-000-2213-320-000-0000-000-105	07/31/2025 619.85
					11-000-2213-320-000-0000-000-505	07/31/2025 316.25
					11-000-2213-320-000-0000-000-705	07/31/2025 328.90
Non-Payroll Total:						\$158,424.11
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$158,424.11

## Budget Analysis

**Options:** Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 21 BUILDING						
000 NON-CATEGORICAL EXP	979,792.00	460,507.00	40,495.43	420,011.57	519,285.00	47.00%
318 REDBUD SCHOOL FUND ACT	0.00	7,926.90	0.00	7,926.90	-7,926.90	100.00%
<b>Total Fund - 21 BUILDING</b>	<b>\$979,792.00</b>	<b>\$468,433.90</b>	<b>\$40,495.43</b>	<b>\$427,938.47</b>	<b>\$511,358.10</b>	<b>47.81 %</b>
<b>Total 2025-2026</b>	<b>\$979,792.00</b>	<b>\$468,433.90</b>	<b>\$40,495.43</b>	<b>\$427,938.47</b>	<b>\$511,358.10</b>	<b>47.81 %</b>
<b>Report Total</b>	<b>\$979,792.00</b>	<b>\$468,433.90</b>	<b>\$40,495.43</b>	<b>\$427,938.47</b>	<b>\$511,358.10</b>	<b>47.81 %</b>



## Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 22 CHILD NUTRITION						
000 NON-CATEGORICAL EXP	714,441.00	0.00	0.00	0.00	714,441.00	0.00%
332 SUPPORT FLEXIBLE BENEFIT	0.00	9,105.12	758.76	8,346.36	-9,105.12	100.00%
335 NC MED PD BY STATE	0.00	42,420.00	3,535.00	38,885.00	-42,420.00	100.00%
763 LUNCHES	0.00	311,728.21	0.00	311,728.21	-311,728.21	100.00%
764 BREAKFASTS	0.00	203,151.86	16,929.33	186,222.53	-203,151.86	100.00%
<b>Total Fund - 22 CHILD NUTRITION</b>	<b>\$714,441.00</b>	<b>\$566,405.19</b>	<b>\$21,223.09</b>	<b>\$545,182.10</b>	<b>\$148,035.81</b>	<b>79.28 %</b>
<b>Total 2025-2026</b>	<b>\$714,441.00</b>	<b>\$566,405.19</b>	<b>\$21,223.09</b>	<b>\$545,182.10</b>	<b>\$148,035.81</b>	<b>79.28 %</b>
<b>Report Total</b>	<b>\$714,441.00</b>	<b>\$566,405.19</b>	<b>\$21,223.09</b>	<b>\$545,182.10</b>	<b>\$148,035.81</b>	<b>79.28 %</b>

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/2/2025 - 7/31/2025, PO Range: 8 - 8, Fund(s): CHILD NUTRITION

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	8	07/02/2025	20599	EDWARD DON & COMPANY	CAFETERIA SMALL WARES	6,503.21
CAFETERIA SMALL WARES			22-763-3120-651-700-0000-000-105		07/02/2025	3,186.57
			22-763-3120-651-700-0000-000-505		07/02/2025	1,625.80
			22-763-3120-651-700-0000-000-705		07/02/2025	1,690.84
Non-Payroll Total:						\$6,503.21
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$6,503.21

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/1/2025, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50000	07/01/2025	20980	ASHER BARTLETT	PAYROLL	66,602.94
11	50001	07/01/2025	20345	DONNIE W BUTLER	PAYROLL	42,011.14
11	50002	07/01/2025	20363	SAMUEL I BRADLEY	PAYROLL	64,731.18
11	50003	07/01/2025	20838	DAVID RISLEY	PAYROLL	35,737.34
11	50004	07/01/2025	5278	ERIC S WADE	PAYROLL	35,377.68
11	50005	07/01/2025	20646	HAROLD BELL	PAYROLL	40,863.71
11	50006	07/01/2025	19374	LESLIE W CARTER	PAYROLL	43,003.16
11	50007	07/01/2025	19835	SHIRLEY LEE	PAYROLL	32,113.44
11	50008	07/01/2025	20424	BRIAN FOSHEE	PAYROLL	67,440.69
11	50009	07/01/2025	20880	KRISTEN COX	PAYROLL	48,011.34
11	50010	07/01/2025	20491	CHRISTY R MOONEY	PAYROLL	47,932.46
11	50011	07/01/2025	19673	MISTY D FISHER	PAYROLL	66,047.17
11	50012	07/01/2025	19099	JOSEPH D TAYLOR	PAYROLL	89,462.80
11	50013	07/01/2025	20915	KELSEY CONDRA	PAYROLL	40,534.56
11	50014	07/01/2025	19921	JARED W SMITH	PAYROLL	122,113.39
11	50015	07/01/2025	21018	CATHERINE WILES	PAYROLL	75,538.19
11	50016	07/01/2025	18455	BRIAN D BEAGLES	PAYROLL	185,079.94
11	50017	07/01/2025	18456	BRENT A CORE	PAYROLL	127,281.39
11	50018	07/01/2025	1416	TRACI R TAYLOR	PAYROLL	110,332.96
11	50019	07/01/2025	1653	MIKE H JUBY	PAYROLL	127,436.49
11	50020	07/01/2025	1036	RICHARD D AKIN JR	PAYROLL	141,602.59
11	50022	07/08/2025	19925	MELISSA D BROWN	PAYROLL	76,930.03
11	50023	07/08/2025	80103	AUDRA L BRIGGS	PAYROLL	85,764.17
11	50024	08/01/2025	21021	KATY MAGGARD	PAYROLL	79,184.18
11	50025	08/01/2025	19803	JAMES W TURNER	PAYROLL	23,166.56
11	50026	08/01/2025	20686	BREANNA LORRAINE THOMAS	PAYROLL	37,073.23
11	50027	08/01/2025	20909	NALLELI ZUBER	PAYROLL	24,296.82
11	50028	08/01/2025	20354	TRINA BEELER	PAYROLL	29,338.28
11	50029	08/01/2025	20815	MIKAYLA DAVIES	PAYROLL	29,170.38
11	50030	08/01/2025	20537	VALERIE BLEVINS	PAYROLL	23,220.60
11	50031	08/01/2025	20145	TONYA D LAUGHLIN	PAYROLL	20,392.68
11	50032	08/01/2025	19947	MARGIE A TEEL	PAYROLL	29,465.44
11	50033	08/01/2025	20018	STEPHANIE DRISKILL	PAYROLL	21,471.08
11	50034	08/01/2025	17576	TONIA C HARVEY	PAYROLL	32,074.01
11	50035	08/01/2025	5719	PAMULA S SCOTT	PAYROLL	25,088.71
11	50036	08/01/2025	5741	JAMIE D READY	PAYROLL	37,740.96
11	50037	08/01/2025	185	RHONDA F WADE	PAYROLL	28,334.95
11	50038	08/01/2025	20630	EMMA REINECKE	PAYROLL	4,306.00
11	50039	08/01/2025	20906	CODY K WILLIAMS	PAYROLL	8,073.72
11	50040	08/01/2025	20061	ROBERT J BUNDY	PAYROLL	8,612.00
11	50041	08/01/2025	20896	BAMBI BROCKUP	PAYROLL	34,159.04
11	50042	08/01/2025	20322	SAVANNAH NICOLE CASEY	PAYROLL	20,956.72
11	50043	08/01/2025	1718	DEBORAH D MARTIN	PAYROLL	32,107.96
11	50044	08/01/2025	19244	CARRIE S BRUMMETT	PAYROLL	21,405.52
11	50045	08/01/2025	19484	JOWANNA WALTON	PAYROLL	34,543.13

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/1/2025, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50046	08/01/2025	20633	DEENA MORTON	PAYROLL	81,577.98
11	50047	08/01/2025	20902	CARIE WHITAKER	PAYROLL	68,178.35
11	50048	08/01/2025	20618	HOLLIE R BALLARD	PAYROLL	72,059.53
11	50049	08/01/2025	20631	JOHN RYAN BRETT WHITE	PAYROLL	84,547.08
11	50050	08/01/2025	20775	KENDALL E BALLINGER	PAYROLL	71,670.76
11	50051	08/01/2025	5350	MARTHA A RICKMAN	PAYROLL	73,996.83
11	50052	08/01/2025	18880	COLE FANCHER	PAYROLL	85,561.71
11	50053	08/01/2025	80053	VICKI M GARRETT	PAYROLL	75,021.63
11	50054	08/01/2025	19071	HEATHER M DRISKILL	PAYROLL	69,772.16
11	50055	08/01/2025	80097	AMIE WHITE	PAYROLL	82,765.89
11	50056	08/01/2025	16259	ANGIE MARIE REIMER	PAYROLL	75,672.12
11	50057	08/01/2025	5528	TINA J. CRASE	PAYROLL	70,201.35
11	50058	08/01/2025	1639	TRACY E MCGUIRE	PAYROLL	84,622.23
11	50059	08/01/2025	18876	TERRI L WADE	PAYROLL	70,982.32
11	50060	08/01/2025	19657	DIANE L KRUMM	PAYROLL	81,099.54
11	50061	08/01/2025	144	SAUNDRA J PATTERSON	PAYROLL	90,213.96
11	50062	08/01/2025	18486	SHERRY L PATTON	PAYROLL	80,151.97
11	50063	08/01/2025	5923	LEAH A SZABO	PAYROLL	86,624.09
11	50064	08/01/2025	16918	CONNIE J ALSABROOK	PAYROLL	86,004.41
11	50065	08/01/2025	18976	REBECCA FORD	PAYROLL	56,977.77
11	50066	08/01/2025	21024	PAULA POYNER	PAYROLL	79,375.80
11	50067	08/01/2025	20782	OLIVIA N SELLS	PAYROLL	62,135.32
11	50068	08/01/2025	20530	KELLY P BENHAM	PAYROLL	90,373.81
11	50069	08/01/2025	20517	PHILLIP M WEBB	PAYROLL	101,473.96
11	50070	08/01/2025	20777	DELANEY R FANCHER	PAYROLL	69,407.00
11	50071	08/01/2025	20092	DANELL L HOBSON	PAYROLL	60,985.59
11	50072	08/01/2025	19130	CHIARA M KESTER	PAYROLL	68,348.49
11	50073	08/01/2025	16262	BRAD J TILLMAN	PAYROLL	98,324.04
11	50074	08/01/2025	16990	NATALIE D SAYRE	PAYROLL	85,882.18
11	50075	08/01/2025	19485	MELODY F ANDERSON	PAYROLL	89,365.60
11	50076	08/01/2025	80033	JOHN EDGAR	PAYROLL	95,451.06
11	50077	08/01/2025	19077	LAUREN EMERY	PAYROLL	82,030.66
11	50078	08/01/2025	21014	KAILEY CARNEY	PAYROLL	68,113.56
11	50079	08/01/2025	20899	MARTHA BATTLES	PAYROLL	88,102.92
11	50080	08/01/2025	20623	CAITLYN M FREEMAN	PAYROLL	70,518.08
11	50081	08/01/2025	19926	KRISTY M HUTTON	PAYROLL	74,404.65
11	50082	08/01/2025	18873	AMY J THROWER	PAYROLL	74,070.33
11	50083	08/01/2025	16942	TRACY FANCHER	PAYROLL	66,323.48
11	50084	08/01/2025	18978	CHELSEA PARKS	PAYROLL	76,424.64
11	50085	08/01/2025	19276	DAWN WILLIAMS	PAYROLL	81,557.26
11	50086	08/01/2025	9625	SONYA JOBE	PAYROLL	95,532.53
11	50087	08/01/2025	9611	TONYA LEANN PARK	PAYROLL	101,524.15
11	50088	08/01/2025	20417	MADDISON P WEBB	PAYROLL	80,960.19
11	50089	08/01/2025	20622	BRADLEY A CRACE	PAYROLL	99,679.60
11	50090	08/01/2025	20624	MATTHEW E WARWICK	PAYROLL	89,647.50

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/1/2025, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50091	08/01/2025	20413	PHILIP J PATZKOWSKI	PAYROLL	82,759.62
11	50092	08/01/2025	19945	KEVIN T BROWN	PAYROLL	76,568.58
11	50093	08/01/2025	17453	AMY L WOLF	PAYROLL	94,461.33
11	50094	08/01/2025	19102	DENTON WOLF	PAYROLL	105,547.09
11	50095	08/01/2025	16258	KENI K KENNEDY	PAYROLL	106,470.45
11	50096	08/01/2025	17379	JOHN A KING	PAYROLL	93,355.12
11	50097	08/01/2025	220	DEBRA J BURCH	PAYROLL	10,552.73
11	50098	08/01/2025	19659	MICHAEL ORCUTT	PAYROLL	70,364.44
11	50099	08/01/2025	21022	JENNIFER BRUMMETT	PAYROLL	24,297.72
11	50100	08/01/2025	21016	MERCEDES CANTU	PAYROLL	52,951.72
11	50101	08/01/2025	21017	ROCKY LEE	PAYROLL	79,935.85
11	50102	08/01/2025	21023	TIMOTHY MCHUGH	PAYROLL	61,334.66
11	50103	08/01/2025	19073	RHONDA ESTEP	PAYROLL	59,491.21
11	50104	08/01/2025	21012	LUKUS BRUMMETT	PAYROLL	71,028.88
11	50105	08/01/2025	142	ROBERT W PARK	PAYROLL	109,864.94
11	50106	08/01/2025	20798	CURTIS BRUMMETT	PAYROLL	4,306.00
11	50107	08/01/2025	20804	ANDREA MCCALL	PAYROLL	6,459.00

Non-Payroll Total:	\$0.00
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Payroll Total:	\$7,083,594.15
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Balance Forward:	\$1,600,602.00
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Report Total:	\$8,684,196.15
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## Sperry Public Schools

## Process Payroll

## Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50014	JARED W SMITH	677.79	1,475.21	19921	106-106
50017	BRENT A CORE	852.86	1,300.14	18456	50-DISTRICT WIDE
50018	TRACI R TAYLOR	541.00	1,612.00	1416	105-ELEMENTARY SCHOOL
50019	MIKE H JUBY	662.70	1,490.30	1653	505-MIDDdle SCHOOL
50020	RICHARD D AKIN JR	866.51	1,286.49	1036	705-HIGH SCHOOL
50022	MELISSA D BROWN	538.60	1,614.40	19925	505-MIDDdle SCHOOL
50023	AUDRA L BRIGGS	442.24	1,710.76	80103	505-MIDDdle SCHOOL
50046	DEENA MORTON	725.74	1,757.26	20633	105-ELEMENTARY SCHOOL
50047	CARIE WHITAKER	523.01	1,629.99	20902	105-ELEMENTARY SCHOOL
50048	HOLLIE R BALLARD	584.04	1,568.96	20618	105-ELEMENTARY SCHOOL
50049	JOHN RYAN BRETT WHITE	641.00	1,512.00	20631	105-ELEMENTARY SCHOOL
50050	KENDALL E BALLINGER	732.72	1,420.28	20775	105-ELEMENTARY SCHOOL
50051	MARTHA A RICKMAN	641.00	1,512.00	5350	105-ELEMENTARY SCHOOL
50052	COLE FANCHER	816.86	1,336.14	18880	105-ELEMENTARY SCHOOL
50053	VICKI M GARRETT	641.00	1,512.00	80053	105-ELEMENTARY SCHOOL
50054	HEATHER M DRISKILL	790.69	1,362.31	19071	105-ELEMENTARY SCHOOL
50055	AMIE WHITE	616.00	1,537.00	80097	105-ELEMENTARY SCHOOL
50056	ANGIE MARIE REIMER	641.00	1,512.00	16259	105-ELEMENTARY SCHOOL
50057	TINA J. CRASE	633.24	1,519.76	5528	105-ELEMENTARY SCHOOL
50058	TRACY E MCGUIRE	641.00	1,512.00	1639	105-ELEMENTARY SCHOOL
50059	TERRI L WADE	641.00	1,512.00	18876	105-ELEMENTARY SCHOOL
50060	DIANE L KRUMM	641.00	1,512.00	19657	105-ELEMENTARY SCHOOL
50061	SAUNDRA J PATTERSON	961.00	1,522.00	144	105-ELEMENTARY SCHOOL
50062	SHERRY L PATTON	708.34	1,444.66	18486	105-ELEMENTARY SCHOOL
50063	LEAH A SZABO	641.00	1,512.00	5923	105-ELEMENTARY SCHOOL
50064	CONNIE J ALSABROOK	616.00	1,537.00	16918	105-ELEMENTARY SCHOOL
50067	OLIVIA N SELLS	727.11	1,425.89	20782	505-MIDDdle SCHOOL
50068	KELLY P BENHAM	441.00	1,712.00	20530	505-MIDDdle SCHOOL
50069	PHILLIP M WEBB	841.00	1,312.00	20517	505-MIDDdle SCHOOL
50070	DELANEY R FANCHER	612.49	1,540.51	20777	505-MIDDdle SCHOOL
50071	DANELL L HOBSON	701.38	1,451.62	20092	505-MIDDdle SCHOOL
50072	CHIARA M KESTER	757.65	1,395.35	19130	505-MIDDdle SCHOOL
50073	BRAD J TILLMAN	841.00	1,312.00	16262	505-MIDDdle SCHOOL
50074	NATALIE D SAYRE	566.00	1,587.00	16990	505-MIDDdle SCHOOL
50075	MELODY F ANDERSON	841.00	1,312.00	19485	505-MIDDdle SCHOOL
50076	JOHN EDGAR	641.00	1,512.00	80033	505-MIDDdle SCHOOL
50077	LAUREN EMERY	821.65	1,331.35	19077	505-MIDDdle SCHOOL
50079	MARTHA BATTLES	1,150.99	1,332.01	20899	106-106
50080	CAITLYN M FREEMAN	724.41	1,428.59	20623	106-106
50081	KRISTY M HUTTON	650.51	1,502.49	19926	106-106
50082	AMY J THROWER	641.00	1,512.00	18873	106-106
50083	TRACY FANCHER	631.00	1,522.00	16942	106-106
50084	CHELSEA PARKS	601.00	1,552.00	18978	106-106
50085	DAWN WILLIAMS	641.00	1,512.00	19276	106-106
50086	SONYA JOBE	641.00	1,512.00	9625	106-106
50087	TONYA LEANN PARK	1,066.04	1,416.96	9611	106-106
50088	MADDISON P WEBB	691.34	1,461.66	20417	705-HIGH SCHOOL
50089	BRADLEY A CRACE	641.00	1,512.00	20622	705-HIGH SCHOOL
50090	MATTHEW E WARWICK	541.00	1,612.00	20624	705-HIGH SCHOOL

## Process Payroll

## Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
50091	PHILIP J PATZKOWSKI	641.00	1,512.00	20413	705-HIGH SCHOOL
50092	KEVIN T BROWN	637.78	1,515.22	19945	705-HIGH SCHOOL
50093	AMY L WOLF	641.00	1,512.00	17453	705-HIGH SCHOOL
50094	DENTON WOLF	641.00	1,512.00	19102	705-HIGH SCHOOL
50095	KENI K KENNEDY	641.00	1,512.00	16258	705-HIGH SCHOOL
50096	JOHN A KING	641.00	1,512.00	17379	705-HIGH SCHOOL
50098	MICHAEL ORCUTT	641.00	1,512.00	19659	705-HIGH SCHOOL
50105	ROBERT W PARK	746.00	1,407.00	142	105-ELEMENTARY SCHOOL
Total Fund		39,058.69	84,982.31		
Total		\$39,058.69	\$84,982.31		

## Process Payroll

## Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
<b>Fund 11</b>					
50001	DONNIE W BUTLER	321.00	755.50	20345	50-DISTRICT WIDE
50002	SAMUEL I BRADLEY	458.97	782.53	20363	50-DISTRICT WIDE
50003	DAVID RISLEY	255.00	821.50	20838	50-DISTRICT WIDE
50005	HAROLD BELL	320.00	756.50	20646	50-DISTRICT WIDE
50006	LESLIE W CARTER	321.00	755.50	19374	50-DISTRICT WIDE
50007	SHIRLEY LEE	276.00	800.50	19835	50-DISTRICT WIDE
50008	BRIAN FOSHEE	350.41	726.09	20424	50-DISTRICT WIDE
50009	KRISTEN COX	201.00	875.50	20880	50-DISTRICT WIDE
50010	CHRISTY R MOONEY	300.00	776.50	20491	50-DISTRICT WIDE
50011	MISTY D FISHER	153.00	923.50	19673	50-DISTRICT WIDE
50012	JOSEPH D TAYLOR	320.00	756.50	19099	50-DISTRICT WIDE
50013	KELSEY CONDRAY	320.00	756.50	20915	105-ELEMENTARY SCHOOL
50025	JAMES W TURNER	153.00	923.50	19803	50-DISTRICT WIDE
50026	BREANNA LORRAINE THOMAS	321.00	755.50	20686	105-ELEMENTARY SCHOOL
50027	NALLELI ZUBER	303.59	772.91	20909	105-ELEMENTARY SCHOOL
50028	TRINA BEELER	178.00	898.50	20354	105-ELEMENTARY SCHOOL
50029	MIKAYLA DAVIES	305.25	771.25	20815	105-ELEMENTARY SCHOOL
50030	VALERIE BLEVINS	196.00	880.50	20537	105-ELEMENTARY SCHOOL
50031	TONYA D LAUGHLIN	165.00	911.50	20145	105-ELEMENTARY SCHOOL
50032	MARGIE A TEEL	311.18	765.32	19947	105-ELEMENTARY SCHOOL
50033	STEPHANIE DRISKILL	228.37	848.13	20018	105-ELEMENTARY SCHOOL
50034	TONIA C HARVEY	233.00	843.50	17576	105-ELEMENTARY SCHOOL
50035	PAMULA S SCOTT	226.00	850.50	5719	105-ELEMENTARY SCHOOL
50036	JAMIE D READY	321.00	755.50	5741	105-ELEMENTARY SCHOOL
50037	RHONDA F WADE	365.00	876.50	185	105-ELEMENTARY SCHOOL
50041	BAMBI BROCKUP	270.70	805.80	20896	705-HIGH SCHOOL
50042	SAVANNAH NICOLE CASEY	307.40	769.10	20322	505-MIDDdle SCHOOL
50043	DEBORAH D MARTIN	176.00	900.50	1718	505-MIDDdle SCHOOL
50044	CARRIE S BRUMMETT	253.00	823.50	19244	505-MIDDdle SCHOOL
50045	JOWANNA WALTON	309.52	766.98	19484	106-106
50108	CAITLYN BEARD	153.00	923.50	20637	46-46
50109	CATHA CLARK	153.00	923.50	20431	46-46
50110	STEPHANIE M BOOTH	161.00	915.50	20432	46-46
50111	SHERRY SPEAKMAN	153.00	923.50	20492	46-46
50112	STACIE L SISK	207.67	868.83	19973	46-46
50113	JENNIFER R SISK	207.67	868.83	20116	46-46
50114	JANET L HARPER	153.00	923.50	17905	46-46
50115	MARY LOU MACARIO	161.00	915.50	1797	46-46
50116	KIMBERLY A FOSTER	153.00	923.50	19502	46-46
<b>Total Fund</b>		<b>9,721.73</b>	<b>32,591.77</b>		
<b>Total</b>		<b>\$9,721.73</b>	<b>\$32,591.77</b>		

## Process Payroll

## Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50014	JARED W SMITH	53.57	83.69	19921	106-106
50026	BREANNA LORRAINE THOMAS	154.04	362.68	20686	105-ELEMENTARY SCHOOL
50051	MARTHA A RICKMAN	288.70	680.15	5350	105-ELEMENTARY SCHOOL
50076	JOHN EDGAR	288.70	680.15	80033	505-MIDDdle SCHOOL
50080	CAITLYN M FREEMAN	378.70	590.15	20623	106-106
50086	SONYA JOBE	310.28	731.78	9625	106-106
50117	REBECCA SMITHLEY	939.54	3,060.47	20901	105-ELEMENTARY SCHOOL
50118	JEREMY R BERZIEL	94.12	1,667.08	20978	
50119	JAMESON LEWIS ALLEN	35.58	214.71	21010	
50120	MICHAEL G ORCUTT	456.37	1,944.23	19825	
50121	DEAN LILES	137.05	398.01	17	
Total Fund		3,136.65	10,413.10		
Total		\$3,136.65	\$10,413.10		

## Sperry Public Schools

## Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/1/2025, Fund(s): CHILD NUTRITION

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	50000	08/01/2025	20637	CAITLYN BEARD	PAYROLL	20,474.28
22	50001	08/01/2025	20431	CATHA CLARK	PAYROLL	24,332.92
22	50002	08/01/2025	20432	STEPHANIE M BOOTH	PAYROLL	32,438.47
22	50003	08/01/2025	20492	SHERRY SPEAKMAN	PAYROLL	18,070.40
22	50004	08/01/2025	19973	STACIE L SISK	PAYROLL	38,397.31
22	50005	08/01/2025	20116	JENNIFER R SISK	PAYROLL	31,824.48
22	50006	08/01/2025	17905	JANET L HARPER	PAYROLL	27,079.20
22	50007	08/01/2025	1797	MARY LOU MACARIO	PAYROLL	29,613.64
22	50008	08/01/2025	19502	KIMBERLY A FOSTER	PAYROLL	32,446.28

**Non-Payroll Total:** **\$0.00****Payroll Total:** **\$254,676.98****Balance Forward:** **\$311,728.21****Report Total:** **\$566,405.19**

# PERSONNEL REPORT

August 11, 2025

## CERTIFIED PERSONNEL REPORT

### EMPLOYMENT

<u>Name</u>	<u>Position</u>	<u>Contract Amount</u>	<u>Effective Date</u>
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#### FIRST-YEAR TEMPORARY CONTRACTS FOR 2025-2026

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

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Holly Engel	Teacher	August 1, 2025
Tammy Neil	Teacher	August 1, 2025
Kara Railey	Teacher	August 1, 2025

#### EXTRA DUTY ASSIGNMENTS/STIPENDS FOR 2025-2026

<u>Name</u>	<u>Extra-duty Assignments</u>	<u>Contract Amount</u>
Natalie Sayre	Mentor Teacher	\$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/SEPARATIONS

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Erika Cole	Teacher	July 21, 2025
Laura Daugherty	Teacher	July 17, 2025
Tommy McGlasson	Teacher	July 21, 2025

### RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

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



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

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

August 5, 2025

Ms. Erika Cole  
[REDACTED]

RE: Acceptance of Resignation

Dear Ms. Cole:

The purpose of this letter is to inform you that I have received and accepted your letter of resignation. Your resignation was effective on July 21, 2025. 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



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August 5, 2025

Mrs. Laura Daugherty



RE: Acceptance of Resignation

Dear Mrs. Daugherty:

The purpose of this letter is to inform you that I have received and accepted your letter of resignation. Your resignation was effective on July 17, 2025. 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



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***Dr. Brian Beagles, Superintendent***  
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August 5, 2025

Mr. Tommy McGlasson  
[REDACTED]

RE: Acceptance of Resignation

Dear Mr. McGlasson:

The purpose of this letter is to inform you that I have received and accepted your letter of resignation. Your resignation was effective on July 21, 2025. 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

# PERSONNEL REPORT

August 11, 2025

## SUPPORT PERSONNEL REPORT

### EMPLOYMENT

<u>Name</u>	<u>Position</u>	<u>Contract/Hourly</u>	<u>Effective Date</u>
Brycen Wood	Adjunct Teacher	\$28,640.00	August 8, 2025

### 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			

### ADJUNCT/SUPPORT EMPLOYEE VOLUNTEER COACHING CONTRACTS FOR 2025-2026

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

### RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Darrel Hall	Tier II Teacher's Aide	July 28, 2025
Leah McCause	Teacher's Aide	July 25, 2025
Eric Wade	Custodian	August 1, 2025

### RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

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



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**Fax (918) 288-7067**

August 5, 2025

Mr. Darrel Hall  
[REDACTED]

RE: Acceptance of Resignation

Dear Mr. Hall:

The purpose of this letter is to inform you that I have received and accepted your letter of resignation. Your resignation was effective on July 28, 2025. 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



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August 5, 2025

Ms. Leah McCause



RE: Acceptance of Resignation

Dear Ms. McCause:

The purpose of this letter is to inform you that I have received and accepted your letter of resignation. Your resignation was effective on July 25, 2025. 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

