

INDEPENDENT SCHOOL DISTRICT NO. I-008
SPERRY PUBLIC SCHOOLS
REGULAR BOARD MEETING AGENDA
HIGH SCHOOL COMMONS
September 8, 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, September 8, 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.
8. Review and discussion of the proposed schedule for the 2026 Regular Meetings of the Sperry Board of Education. No action required. *Dr. Brian Beagles*

BUDGET AND FINANCE

9. Motion, discussion, and vote on motion to approve or disapprove the 2025-2026 Estimate of Needs for filing with the County Excise Board for the following: (1) the General Fund in the amount of \$12,416,004.16, (2) the Building Fund in the amount of \$1,341,965.72, and (3) the Child Nutrition Fund in the amount of \$539,531.90. *Mrs. Misty Fisher*
10. Monthly financial reports. No action required. *Mrs. Misty Fisher*
11. Monthly Treasurer's Report. No action required. *Ms. Kristen Cox*
12. Monthly Activity Fund Report. No action required. *Ms. Kristen Cox*

CONSENT AGENDA

Approve or disapprove items 13 through 29. These items will be approved by one motion unless the Board of Education desires to have a separate vote on any or all of these items.

13. Ratification of *Exhibits A and B* to the *Student Transfers* policy to establish capacity for out-of-district transfers in accordance with Senate Bill 783.
14. Ratification of an agreement with Atoka Public Schools, the lead agency for The Oklahoma Purchasing System (TOPS), to participate in a cooperative purchasing program for construction-related materials and services for the 2025-2026 fiscal year.
15. Approval of resolutions authorizing the activity fund custodian to transfer excess activity funds from 1) the Class of 2025 (974) to the Class of 2026 (975), and 2) the Class of 2025 (974) to the Class of 2027 (976).
16. Ratification of the elementary, middle, and high school Chase Morris Sudden Cardiac Arrest Response Plans for the 2025-2026 fiscal year.
17. Renewal of the District's Strong Readers Act Plan for the 2025-2026 fiscal year.
18. Post-fact approval of the request from Dustin Maxwell through Sportsplex Operators and Developers Association to use certain real property at the Intermediate Elementary Campus during pre-arranged times from August 25, 2025, through November 25, 2025.
19. Authorization of non-certified adjunct teacher status for Mr. Brycen Wood to teach physical education for the 2025-2026 fiscal year as permitted by the Oklahoma State Department of Education.
20. Renewal of the Gifted Education Plan for the 2025-2026 fiscal year.
21. Ratification of the following revised policies:
 - A. *Administration of Medicine to Students,*
 - B. *Certified Employee Leave,*
 - C. *Computer Loan Policy/Agreement,*
 - D. *Employee Travel Expense Reimbursement,*
 - E. *Student Attendance,* and

F. Support Personnel Leave.

22. Ratification of an interlocal agreement with the Board of County Commissioners of Osage County to assist in making District improvements for the 2025-2026 fiscal year.
23. Authorization of adjunct teacher status for Mr. Keni Kennedy to teach chemistry at Sperry High School for the 2025-2026 fiscal year as permitted by the Oklahoma State Department of Education.
24. Approval of Board of Education Minutes for August 11, 2025.
25. Ratification of checks and encumbrance orders for the General Fund (104-122), Building Fund (58 and 59), Child Nutrition Fund (9 and 10), Bond Fund 34 (None), Bond Fund 36 (1), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (1).
26. Ratification of change orders for the General Fund (25-103), 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).
27. Ratification of General Fund Payroll (50,014-50,139) and Child Nutrition Payroll (50,002-50,008).
28. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
29. 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

30. Review and discussion of the annual dropout reports. No action required. *Mr. Jared Smith and Mr. Mike Juby*
31. Review and discussion of the Student College Remediation Report. No action required. *Mr. Jared Smith*

NEW BUSINESS

32. 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

33. 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.

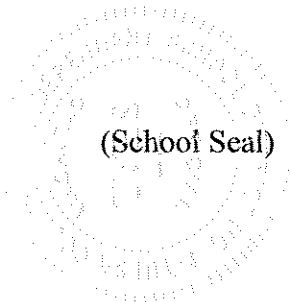
None.

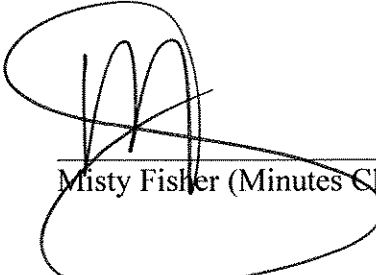
ADJOURNMENT

34. 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, September 8, 2025, regular meeting of the Board of Education was posted in prominent view in the front entrance of the Administration Building by:

DATE: 9/05/25 TIME: 3:00 AM/PM.





Misty Fisher (Minutes Clerk)



***Sperry Public Schools
400 West Main Street
Sperry, OK 74073***

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

September 8, 2025

Dear Board of Education Members:

The purpose of this letter is to provide draft recommendations for your review and consideration for the date, time, and place of the 2026 regular meetings of the Board of Education for Sperry Independent School District. The regular meetings listed below would be conducted at Sperry High School in the High School Commons located at 400 West Main Street in Sperry, Oklahoma.

<u>Date</u>	<u>Day</u>	<u>Time</u>	<u>Place</u>
January 12, 2026	Monday	6:00 P.M.	High School Commons
February 9, 2026	Monday	6:00 P.M.	High School Commons
March 9, 2026	Monday	6:00 P.M.	High School Commons
April 14, 2026	Tuesday	6:00 P.M.	High School Commons
May 11, 2026	Monday	6:00 P.M.	High School Commons
June 8, 2026	Monday	6:00 P.M.	High School Commons
July 13, 2026	Monday	6:00 P.M.	High School Commons
August 10, 2026	Monday	6:00 P.M.	High School Commons
September 14, 2026	Monday	6:00 P.M.	High School Commons
October 12, 2026	Monday	6:00 P.M.	High School Commons
November 9, 2026	Monday	6:00 P.M.	High School Commons
December 14, 2026	Monday	6:00 P.M.	High School Commons

Thank you and please let me know if you have questions. We need to approve the agreed upon meeting dates at the October meeting.

Respectfully,

Brian Beagles, Ed.D.
Superintendent of Schools

Sperry Public Schools
Approved Appropriations - 2025-2026 Fiscal Year

<u>Revenue Source</u>	<u>Code</u>	<u>General Fund</u>	<u>Building Fund</u>	<u>Child Nutrition Fund</u>
LOCAL SOURCES				
Ad Valorem Tax Levy - Current	1110	1,811,415.26	258,691.71	
Other Local Sources of Revenue	1600	82,519.94		
Student Lunches	1710			66,055.00
A La Carte	1720			20,296.30
Adult Lunches/ Breakfasts	1730			480.20
INTERMEDIATE SOURCES				
County 4-Mill Ad Valorem Tax	2100	343,245.81		
Mortgage Tax	2200	53,458.05		
STATE SOURCES				
Gross Production Tax	3110	382,967.10		
Motor Vehicle Collections	3120	434,100.10		
Rural Electric Cooperative Tax	3130	63,477.93		
State School Land Earnings	3140	187,692.11		
Vehicle Tax Stamps	3150	150.65		
Foundation & Salary Incentive Aid	3210	4,244,394.01		
Health Insurance Allowance - Cert in Lieu	331 3250	5,019.12		
Health Insurance Allowance - Support in Lieu	332 3250	66,012.12		9,105.12
Health Insurance Allowance - Cert Health Allow.	334 3250	534,492.00		
Health Insurance Allowance - Supp Health Allow.	335 3250	67,872.00		42,420.00
Inspired to Teach	305 3413	4,000.00		
Purchase of Textbooks	333 3420	63,662.84		
Redbud Funding	318 3435		288,773.38	
School Resource Officer	376 3436	92,000.00		
Drivers Ed	317 3440	3,277.50		
State Lunch Matching	385 3720			4,384.98
Votech - Salary Reimb	411 3811	10,520.00		
Votech - Program Assistance Grant	412 3812	13,000.00		
FEDERAL SOURCES				
Title VII Indian Education	561 4140	91,721.00		
Title I, pt. A	511 4210	240,988.60		
Title II, Part A	541 4271	35,233.26		
Spec Education (Prof. Dev.)	615 4310	1,236.00		
Spec Ed. - Secondary Transition Services	618 4310	3,308.38		
Flow Through	621 4310	218,451.18		
Preschool Ages 3-5 Idea-B	641 4340	3,062.49		
Title IV Part A	552 4442	17,311.35		
Title V Subpart 2	587 4447	17,819.09		
ARP/ESSER III	795 4689			
Nat'l School Lunch Program	763 4710			219,326.13
School Breakfast Program	764 4720			38,720.08
Total Revenue		9,092,407.89	547,465.09	400,787.81
Fund Balance - Beginning	6110	3,323,596.27	794,500.63	138,744.09
Total Approved Appropriations		12,416,004.16	1,341,965.72	539,531.90

SPERRY PUBLIC SCHOOLS

August 31, 2025

		BALANCE	O/S CHECKS	FUND EQUITY
GENERAL FUND - 11	CHECKING	\$2,837,320.21	\$29,833.09	\$2,807,487.12
	CD'S	\$300,000.00		\$300,000.00
BUILDING FUND - 21	CHECKING	\$727,605.00	\$4,089.00	\$723,516.00
CHILD NUTRITION - 22	CHECKING	\$122,604.07	\$21.90	\$122,582.17
BOND FUND - 34	CHECKING	\$49,279.07	\$0.00	\$49,279.07
BOND FUND - 36	CHECKING	\$113,500.57	\$0.00	\$113,500.57
BOND FUND - 37	CHECKING	\$271,517.91	\$0.00	\$271,517.91
BOND FUND - 38	CHECKING	\$396,413.14	\$0.00	\$396,413.14
BOND FUND - 39	CHECKING	\$760,477.64		
SINKING FUND - 41	CHECKING	<u>\$623,203.00</u>	<u>\$0.00</u>	<u>\$623,203.00</u>
 OPERATING ACCOUNT		 \$6,201,920.61	 \$33,943.99	 \$5,407,498.98
(INCLUDES (3) CD'S				
TOTALING \$300,000)				
 TOTAL EQUITY		 \$5,407,498.98		

Sperry Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 8/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
11 GEN FUND-FOR OP	\$0.00	\$4,175,173.76	\$0.00	\$4,175,173.76	N/A	\$637,882.96
21 BUILDING	\$0.00	\$801,891.99	\$0.00	\$801,891.99	N/A	\$3,473.01
22 CHILD NUTRITION	\$0.00	\$143,805.26	\$0.00	\$143,805.26	N/A	\$5,061.17
34 BOND FUND 34	\$0.00	\$49,279.07	\$0.00	\$49,279.07	N/A	\$0.00
36 BOND FUND 36	\$0.00	\$113,500.57	\$0.00	\$113,500.57	N/A	\$0.00
37 BOND FUND 37	\$0.00	\$271,517.91	\$0.00	\$271,517.91	N/A	\$0.00
38 BOND FUND 38	\$0.00	\$396,413.14	\$0.00	\$396,413.14	N/A	\$0.00
39 BOND FUND 39	\$0.00	\$1,600,000.00	\$0.00	\$1,600,000.00	N/A	\$0.00
41 SINKING	\$0.00	\$623,203.00	\$0.00	\$623,203.00	N/A	\$4,896.75
Report Total	\$0.00	\$8,174,784.70	\$0.00	\$8,174,784.70	N/A	\$651,313.89

Sperry Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 8/1/2025 - 8/31/2025

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
800 ATHLETICS	\$71,086.39	\$7,303.00	\$0.00	\$5,225.00	\$73,164.39	\$0.00	\$73,164.39
801 FOOTBALL	\$3,906.41	\$0.00	\$0.00	\$1,766.64	\$2,139.77	\$0.00	\$2,139.77
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	\$3,225.00	\$0.00	\$455.58	\$3,259.41	\$0.00	\$3,259.41
810 SOFTBALL BOOSTER CLUB	\$4,172.68	\$0.00	\$0.00	\$300.00	\$3,872.68	\$0.00	\$3,872.68
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	\$451.46	\$2,604.70	\$0.00	\$10.30	\$3,045.86	\$0.00	\$3,045.86
901 MISCELLANEOUS	\$3,713.89	\$406.47	\$0.00	\$626.09	\$3,494.27	\$0.00	\$3,494.27
902 FFA	\$14,774.69	\$0.00	\$0.00	\$1,477.00	\$13,297.69	\$0.00	\$13,297.69
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	\$80.00	\$0.00	\$0.00	\$2,792.44	\$0.00	\$2,792.44
905 BAND	\$1,265.73	\$1,555.00	\$0.00	\$60.00	\$2,760.73	\$0.00	\$2,760.73
906 H. S. CHEERLEADERS	\$2,562.95	\$2,308.00	\$0.00	\$1,181.00	\$3,689.95	\$0.00	\$3,689.95
907 HIGH SCHOOL ACCOUNT	\$1,021.45	\$680.00	\$0.00	\$625.34	\$1,076.11	\$0.00	\$1,076.11
908 INTEREST	\$2,448.47	\$171.93	\$0.00	\$0.00	\$2,620.40	\$0.00	\$2,620.40
910 BAND BOOSTER CLUB	\$1,802.11	\$25.00	\$0.00	\$748.06	\$1,079.05	\$0.00	\$1,079.05
911 ELEMENTARY	\$44,613.27	\$4,114.71	\$0.00	\$6,189.30	\$42,538.68	\$0.00	\$42,538.68
912 SHOOTING SPORTS	\$961.43	\$1,707.00	\$0.00	\$400.00	\$2,268.43	\$0.00	\$2,268.43
913 KEY CLUB	\$1,235.37	\$90.00	\$0.00	\$0.00	\$1,325.37	\$0.00	\$1,325.37
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	\$720.00	\$0.00	\$1,405.20	\$4,713.76	\$0.00	\$4,713.76
916 H.S. LIBRARY	\$95.08	\$0.00	\$0.00	\$0.00	\$95.08	\$0.00	\$95.08
917 CLEARING	\$225.00	\$475.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00
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	\$2,466.51	\$1,502.95	\$0.00	\$328.00	\$3,641.46	\$0.00	\$3,641.46
921 MIDDLE SCHOOL ACCOUNT	\$2,389.73	\$0.00	\$0.00	\$363.98	\$2,025.75	\$0.00	\$2,025.75
922 FOOTBALL FAN CLUB	\$10,694.32	\$0.00	\$0.00	\$1,158.28	\$9,536.04	\$0.00	\$9,536.04
923 H.S. STUDENT COUNCIL	\$1,831.10	\$75.00	\$0.00	\$0.00	\$1,906.10	\$0.00	\$1,906.10
927 ATHLETIC CONCESSION	\$4,149.58	\$1,695.00	\$0.00	\$3,058.09	\$2,786.49	\$0.00	\$2,786.49
934 NATIONAL HONOR SOCIETY	\$495.96	\$50.00	\$0.00	\$0.00	\$545.96	\$0.00	\$545.96
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	\$116.00	\$0.00	\$0.00	\$4,796.27	\$0.00	\$4,796.27
939 AP ACCOUNT	\$350.11	\$0.00	\$0.00	\$0.00	\$350.11	\$0.00	\$350.11
944 1ST ROBOTICS	\$398.60	\$850.00	\$0.00	\$49.22	\$1,199.38	\$0.00	\$1,199.38
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
Total	\$239,758.39	\$29,754.76	\$0.00	\$25,427.08	\$244,086.07	\$0.00	\$244,086.07

Exhibit A

October 2025 GRADE CAPACITIES

The Board of Education has established the following numbers of transfer students the district has the capacity inter-district and intra-district to accept per grade level:

1. The district has a transfer capacity of 2 in Grade PK,
2. The district has a transfer capacity of 0 in Grade K,
3. The district has a transfer capacity of 2 in Grade 1,
4. The district has a transfer capacity of 0 in Grade 2,
5. The district has a transfer capacity of 0 in Grade 3,
6. The district has a transfer capacity of 0 in Grade 4,
7. The district has a transfer capacity of 1 in Grade 5,
8. The district has a transfer capacity of 5 in Grade 6,
9. The district has a transfer capacity of 3 in Grade 7,
10. The district has a transfer capacity of 3 in Grade 8,
11. The district has a transfer capacity of 0 in Grade 9,
12. The district has a transfer capacity of 2 in Grade 10,
13. The district has a transfer capacity of 5 in Grade 11, and
14. The district has a transfer capacity of 0 in Grade 12.

Exhibit B

October 2025 FULL-TIME VIRTUAL EDUCATION PROGRAM

The Board of Education has established the following numbers of full-time virtual transfer students the district has the capacity to accept per grade level:

1. The district has a transfer capacity of 0 in Grade PK,
2. The district has a transfer capacity of 0 in Grade K,
3. The district has a transfer capacity of 0 in Grade 1,
4. The district has a transfer capacity of 0 in Grade 2,
5. The district has a transfer capacity of 0 in Grade 3,
6. The district has a transfer capacity of 0 in Grade 4,
7. The district has a transfer capacity of 0 in Grade 5,
8. The district has a transfer capacity of 0 in Grade 6,
9. The district has a transfer capacity of 0 in Grade 7,
10. The district has a transfer capacity of 0 in Grade 8,
11. The district has a transfer capacity of 0 in Grade 9,
12. The district has a transfer capacity of 0 in Grade 10,
13. The district has a transfer capacity of 0 in Grade 11, and
14. The district has a transfer capacity of 0 in Grade 12.

THE OKLAHOMA PURCHASING SYSTEM
INTERLOCAL COOPERATION AGREEMENT

This Interlocal Cooperation Agreement (also referred to as “Agreement”) is entered into by and between Independent School District No. 15 of Atoka County a/k/a Atoka Public Schools (“APS”) and the member public agencies (“Members”) listed below, pursuant to § 139 of the Oklahoma Public Competitive Bidding Act (“PCBA”), Okla. Stat. tit. 61 § 101, *et seq.*, and the Interlocal Cooperation Act (“the Act”), Okla. Stat. tit. 74, §§ 1001, *et seq.*

MEMBER:

NAME OF AGENCY: Sperry Public Schools
BOARD APPROVAL DATE: 9/8/2025
AGENCY CONTACT: Brian Beagles
CONTACT TITLE: Superintendent
CONTACT SIGNATURE: _____

APS and Member hereby represent that:

- Both entities are “public agencies,” as that term is defined in the Interlocal Cooperation Act; and
- APS is a public school district, acting under the authority granted to it pursuant to § 139 of the PCBA; and
- Member is a public agency within the State of Oklahoma as defined by 74 O.S. § 1003(A), acting under the authority granted to it pursuant to § 139 of the PCBA; OR
- Member is a public agency outside the State of Oklahoma as defined by 74 O.S. § 1003(A)(5);

NOW THEREFORE, APS and Member hereby agree as follows:

I. DEFINITIONS

For the purposes of this Agreement:

1. The term “public agency” shall mean any political subdivision of the State of Oklahoma or agency of the state government, or public trust, their respective boards, and public trusts of which they are beneficiaries, or a public agency outside the state of Oklahoma;

2. The term “member” shall mean a public agency which has become a party to this Agreement;
3. The term “group” shall mean The Oklahoma Purchasing System;
4. The term “participating agency” shall mean a member or the group;
5. The term “construction-related materials and services” shall mean any materials or services that would or could be required to be subject to public bidding under the PCBA.

II. STATEMENT OF SERVICES OFFERED

APS, as the lead agency for The Oklahoma Purchasing System (TOPS), with BTOK Marketing, LLC as the buyer’s agent, has established and will administer a cooperative purchasing program for construction-related materials and services, and other cooperative contract offerings. Authority for such services is granted by Okla. Stat. tit. 61, § 139.

III. PURPOSE

The purpose of TOPS is to reduce the costs associated with construction-related materials and services, and other cooperative contract offerings at market price, budget control, and to increase construction quality.

IV. TERM

This Agreement covers the period July 1 to June 30 of each calendar year and is good for life unless either party terminates the agreement.

V. RIGHTS

APS, in cooperation with TOPS and BTOK Marketing, LLC, is granted the right to issue a cooperative bid/proposal for construction-related materials and services, and other cooperative contract offerings reflective of the needs supplied by the Members initiating their construction, and other cooperative contract offerings bid/proposal through TOPS. APS, as the lead agency, is further granted the right to secure product award(s) for specific construction-related materials and services, and other cooperative contract offerings for a period of one year in cooperation with TOPS.

VI. DUTIES/RESPONSIBILITIES

APS, as the lead agency is responsible for the following:

- Offer appropriate and necessary support to encourage positive vendor/contractor relationships.
- Distribute this Agreement to potential and current members for adoption or update by their Board of Education.
- Present all Agreements to the APS Board of Education for approval.

TOPS, and BTOK Marketing, LLC, as the buyer's agent, is responsible for the following:

- Provide for the organizational and administrative structure of the program.
- Provide staff time necessary for efficient operation of the program.
- Receive quantity requests from members and prepare appropriate tally of quantities.
- Initiate and implement activities related to the bidding and vendor/contractor selection process in accordance with Oklahoma law, particularly the PCBA.
- Provide members with procedures for ordering, delivery, and billing.

Members are responsible for the following:

- Approving the Interlocal Cooperation Agreement with APS.
- Commit to participate in the program by an authorized signature in the appropriate space within this Agreement.
- Designate a contact person.
- Commit to purchase construction-related materials and services that become part of the official materials and services list when it is in the best interest of the Cooperative Member.
- Prepare purchase orders issued to the appropriate vendor/contractor from the official award list provided by TOPS.
- Accept shipments of products ordered from vendor/contractors in accordance with standard purchasing procedures.
- Pay vendor/contractors in a timely manner for all goods and services received.
- Providing notice of intent to terminate this agreement, in writing, to David Lassiter, Director of TOPS, at least thirty (30) days in advance of the intent to terminate. Advance notice of termination is waived in the event a participating public agency is dissolved or consolidated or a participating school district is consolidated, annexed, designated as fiscally distressed, or managed by the State Department of Education.
- Providing local purchasing estimates to TOPS by the specified deadline for all items to be purchased under contract. The public agency agrees to establish estimates with the intent to purchase said quantities.
- Refraining from initiating bids/proposals for purchasing contracts that conflict with those being solicited by TOPS and for which the Member has enrolled for participation until such time as those solicitations by TOPS are closed.
- Seeking resolution of all problems regarding purchasing, delivery, receiving, and billing, with the appropriate vendor/contractor.

- Understanding and agreeing that participating in this Agreement does not relieve the Members from obligations to comply with all applicable procurement laws.

VII. DISSOLUTION AND DISPOSITION OF PROPERTY

The title to all property, real and personal, acquired by TOPS shall be vested in TOPS. In the event of termination of TOPS, such property shall belong to the then-members of TOPS in pro-rata shares. Upon partial or complete termination of this Agreement, the majority vote of APS's Board of Education, as the lead agency, shall be binding in all respects as to the disposition of the property and dissolution of TOPS. The APS Board of Education shall serve as trustees for the disposition of property or funds, payment of obligations, dissolution, and winding up of affairs of TOPS.

VIII. FINANCING

The cooperative undertaking in this Agreement shall be financed by requiring vendors/contractors to pay a commission based upon the total value of services and materials provided by such participating vendor/contractor. **No costs shall be incurred by Cooperative Members.**

IX. ACCEPTANCE

APS and the Members who have approved this Agreement enter into this Agreement for cooperative purchasing of construction-related materials and services, and other cooperative contract offerings from any or all awarded contracts in which it chooses to actively participate.

Member Contact Information:

Address:	400 West Main Street		
City:	Sperry		
State:	OK	Zip:	74073
Phone:	918-288-7213	Fax:	918-288-7067

Primary Contact Name:	Brian Beagles
Primary Contact Title:	Superintendent
Primary Contact Email:	bbeagles@sperry.k12.ok.us
Primary Contact Phone:	918-288-7213

Approved by APS Board of Education:

David Lassiter, Director of TOPS

Date

RESOLUTION

WHEREAS, the Board of Education may direct by written resolution that any balance in excess of the amount needed to fulfill the function or purpose for which an activity account was established may be transferred to another activity account by the activity fund custodian (70 O.S. § 5-129); and

WHEREAS, the Board of Education finds that the Class of 2025 (974) activity account has \$2,500.00 in excess of the amount of money needed to fulfill the function or purpose for which the account was established;

BE IT THEREFORE RESOLVED that the Board of Education hereby directs by this written resolution that \$2,500.00 be transferred by the activity fund custodian to the Class of 2026 (975) activity account.

Adopted this 8th day of September, 2025.

President, Sperry Board of Education

ATTEST:

Clerk, Sperry Board of Education

RESOLUTION

WHEREAS, the Board of Education may direct by written resolution that any balance in excess of the amount needed to fulfill the function or purpose for which an activity account was established may be transferred to another activity account by the activity fund custodian (70 O.S. § 5-129); and

WHEREAS, the Board of Education finds that the Class of 2025 (974) activity account has \$3,346.51 in excess of the amount of money needed to fulfill the function or purpose for which the account was established;

BE IT THEREFORE RESOLVED that the Board of Education hereby directs by this written resolution that \$3,346.51 be transferred by the activity fund custodian to the Class of 2027 (976) activity account.

Adopted this 8th day of September, 2025.

President, Sperry Board of Education

ATTEST:

Clerk, Sperry Board of Education

SPERRY ELEMENTARY SCHOOL

Emergency Operations Site Plan

Chase Morris Sudden Cardiac Arrest Response Plan

Sperry Public



Home of the Pirates

CHASE MORRIS ACT

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

Cite as: 70 O.S. § 24-156 (OSCN 2024)

- A. This act shall be known and may be cited as the "Chase Morris Sudden Cardiac Arrest Prevention Act".
- B. As used in the Chase Morris Sudden Cardiac Arrest Prevention Act, "athletic activity" means any sport sanctioned and offered in grades seven through twelve by a school district.
- C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.
- D. A student participating in or desiring to participate in an athletic activity and the student's parent, or guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgement of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet jointly developed by the State Department of Health and the State Department of Education.
- E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.
- F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.
- G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.
- H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete:
1. The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and
 2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.
- A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.
- I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;
 2. Activate the team in response to a sudden cardiac arrest;
 3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;
 4. Provide for communication and dissemination of the plan throughout the school campus;
 5. Require the response team to practice the plan by conducting periodic drills;
 6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;
 7. Address athletic events and athletic facilities at each middle school and high school site provided:
 - a. an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or
 - b. a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;
 8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and
 9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.
- J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.
- K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.
- L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

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Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 ([superseded document available](#)).

Sudden Cardiac Arrest Protocol

Sudden Cardiac Arrest (SCA) is a condition when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of young students too. However, the causes of sudden cardiac arrest in young students and adults can be different. A student's SCA will likely result from an inherited condition, but always a chance of other reasons to cause SCA, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is not a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

How common is sudden cardiac arrest?

According to the American Heart Association and the Oklahoma State Department of health, sudden cardiac death among young athletes is very uncommon. However, nationwide SCA is the number one cause of death for student athletes.

Signs & Symptoms

Although SCA happens unexpectedly, some people may have signs or symptoms such as;

- Fainting or seizures during exercise
- Unexplained shortness of breath
- A racing heart beat or irregular heartbeat
- Dizziness
- Chest pains
- Extreme fatigue

These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Other Factors that could increase the risk of SCA.

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT syndrome, Brugada syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, recreational drugs
- Excessive energy drinks or performance-enhancing supplements

Prevention

- The annual sports pre-participation physical examination includes a personal and family health history to screen for symptoms or warning signs of SCA.

- Possible recognition during physical, athletes will be marked not cleared to participate until seen by a cardiologist or physician that knows the student's medical history. Must have written a letter stating that the student athlete is clear to participate.
- Oklahoma Senate enacted Senate Bill #239 also known as the “Chase Morris Sudden Cardiac Arrest Prevention Act” requiring education, training and acknowledgement of SCA symptoms and dangers.
- Sperry athletics coaches are trained in Sudden Cardiac Arrest protocol using the National Federation of High Schools online certification course and are trained annually by EMS personnel.
- All coaches are CPR & AED trained
- Knowing of the location of the AEDs.
- An electrocardiogram (ECG) and echocardiogram (ECHO) are noninvasive and painless options. However, these procedures may be expensive and are not currently advised by the American Academy of Pediatrics and the American College of Cardiology unless the pre-participation examination reveals an indication for these tests.

Removal From Play/Return to Play

- Any student who collapses or faints without a concurrent head injury while participating in an activity shall be removed by the coach from participation at that time
- Student should be removed if experiencing any other signs & symptoms listed above.
- Any student who is removed or prevented from participating in an athletic activity shall not return to participation until the student is evaluated and cleared to return to participation in writing by Cardiologist or Physician.

SPERRY ELEMENTARY SCHOOL

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Sperry Elementary School has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMS representative **Randall Williamson** on **August 28, 2024**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:

The team **MUST** include a school administrator. The school or administrator will determine other team members and number to be on the team.

<i>Team Member</i>	<i>Role</i>
Traci Taylor, principal	Team Leader
Tonia Harvey, site secretary	Emergency Team Communications
Leah Szabo, teacher	Response Team member
Cole Fancher, teacher/coach	Response Team member
Amie White, teacher	Response Team member
Amy Thrower, teacher	Response Team member

SCHOOL STAFF TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED

Early Childhood Building Personnel:

Amie White

Elementary Building Personnel:

Leah Szabo Sandra Patterson Tonia Harvey Sherry Patton

Intermediate Building Personnel:

Amy Thrower Chelsea Parks Jowanna Walton

Personnel Who Travel Between Early Childhood, Elementary, and Intermediate throughout the day:

Traci Taylor Cole Fancher Jamie Ready Pam Scott
Trina Beeler Danell Hobson

All coaches, athletic administrators, and athletic trainers with Sperry Public Schools are CPR/AED trained every two years. Every venue will have a coach or athletic trainer trained in CPR and the use of an AED. AEDs are located within close proximity of all athletic sites.

HOW TO ACTIVATE THE TEAM:

- **During the school day:**
 - In an event requiring Emergency Response Team action, a head coach present, a Response Team member present, or other trained staff member present, will begin necessary first aid and send an individual to retrieve the AED, if appropriate, and direct another to contact the site Team Communications member and/or the site principal/administrator to apprise them of the situation.
 - Team members are located throughout the site, and all have quick access to any area where they would be needed, and are likely to be present or nearby.
 - The site Team Communications member will communicate emergency information in the most rapid format available. The Site Team Communications member has access to all Response Team members' phone numbers, can immediately contact them via intercom system during the school day, and can communicate via two-way radios as appropriate.
 - The site Team Communications member will contact the local EMS and any other emergency responders who may be deemed necessary.
- **During an on-campus event after the school day:**
 - Follow the procedures as set forth in the district Riley Act Plan:
 - First one to arrive on the scene provides first aid.
 - Instruct someone to Call 911.
 - Instruct a coach, student manager, or uninjured persons to notify Athletic Director and retrieve an AED.
 - **If EMS cannot be located, the coach will become the designated leader of the situation.**
 - The leader will be in charge of the emergency situation and will instruct all others on the emergency team. The leader shall designate a specific leader assistant and a person to call EMS.
 - **EMS Protocol:** When you call EMS provide your name, title or position. Your current address, telephone number, number of individuals injured, condition of injured, specific directions and other information as requested.
- **Steps to take in event of Sudden Cardiac Arrest for Adult or Student:**
 - SCA Suspected (Unexpected collapse of individual, or individual is unresponsive)
 - Scene Safety
 - Instruct someone to call 911/EMS and retrieve AED
 - Assess Breathing & Pulse (Take no more the 10 seconds to complete)
 - If absent, begin CPR of 30 chest compressions at center of the chest at the nipple line, push hard, push fast, 2" depth, 100/min
 - Open the Airway
 - Clear mouth
 - Head-tilt, chin-lift, jaw thrust if C-spine injury suspected

- Two rescue breaths of one second in duration (should see chest rise, if unsuccessful, readjust airway)
- AED arrives
 - Turn on AED & follow AED instructions.
 - AED pad placement: Apply one pad on the right center of the person's chest above the nipple. Place the other pad on the left side, slightly below the other nipple and to the left of the ribcage. Follow the pictures on the pad bag.
 - All clear when shock is getting ready to happen, wait to resume CPR when AED tells you.
- Repeat compressions continuously until EMS arrives and takes over care.

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

This site plan will be made available to all site personnel through electronic or printed media.

The Chain of Command for athletic medical emergencies is:

- Athletic Director
- Head Coach
- Assistant Coach
- Superintendent
- Other Athletes

While chain of command may differ for other aspects of the school response, this is specific to decisions made for the medical response and the medical well-being of the athlete. To avoid confusion there must be a designated individual in charge to make decisions about the care the athlete receives.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:

****These drills are NOT required to be entered on the School Security Website**

<i>Date of Drill</i>	<i>Notes</i>

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA

****Example: Local Ambulance, Fire Department, Police Department, Sheriff Department**

*****Identify who on your team will contact these providers**

<i>Name of Provider</i>	<i>Contact Information</i>
Sperry EMS: Randall Williamson, EMT	911
Sperry Fire Department	911
Sperry Police: Nick Mahoney, Police Chief	911
Tulsa County Sheriff: Vic Regalado	911

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:

****Check with your manufacturer for the recommended maintenance of your AED.**

<i>AED Location</i>	<i>Maintenance Due</i>
Sperry Elementary First Aid Office	2028
Sperry Intermediate Main Office	2028

LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT MS & HS SITES

<i>Site</i>	<i>Location</i>	<i>Maintenance Due</i>
Elementary School	First aid office	2028
Middle School	Main office	2028
Administration Building	Foyer	2028
Intermediate School	Main office	2028
Auditorium	Lobby	2028
Wrestling Room	Hall next to coach's office	2028
Multi-purpose Training Facility	Weight room	2026
High School	Foyer, next to main office	2028
Old Gymnasium	Lobby	2028
Field House	Lobby at north end of hall	2028
Baseball Concession Stand	South wall	2028
Softball/Football Concession Stand	North wall next to door	2028

DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD

****Must be updated and reviewed by the school board annually**

Date of update and school board review: _____

SPERRY MIDDLE SCHOOL

Emergency Operations Site Plan

Chase Morris Sudden Cardiac Arrest Response Plan

Sperry Public Schools



Home of the Pirates

CHASE MORRIS ACT

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

Cite as: 70 O.S. § 24-156 (OSCN 2024)

- A. This act shall be known and may be cited as the "Chase Morris Sudden Cardiac Arrest Prevention Act".
- B. As used in the Chase Morris Sudden Cardiac Arrest Prevention Act, "athletic activity" means any sport sanctioned and offered in grades seven through twelve by a school district.
- C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.
- D. A student participating in or desiring to participate in an athletic activity and the student's parent, or guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgement of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet jointly developed by the State Department of Health and the State Department of Education.
- E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.
- F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.
- G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.
- H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete:
1. The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and
 2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.
- A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.
- I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;
2. Activate the team in response to a sudden cardiac arrest;
3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;
4. Provide for communication and dissemination of the plan throughout the school campus;
5. Require the response team to practice the plan by conducting periodic drills;
6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;
7. Address athletic events and athletic facilities at each middle school and high school site provided:
 - a. an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or
 - b. a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;
8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and
9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.
- J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.
- K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.
- L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 ([superseded document available](#)).

Sudden Cardiac Arrest Protocol

Sudden Cardiac Arrest (SCA) is a condition when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of young students too. However, the causes of sudden cardiac arrest in young students and adults can be different. A student's SCA will likely result from an inherited condition, but always a chance of other reasons to cause SCA, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is not a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

How common is sudden cardiac arrest?

According to the American Heart Association and the Oklahoma State Department of health, sudden cardiac death among young athletes is very uncommon. However, nationwide SCA is the number one cause of death for student athletes.

Signs & Symptoms

Although SCA happens unexpectedly, some people may have signs or symptoms such as;

- Fainting or seizures during exercise
- Unexplained shortness of breath
- A racing heart beat or irregular heartbeat
- Dizziness
- Chest pains
- Extreme fatigue

These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Other Factors that could increase the risk of SCA.

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT syndrome, Brugada syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, recreational drugs
- Excessive energy drinks or performance-enhancing supplements

Prevention

- The annual sports pre-participation physical examination includes a personal and family health history to screen for symptoms or warning signs of SCA.

- Possible recognition during physical, athletes will be marked not cleared to participate until seen by a cardiologist or physician that knows the student's medical history. Must have written a letter stating that the student athlete is clear to participate.
- Oklahoma Senate enacted Senate Bill #239 also known as the "Chase Morris Sudden Cardiac Arrest Prevention Act" requiring education, training and acknowledgement of SCA symptoms and dangers.
- Sperry athletics coaches are trained in Sudden Cardiac Arrest protocol using the National Federation of High Schools online certification course and are trained annually by EMS personnel.
- All coaches are CPR & AED trained
- Knowing of the location of the AEDs.
- An electrocardiogram (ECG) and echocardiogram (ECHO) are noninvasive and painless options. However, these procedures may be expensive and are not currently advised by the American Academy of Pediatrics and the American College of Cardiology unless the pre-participation examination reveals an indication for these tests.

Removal From Play/Return to Play

- Any student who collapses or faints without a concurrent head injury while participating in an activity shall be removed by the coach from participation at that time
- Student should be removed if experiencing any other signs & symptoms listed above.
- Any student who is removed or prevented from participating in an athletic activity shall not return to participation until the student is evaluated and cleared to return to participation in writing by Cardiologist or Physician.

SPERRY MIDDLE SCHOOL

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Sperry Middle School has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMS representative **Randall Williamson** on **August 28, 2024**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:

The team **MUST** include a school administrator. The school or administrator will determine other team members and number to be on the team.

<i>Team Member</i>	<i>Role</i>
Mike Juby, principal	Team Leader
Debbie Martin, site secretary	Emergency Team Communications
Melissa Brown, counselor	Response Team member
Brad Tillman, teacher/coach	Response Team member

SCHOOL STAFF TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED

On Site Personnel:

John Edgar	Delaney Fancher	Olivia Sells	Olivia Sells
Brad Tillman	Phil Webb	Mike Juby	Debbie Martin
Melody Anderson	Kelly Benham	Melissa Brown	Carrie Brummett
Danell Hobson			

Personnel Near and/or At Events for Sperry Middle School:

Kevin Brown	Bradley Crace	Keni Kennedy	Olivia Sells
Phil Webb	Michael Orcutt	Phillip Patzkowski	Matthew Warwick
Maddison Webb	Denton Wolf	Cole Fancher	John King
Amy Wolf	Richard Akin	Jared Smith	Delaney Fancher
Trina Beeler	Bambi Brockup	Robert Park	Sarah Woods
John Edgar	Brad Tillman	Mike Juby	

All coaches, athletic administrators, and athletic trainers with Sperry Public Schools are CPR/AED trained every two years. Every venue will have a coach or athletic trainer trained in CPR and the use of an AED. AEDs are located within close proximity of all athletic sites.

HOW TO ACTIVATE THE TEAM:

- **During the school day:**
 - In an event requiring Emergency Response Team action, a head coach present, a Response Team member present, or other trained staff member present, will begin necessary first aid and send an individual to retrieve the AED, if appropriate, and direct another to contact the site Team Communications member and/or the site principal/administrator to apprise them of the situation.
 - Team members are located throughout the site, and all have quick access to any area where they would be needed, and are likely to be present or nearby.
 - The site Team Communications member will communicate emergency information in the most rapid format available. The Site Team Communications member has access to all Response Team members' phone numbers, can immediately contact them via intercom system during the school day, and can communicate via two-way radios as appropriate.
 - The site Team Communications member will contact the local EMS and any other emergency responders who may be deemed necessary.
- **During an on-campus event after the school day:**
 - Follow the procedures as set forth in the district Riley Act Plan:
 - First one to arrive on the scene provides first aid.
 - Instruct someone to Call 911.
 - Instruct a coach, student manager, or uninjured persons to notify Athletic Director and retrieve an AED.
 - **If EMS cannot be located, the coach will become the designated leader of the situation.**
 - The leader will be in charge of the emergency situation and will instruct all others on the emergency team. The leader shall designate a specific leader assistant and a person to call EMS.
 - **EMS Protocol:** When you call EMS provide your name, title or position. Your current address, telephone number, number of individuals injured, condition of injured, specific directions and other information as requested.
- **Steps to take in event of Sudden Cardiac Arrest for Adult or Student:**
 - SCA Suspected (Unexpected collapse of individual, or individual is unresponsive)
 - Scene Safety
 - Instruct someone to call 911/EMS and retrieve AED
 - Assess Breathing & Pulse (Take no more the 10 seconds to complete)
 - If absent, begin CPR of 30 chest compressions at center of the chest at the nipple line, push hard, push fast, 2" depth, 100/min
 - Open the Airway
 - Clear mouth
 - Head-tilt, chin-lift, jaw thrust if C-spine injury suspected
 - Two rescue breaths of one second in duration (should see chest rise, if unsuccessful, readjust airway)
 - AED arrives
 - Turn on AED & follow AED instructions.
 - AED pad placement: Apply one pad on the right center of the person's chest above the nipple. Place the other pad on the left side, slightly below the other nipple and to the left of the ribcage. Follow the pictures on the pad bag.
 - All clear when shock is getting ready to happen, wait to resume CPR when AED tells you.
 - Repeat compressions continuously until EMS arrives and takes over care.

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

This site plan will be made available to all site personnel through electronic or printed media.

The Chain of Command for athletic medical emergencies is:

- Athletic Director
- Head Coach
- Assistant Coach
- Superintendent
- Other Athletes

While chain of command may differ for other aspects of the school response, this is specific to decisions made for the medical response and the medical well-being of the athlete. To avoid confusion there must be a designated individual in charge to make decisions about the care the athlete receives.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:

****These drills are NOT required to be entered on the School Security Website**

<i>Date of Drill</i>	<i>Notes</i>

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA

****Example: Local Ambulance, Fire Department, Police Department, Sheriff Department**

*****Identify who on your team will contact these providers**

<i>Name of Provider</i>	<i>Contact Information</i>
Sperry EMS: Randall Williamson, EMT	911
Sperry Fire Department	911
Sperry Police: Nick Mahoney, Police Chief	911
Tulsa County Sheriff: Vic Regalado	911

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:

****Check with your manufacturer for the recommended maintenance of your AED.**

<i>AED Location</i>	<i>Maintenance Due</i>
Sperry Middle School Office	2028

LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT MS & HS SITES

<i>Site</i>	<i>Location</i>	<i>Maintenance Due</i>
Elementary School	First aid office	2028
Middle School	Main office	2028
Administration Building	Foyer	2028
Intermediate School	Main office	2028
Auditorium	Lobby	2028
Wrestling Room	Hall next to coach's office	2028
Multi-purpose Training Facility	Weight room	2026
High School	Foyer, next to main office	2028
Old Gymnasium	Lobby	2028
Field House	Lobby at north end of hall	2028
Baseball Concession Stand	South wall	2028
Softball/Football Concession Stand	North wall next to door	2028

DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD

****Must be updated and reviewed by the school board annually**

Date of update and school board review: _____

SPERRY HIGH SCHOOL

Emergency Operations Site Plan

Chase Morris Sudden Cardiac Arrest Response Plan

Sperry Public Schools



Home of the Pirates

CHASE MORRIS ACT

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

Cite as: 70 O.S. § 24-156 (OSCN 2024)

- A. This act shall be known and may be cited as the "Chase Morris Sudden Cardiac Arrest Prevention Act".
- B. As used in the Chase Morris Sudden Cardiac Arrest Prevention Act, "athletic activity" means any sport sanctioned and offered in grades seven through twelve by a school district.
- C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.
- D. A student participating in or desiring to participate in an athletic activity and the student's parent, or guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgement of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet jointly developed by the State Department of Health and the State Department of Education.
- E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.
- F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.
- G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.
- H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete:
1. The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and
 2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.
- A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.
- I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;
2. Activate the team in response to a sudden cardiac arrest;
3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;
4. Provide for communication and dissemination of the plan throughout the school campus;
5. Require the response team to practice the plan by conducting periodic drills;
6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;
7. Address athletic events and athletic facilities at each middle school and high school site provided:
 - a. an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or
 - b. a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;
8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and
9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.
- J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.
- K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.
- L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 ([superseded document available](#)).

Sudden Cardiac Arrest Protocol

Sudden Cardiac Arrest (SCA) is a condition when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of young students too. However, the causes of sudden cardiac arrest in young students and adults can be different. A student's SCA will likely result from an inherited condition, but always a chance of other reasons to cause SCA, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is not a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

How common is sudden cardiac arrest?

According to the American Heart Association and the Oklahoma State Department of health, sudden cardiac death among young athletes is very uncommon. However, nationwide SCA is the number one cause of death for student athletes.

Signs & Symptoms

Although SCA happens unexpectedly, some people may have signs or symptoms such as;

- Fainting or seizures during exercise
- Unexplained shortness of breath
- A racing heart beat or irregular heartbeat
- Dizziness
- Chest pains
- Extreme fatigue

These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Other Factors that could increase the risk of SCA.

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT syndrome, Brugada syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, recreational drugs
- Excessive energy drinks or performance-enhancing supplements

Prevention

- The annual sports pre-participation physical examination includes a personal and family health history to screen for symptoms or warning signs of SCA.

- Possible recognition during physical, athletes will be marked not cleared to participate until seen by a cardiologist or physician that knows the student's medical history. Must have written a letter stating that the student athlete is clear to participate.
- Oklahoma Senate enacted Senate Bill #239 also known as the "Chase Morris Sudden Cardiac Arrest Prevention Act" requiring education, training and acknowledgement of SCA symptoms and dangers.
- Sperry athletics coaches are trained in Sudden Cardiac Arrest protocol using the National Federation of High Schools online certification course and are trained annually by EMS personnel.
- All coaches are CPR & AED trained
- Knowing of the location of the AEDs.
- An electrocardiogram (ECG) and echocardiogram (ECHO) are noninvasive and painless options. However, these procedures may be expensive and are not currently advised by the American Academy of Pediatrics and the American College of Cardiology unless the pre-participation examination reveals an indication for these tests.

Removal From Play/Return to Play

- Any student who collapses or faints without a concurrent head injury while participating in an activity shall be removed by the coach from participation at that time
- Student should be removed if experiencing any other signs & symptoms listed above.
- Any student who is removed or prevented from participating in an athletic activity shall not return to participation until the student is evaluated and cleared to return to participation in writing by Cardiologist or Physician.

SPERRY HIGH SCHOOL

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Sperry High School has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMS representative **Randall Williamson** on **August 28, 2024**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:

The team **MUST** include a school administrator. The school or administrator will determine other team members and number to be on the team.

<i>Team Member</i>	<i>Role</i>
Jared Smith, principal	Team Leader
Bambi Brockup, site secretary	Emergency Team Communications
Amy Wolf, counselor	Response Team member
Michael Orcutt, teacher/coach	Response Team member

SCHOOL STAFF TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED

On Site Personnel:

Kevin Brown	Bradley Crace	John King	Keni Kennedy
Jared Smith	Michael Orcutt	Phillip Patzkowski	Matthew Warwick
Maddison Webb	Denton Wolf	Bambi Brockup	Amy Wolf
Sarah Woods	Richard Akin	Robert Park	

Personnel Near and/or At Events for Sperry High School:

Kevin Brown	Bradley Crace	Melissa Brown	Keni Kennedy
Olivia Sells	Michael Orcutt	Phillip Patzkowski	Matthew Warwick
Maddison Webb	Denton Wolf	Kelly Benham	Cole Fancher
Danell Hobson	Carrie Brummett	Jared Smith	Mike Juby
Melody Anderson	Trina Beeler	Bambi Brockup	Amy Wolf
John Edgar	Delaney Fancher	Debbie Martin	Olivia Sells
Brad Tillman	Phil Webb	Robert Park	John King
Richard Akin			

All coaches, athletic administrators, and athletic trainers with Sperry Public Schools are CPR/AED trained every two years. Every venue will have a coach or athletic trainer trained in CPR and the use of an AED. AEDs are located within close proximity of all athletic sites.

HOW TO ACTIVATE THE TEAM:

- **During the school day:**
 - In an event requiring Emergency Response Team action, a head coach present, a Response Team member present, or other trained staff member present, will begin necessary first aid and send an individual to retrieve the AED, if appropriate, and direct another to contact the site Team Communications member and/or the site principal/administrator to apprise them of the situation.
 - Team members are located throughout the site, and all have quick access to any area where they would be needed, and are likely to be present or nearby.
 - The site Team Communications member will communicate emergency information in the most rapid format available. The Site Team Communications member has access to all Response Team members' phone numbers, can immediately contact them via intercom system during the school day, and can communicate via two-way radios as appropriate.
 - The site Team Communications member will contact the local EMS and any other emergency responders who may be deemed necessary.
- **During an on-campus event after the school day:**
 - Follow the procedures as set forth in the district Riley Act Plan:
 - First one to arrive on the scene provides first aid.
 - Instruct someone to Call 911.
 - Instruct a coach, student manager, or uninjured persons to notify Athletic Director and retrieve an AED.
 - **If EMS cannot be located, the coach will become the designated leader of the situation.**
 - The leader will be in charge of the emergency situation and will instruct all others on the emergency team. The leader shall designate a specific leader assistant and a person to call EMS.
 - **EMS Protocol:** When you call EMS provide your name, title or position. Your current address, telephone number, number of individuals injured, condition of injured, specific directions and other information as requested.
- **Steps to take in event of Sudden Cardiac Arrest for Adult or Student:**
 - SCA Suspected (Unexpected collapse of individual, or individual is unresponsive)
 - Scene Safety
 - Instruct someone to call 911/EMS and retrieve AED
 - Assess Breathing & Pulse (Take no more the 10 seconds to complete)
 - If absent, begin CPR of 30 chest compressions at center of the chest at the nipple line, push hard, push fast, 2" depth, 100/min
 - Open the Airway
 - Clear mouth
 - Head-tilt, chin-lift, jaw thrust if C-spine injury suspected
 - Two rescue breaths of one second in duration (should see chest rise, if unsuccessful, readjust airway)

- AED arrives
 - Turn on AED & follow AED instructions.
 - AED pad placement: Apply one pad on the right center of the person's chest above the nipple. Place the other pad on the left side, slightly below the other nipple and to the left of the ribcage. Follow the pictures on the pad bag.
 - All clear when shock is getting ready to happen, wait to resume CPR when AED tells you.
- Repeat compressions continuously until EMS arrives and takes over care.

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

This site plan will be made available to all site personnel through electronic or printed media.

The Chain of Command for athletic medical emergencies is:

- Athletic Director
- Head Coach
- Assistant Coach
- Superintendent
- Other Athletes

While chain of command may differ for other aspects of the school response, this is specific to decisions made for the medical response and the medical well-being of the athlete. To avoid confusion there must be a designated individual in charge to make decisions about the care the athlete receives.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:

****These drills are NOT required to be entered on the School Security Website**

<i>Date of Drill</i>	<i>Notes</i>

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA

****Example: Local Ambulance, Fire Department, Police Department, Sheriff Department**

*****Identify who on your team will contact these providers**

<i>Name of Provider</i>	<i>Contact Information</i>
Sperry EMS: Randall Williamson, EMT	911
Sperry Fire Department	911
Sperry Police: Nick Mahoney, Police Chief	911
Tulsa County Sheriff: Vic Regalado	911

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:

**Check with your manufacturer for the recommended maintenance of your AED.

<i>AED Location</i>	<i>Maintenance Due</i>
Sperry High School Foyer next to Office	2028

LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT MS & HS SITES

<i>Site</i>	<i>Location</i>	<i>Maintenance Due</i>
Elementary School	First aid office	2028
Middle School	Main office	2028
Administration Building	Foyer	2028
Intermediate School	Main office	2028
Auditorium	Lobby	2028
Wrestling Room	Hall next to coach's office	2028
Multi-purpose Training Facility	Weight room	2026
High School	Foyer, next to main office	2028
Old Gymnasium	Lobby	2028
Field House	Lobby at north end of hall	2028
Baseball Concession Stand	South wall	2028
Softball/Football Concession Stand	North wall next to door	2028

DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD

**Must be updated and reviewed by the school board annually

Date of update and school board review: _____

Oklahoma State Department of Education

District: SPERRY (72-1008)

Academic Year: 2025-2026

Annual District Reading Plan

8/26/2025

District Planning Timeline

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

Begin review and electronic update of the district's Strong Readers Plan and each site's Strong Readers Plan using the Strong Readers Annual District Reading Plan accessed through SSO.	08/13/2025
Site principal approves and electronically submits updated school Strong Readers Plan using the Strong Readers Annual District Reading Plan accessed through SSO.	08/29/2025
Superintendent certifies and electronically submits updated district Strong Readers Plan once all sites in the districts have been approved by site Principals using the Strong Readers Annual District Reading Plan accessed through SSO.	08/29/2025
Strong Readers Annual District Reading Plan due.	08/30/2025
Begin assessing students in Grades K-3 for fall Strong Readers child count:	08/15/2025
Complete assessment of students in Grades K-3 in order to meet timeline set by the State Department of Education (SDE) for fall Strong Readers child count:	09/05/2025
Enter data for the number of students identified for reading difficulties using the Strong Readers Act Survey accessed through SSO for fall Strong Readers child count:	09/25/2025
Superintendent certifies data for Beginning-of-Year Readers report using the Strong Readers Act Survey accessed through SSO:	09/29/2025
Beginning-of-Year Strong Readers report due (child count, goal status):	10/01/2025
Provide written notification of reading deficiency and Student Literacy Intervention Plan (SLIP) to families of all identified students within 30 days of identification of reading deficiency. Students may have different notification deadlines based on the date the assessment was completed. This date indicates the deadline for all students to be notified and receive a SLIP:	09/18/2025
Begin assessing students in Grades K-3 for Middle-of-Year screening	01/16/2026
Complete assessment of students in Grades K-3 for Middle-of-Year screening.	02/04/2026
Provide written notification of reading deficiency and Student Literacy Intervention Plan (SLIP) to families of <i>newly</i> identified students within 30 days of identification of reading deficiency. Students may have different notification deadlines based on the date the assessment was completed. This date indicates the deadline for all students to be notified and receive a SLIP:	02/05/2026
Begin assessing students in Grades K-3 for End-of-Year screening:	04/27/2026
Complete assessment of students in Grades K-3 for End-of-Year screening.	05/08/2026
Enter data for the End-of-Year report for Grades K-3 in the Strong Readers Act Survey accessed through SSO:	05/22/2026
Superintendent certifies district-level data entered for End-of-Year report and submits the End-of-Year Strong Readers report due for Grades K-3 using the Strong Readers Act Survey accessed through SSO.	05/29/2026
End-of-Year Strong Readers report due:	05/30/2026
Enter data for Summer School report in the Strong Readers Act Survey accessed through SSO	07/31/2026

Superintendent certifies district-level data entered for Summer School report and submits the Summer School Strong Readers report due using the Strong Readers Act Survey accessed through SSO.	08/07/2026
Summer School Strong Readers report due	08/15/2026

Reading Sufficiency Funds

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

- Contact First Name: Cathy
- Contact Last Name: Wiles
- Telephone: 9182887213
- Title: Assistant Principal
- Email: cwiles@sperry.k12.ok.us

How will funds be expended?

Strong Readers Funds, if available will be used to purchase the Star Early Learning program and accompanying Dyslexia screening program. Additionally, as fund availability allows, the district will purchase supplements to enhance Literacy First and other programs that support the SRA program. Ten percent of funds will be earmarked for professional development involving the science of reading. If sufficient funding is available, the district will implement a two or four week program of reading instruction through a summer reading program for 1st grade and 2nd grade students who demonstrate skills at risk based on data provided by the program reports and other data sources. These programs will run consistently with the 3rd grade Summer Reading Academy. When available, funding will also be used to purchase supplementary materials for reading improvement to reduce the effects of the absence of guided instruction during summer vacation for all students on Successful Readers Plan.

Districts that receive more than \$2500 in Strong Readers allocation must spend no less than 10% to provide professional development for teachers teaching prekindergarten through grade five. The professional developement shall include training in the science of how students learn to read. Indicate the approved programs(s) the istrict will use this training to some or all teachers in the grade range?

The district plans to utilize professional development from the State Department of Education's approved list of vendors, to include but not be limited to, LTRS, Really Great Reading, and Catapult Learning West, LLC.

URL link to policies and procedures adopted by the school district board of education:

<https://www.sperry.k12.ok.us/vimages/shared/vnews/stories/557b0f7a3554e/Section%204%20Instruction.pdf>

SPERRY ES (72-I008-105)

Site Plan

Leadership Team

The purpose of the Reading Leadership Team is to build capacity of reading knowledge within the school building and focus on implementation of all aspects of the Reading Plan. The Reading Plan should have input from school administrators, teachers from at least two grade levels, and parents/legal guardians. Additional members of the Reading Leadership Team may include reading/instructional coaches, mentor reading teachers, content area teachers, and other principal appointees. This team should meet frequently throughout the school year.

How often does the Reading Leadership team meet? regularly

Reading Team

The primary contact person appears in the first row.

Last Name	First Name	Phone	Email	Team Position Value
Wiles	Catherine	9182887213	cwiles@sperry.k12.ok.us	Assistant Principal
Emery	Lauren	9186958202	lemery@sperry.k12.ok.us	Parent

Assessment Plan and Goals

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

Grade Level Data

Grade:	K
Approved Universal Screening Assessment:	STAR Early Learning - Renaissance
Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):	8/15/2025 - 9/5/2025
Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):	1/16/2026 - 2/4/2026
End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):	4/27/2026 - 5/8/2026
Approved Screening Assessment for Dyslexia:	Star Early Learning Suite
Diagnostic Assessments Used to Identify Instructional Needs:	Data from Star Early learning assessments will be used as a guide for overall reading skill focus instruction. All kindergarten students will be placed in small groups for intensive instructional level reading skills focus. The skill focus groups will meet 5 times weekly for 40 minutes for six weeks and then be reassessed. Literacy fist data will also be used to determine which students need additional services from the reading specialist and reading aide. Whole group instruction will occur daily in all kindergarten classrooms. Any student scoring below the 0th percentile rank for STAR Early Literacy or STAR Reading at the beginning of the year will be further assessed for characteristics of dyslexia. Star Early Literacy and Star CBM Reading will be used for this purpose.
Assessment Used for Progress Monitoring:	Progress monitor with screening assessment identified.
Frequency of Progress Monitoring - Tier 2:	monthly

Frequency of Progress Monitoring - Tier 3:	monthly
Grade:	1
Approved Universal Screening Assessment:	STAR Early Learning - Renaissance
Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):	8/15/2025 - 9/4/2025
Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):	1/16/2026 - 2/4/2026
End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):	4/27/2026 - 5/8/2026
Approved Screening Assessment for Dyslexia:	Star Early Learning Suite
Diagnostic Assessments Used to Identify Instructional Needs:	The first grade data will be used to plan dedicated time for reading instruction and reading skill areas that are weakest and in need of remediation. It will aid and determine overall reading skill focus for first grade. The data will assist in dividing students into the reading skill instructional level focus groups that all first grade students meet five times weekly for 45 minutes each session. The data also helps place students who are in need of services, giving them small group differentiated instruction with the reading specialist, interventionist, and aide. These daily interventions in tier 3 will be given specific instruction based on the weaknesses, identified in the data provided by STAR Early Literacy assessments and literacy first in addition classroom progress will be taken into consideration for additional interventions daily instructional methods include lessons derived from STAR Early Literacy and other lessons created by a reading specialist that address and increase skills that have been identified as the individual's weakness. All students will be exposed daily to whole group instruction to ensure that all children in first grade are working on first grade level materials, any student scoring below the 40th percentile rank for STAR Early literacy or STAR Reading at the beginning of the year will be further assessed for characteristics of dyslexia. STAR Early Literacy and Star CBM reading will be used for this purpose.
Assessment Used for Progress Monitoring:	Progress monitor with screening assessment identified.
Frequency of Progress Monitoring - Tier 2:	monthly
Frequency of Progress Monitoring - Tier 3:	monthly
Grade:	2
Approved Universal Screening Assessment:	STAR Early Learning - Renaissance
Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):	8/15/2025 - 9/5/2025
Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):	1/16/2026 - 2/4/2026
End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):	4/27/2026 - 5/8/2026

Approved Screening Assessment for Dyslexia:	Star Early Learning Suite
Diagnostic Assessments Used to Identify Instructional Needs:	The second grade data will be used to plan dedicated time for reading instruction and reading skill areas that are weakest and in need of remediation. It will aid and determine overall reading skill focus for second grade. The data will assist in dividing students into the reading skill instructional level focus groups that all second grade students rotate five times weekly for 45 minutes each session. The data also helps place students who are in need of services, giving them small group differentiated instruction with the reading specialist, interventionist, and aide. These daily interventions in tier 3 will be given specific instruction based on the weaknesses, identified in the data provided by STAR Early Literacy assessments and literacy first in addition classroom progress will be taken into consideration for additional interventions daily instructional methods include lessons derived from STAR Early Literacy and other lessons created by a reading specialist that address and increase skills that have been identified as the individual's weakness. All students will be exposed daily to whole group instruction to ensure that all children in second grade are working on second grade level materials, any student scoring below the 40th percentile rank for STAR Early literacy or STAR Reading at the beginning of the year will be further assessed for characteristics of dyslexia. STAR Early Literacy and Star CBM reading will be used for this purpose.
Assessment Used for Progress Monitoring:	Progress monitor with screening assessment identified.
Frequency of Progress Monitoring - Tier 2:	monthly
Frequency of Progress Monitoring - Tier 3:	monthly
Grade:	3
Approved Universal Screening Assessment:	STAR Early Learning - Renaissance
Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):	8/15/2025 - 9/5/2025
Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):	1/16/2026 - 2/4/2026
End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):	4/27/2026 - 5/8/2026
Approved Screening Assessment for Dyslexia:	Star Early Learning Suite
Diagnostic Assessments Used to Identify Instructional Needs:	The third grade data will be used to plan dedicated time for reading instruction and reading skill areas that are weakest and in need of remediation. It will aid and determine overall reading skill focus for third grade. The data will assist in dividing students into the reading skill instructional level focus groups that all third grade students meet five times weekly for 45 minutes each session. The data also helps place students who are in need of services, giving them small group differentiated instruction with the reading specialist, interventionist, and aide. These daily interventions in tier 3 will be given specific instruction based on the weaknesses, identified in the data provided by STAR Early Literacy assessments and literacy first in addition classroom progress will be taken into consideration for additional interventions daily instructional methods include lessons derived from STAR Early Literacy and other lessons created by a reading specialist that address and increase skills that have been identified as the individual's weakness. All students will be exposed daily to whole group instruction to ensure that all children in third grade are working on third grade level materials, any student scoring below the 40th percentile rank for STAR Early literacy or STAR Reading at the beginning of the year will be further assessed for characteristics of dyslexia. STAR Early Literacy and Star CBM reading will be used for this purpose.

Assessment Used for Progress Monitoring:	Progress monitor with screening assessment identified.
Frequency of Progress Monitoring - Tier 2:	monthly
Frequency of Progress Monitoring - Tier 3:	monthly

Core Reading Program

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

Grade	Core Reading Program Utilized	Supplemental Resources Used for Core (Tier 1) Instruction
First	Houghton Mifflin Harcourt: Into Reading (K-5) ©2022	
Second	Houghton Mifflin Harcourt: Into Reading (K-5) ©2022	
Third	Houghton Mifflin Harcourt: Into Reading (K-5) ©2022	
Kindergarten	Houghton Mifflin Harcourt: Into Reading (K-5) ©2022	

Professional Development

Professional development for teachers, coaches, administrators should be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) should have base training in reading instruction on scientifically-based reading research. Districts/schools receiving more than \$2,500 of Strong Readers funds must spend 10% of these funds on science of reading aligned professional development provided by an OSDE approved vendor.

* We are aware of the requirement of districts that receive more than \$2,500 of Strong Readers funds to spend 10% of those funds on science of reading aligned professional development provided by an OSDE approved vendor.

Reading

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

The elementary will offer Strong Readers Training, STAR Early Literacy professional development training, and Into Reading training. In addition, professional development training is continually provided on differentiated instruction. At least 10% of the available Strong Readers funds will be used to provide professional development for some or all of the teachers assigned to pre-kindergarten through grade 5. The district plans to utilize professional development from the State of Department of Education approved list of vendors to include, but not be limited to LTRS, Really Great Reading, and Catapult Learning West, LLC.

Time and Personnel for Strong Readers Act

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

Number of staff working directly with students on a regular basis to implement provisions of the Strong Readers Act. This includes (but is not limited to) classroom teachers, resource or support teachers providing literacy instruction, and paraprofessionals providing instruction.

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

Grade	Average daily time for Core (Tier 1) instruction	Average daily time for additional instruction
K	90	45
1	90	45
2	90	45
3	90	45

Parent Guardian Communication

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

Deadline date for written notification of reading deficiency and student’s Individual Reading Plan to be provided to parent or legal guardian of identified students. Must be within 30 days of the completion of the **beginning** of year assessment window.

09/18/2025

Deadline date for written notification of results of dyslexia screening to be provided to parent or legal guardian of applicable students. Additional screening for dyslexia should be completed within 30 days of completion of universal screening. Parent or legal guardian notification should be within 15 days of the completion of the **dyslexia** assessment window.

09/18/2025

Deadline date for written notification of reading deficiency and student’s Individual Reading Plan to be provided to parent or legal guardian of **newly** identified students. Must be within 30 days of the completion of the **middle** of year assessment window.

02/05/2026

Intervention Outside the 90 Minute Reading Block

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

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

Skills focus for intervention:	Phonological/phonemic awareness
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics
Level of Intensity:	Tier 2
Intervention Setting:	During the school day pulled out by an interventionist (outside of the core reading block)
Staff role(s) responsible for providing intervention:	Classroom Teacher
Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes
Intervention will be used for the following groups:	Dyslexia: Students demonstrating risk for characteristics of dyslexia and receiving reading support in foundational word recognition skills.
Skills focus for intervention:	Fluency
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics

Level of Intensity:	Tier 3
Intervention Setting:	During the school day by an interventionist pushing into the regular classroom (outside of the core block)
Staff role(s) responsible for providing intervention:	Reading Specialist
Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes
Intervention will be used for the following groups:	Dyslexia: Students demonstrating risk for characteristics of dyslexia and receiving reading support in foundational word recognition skills.
Skills focus for intervention:	Phonics: decoding and encoding
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics
Level of Intensity:	Tier 2
Intervention Setting:	During the school day pulled out by an interventionist (outside of the core reading block)
Staff role(s) responsible for providing intervention:	Classroom Teacher
Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes
Intervention will be used for the following groups:	Dyslexia: Students demonstrating risk for characteristics of dyslexia and receiving reading support in foundational word recognition skills.
Skills focus for intervention:	Comprehension
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics
Level of Intensity:	Tier 3
Intervention Setting:	During the school day by an interventionist pushing into the regular classroom (outside of the core block)
Staff role(s) responsible for providing intervention:	Reading Specialist
Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes
Intervention will be used for the following groups:	Dyslexia: Students demonstrating risk for characteristics of dyslexia and receiving reading support in foundational word recognition skills.

Skills focus for intervention:	Vocabulary
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics
Level of Intensity:	Tier 2
Intervention Setting:	During the school day by an interventionist pushing into the regular classroom (outside of the core block)
Staff role(s) responsible for providing intervention:	Classroom Teacher
Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes
Intervention will be used for the following groups:	Dyslexia: Students demonstrating risk for characteristics of dyslexia and receiving reading support in foundational word recognition skills.
Skills focus for intervention:	Phonological/phonemic awareness
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics
Level of Intensity:	Tier 3
Intervention Setting:	During the school day by an interventionist pushing into the regular classroom (outside of the core block)
Staff role(s) responsible for providing intervention:	Reading Specialist
Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes
Intervention will be used for the following groups:	Non-IEP: Students receiving reading support but are NOT an Individual Education Program (IEP).
Skills focus for intervention:	Fluency
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics
Level of Intensity:	Tier 2
Intervention Setting:	During the school day by an interventionist pushing into the regular classroom (outside of the core block)
Staff role(s) responsible for providing intervention:	Classroom Teacher
Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes

Intervention will be used for the following groups:	Non-IEP: Students receiving reading support but are NOT an Individual Education Program (IEP).
Skills focus for intervention:	Phonological/phonemic awareness
Intervention Resource Name:	small group instruction, STAR Early Literacy, and Literacy First Diagnostics
Level of Intensity:	Tier 3
Intervention Setting:	During the school day by an interventionist pushing into the regular classroom (outside of the core block)
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Staff role(s) responsible for providing intervention:	Classroom Teacher
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Skills focus for intervention:	Vocabulary
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Level of Intensity:	Tier 3
Intervention Setting:	During the school day by an interventionist pushing into the regular classroom (outside of the core block)
Staff role(s) responsible for providing intervention:	Reading Specialist

Frequency (how many average sessions a week):	At least daily
Duration (average length of each session):	45 minutes
Intervention will be used for the following groups:	Non-IEP: Students receiving reading support but are NOT an Individual Education Program (IEP).

Sperry Public Schools
Facilities Use and License Agreement

THIS AGREEMENT is entered into between Sperry Public Schools ("School District") and Dustin Maxwell ("Licensee").

90 Oklahoma Fire Softball

RECITALS:

- A. Licensee desires to use on a temporary basis certain facilities owned by the School District.
- B. The School District desires to allow Licensee to use and occupy designated portions of those facilities at specific times and for specific purposes.

WHEREFORE, in consideration of the following mutual promises, covenants and conditions and intending to be legally bound the parties agree as follows:

- 1. The School District agrees to allow Licensee to use and occupy the facilities and portions thereof described in paragraph 6 below at the times designated in said paragraph 6 below and for the specific uses described in paragraph 6.
- 2. Licensee agrees to pay the School District \$ 0 as and for rentals and all required cleaning and janitorial expense involved in Licensee's use and occupancy of the facilities.
- 3. Licensee agrees to release, hold harmless and indemnify the School District, its agents and employees from any and all liability regardless of the source and regardless of the type of claim which may occur arising out of, directly or indirectly, the Licensee's occupancy and use of the below-described facilities. In addition to the foregoing release and indemnity, and not in lieu thereof, Licensee agrees to furnish School District with a certificate or certificates of insurance coverage in such amounts as the superintendent of schools requires as will insure the School District against any and all liability or actions that can arise by virtue of the Oklahoma Governmental Tort Claims Act, and naming the School District, its agents and representatives as additional parties insureds.
- 4. Licensee warrants and represents that it is authorized to sign this Agreement and by signing this Agreement binds itself, its affiliates, members, successors and assigns.
- 5. This Agreement is terminable at the will of the School District upon thirty (30) days advance notice.

6.

Designated building: Field of Dreams

Designated portion: Practice Fields

Designated use: _____

Designated date(s): 8.25.25 - 11.25.25

Designated time: Various Times

Licensee will take care to use all facilities and equipment of the School District in a careful and prudent manner so as to prevent any loss, defacement or damage to them. Licensee is liable to the School District for the damages, repair or replacement of any items damaged during its use of the School District's facilities.

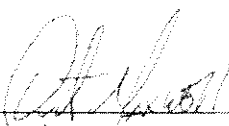
DATED this 25th day of August, 2025.

Licensee

Sperry Public Schools

Dustin Maxwell
Printed Name

President, Board of Education


Signature

Attest:

Clerk, Board of Education

SPERRY PUBLIC SCHOOLS

GIFTED EDUCATION PROGRAM POLICY AND GUIDE



SPERRY PUBLIC SCHOOLS
400 W. Main Street
Sperry, Oklahoma 74073

GIFTED EDUCATION PLAN

for
Sperry Public Schools
Sperry, Oklahoma

PART 1: INTRODUCTION

I. DEFINITION

Section 904 of Oklahoma's Education of Gifted and Talented Children Act identifies gifted and talented children as "those children identified at the pre-school, elementary, and secondary levels as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services." This definition includes students "who score in the top three percent (3%) on any national standardized test of intellectual ability" and "may also include students who excel in" creative thinking, leadership, visual performing arts, and academics.

II. MISSION

To develop independence of thought and study by providing varied opportunities for becoming efficient and productive thinkers, and to foster within each gifted student a realistic awareness of self and an understanding of the significance of his/her potential role in society.

II. PHILOSOPHY

Students whose intellectual capacity, rate of learning, and potential for creative contributions deserve the same learning opportunities as other students, but their exceptional processing abilities often require learning opportunities distinguishable from, but connected to, the regular curriculum; therefore, it is necessary to provide diverse, appropriate, and ongoing learning opportunities for these students that incorporate their academic, social, and emotional needs. Sperry Public Schools is committed to addressing these needs of gifted and talented students to optimize their learning through enrichments and rigorous academic and performance opportunities that challenge them intellectually, develop independent learning skills, and deepen their understanding of themselves and the world around them.

III. GOALS

In order to provide opportunities for identified gifted and talented students to reach their full potential, a rigorous and challenging curriculum will be provided for a wide variety of intellectual and performance skills which will

- A. relate curriculum content to major ideas, concepts, and themes in order to broaden and deepen student understanding;

- B.** promote their use of critical and creative thinking, problem-solving, and logic skills to promote educational progress throughout the curriculum;
- C.** enable students to create new ideas and products by analyzing, synthesizing, and evaluating current knowledge and transferring it to new situations and applications;
- D.** provide differentiated curriculum which is modified in pace, breadth and depth; and
- E.** structure a physical and emotional learning environment that addresses the unique needs of gifted students and accommodates a variety of learning rates and styles.

PART 2: IDENTIFICATION OF STUDENTS FOR GIFTED EDUCATION PROGRAMMING

I. SITE COMMITTEES ON GIFTED EDUCATION

- A.** Each site will have a Gifted and Talented Committee which will make efforts to identify all eligible students at that site for participation in the district Gifted and Talented program. Each site committee will utilize those aspects of identification detailed in the district Gifted and Talented Program Identification Matrix (Form A).
- B.** The committee at each school site will include the site coordinator for gifted programming who has received training in gifted education, the principal or administrative designee, counselor and/or a classroom teacher(s) knowledgeable of the student as appropriate.
- C.** The committee coordinates and uniformly implements the process for identification of students in grades Pre-K through 12 and communicates these procedures to the entire school staff consistent with the Gifted Education Plan, State Board of Education regulations, and state statutes.
- D.** The committee coordinator at each site will collect, analyze, maintain the appropriate records for students in the program, and make appropriate professional decisions on the placement of students in the program.

II. GIFTED AND TALENTED PLACEMENT PROCESS

- A.** Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
- B.** A composite score at or above the 97th percentile on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval. This

placement will be referred to as intellectual placement and may be based on scores from a wide variety of tests of intellectual ability.

- C. Students identified as excelling in visual or performing arts ability may use such ability as one of the qualifying criteria.
- D. Students who do not qualify for intellectual or performance ability placement might still qualify for academic placement, based on demonstrated capabilities in other areas. Each site's Gifted and Talented Committee will make this decision based on multiple criteria, using the Sperry Public Schools Gifted Program Identification Matrix (Form A). No single criterion or cut-off score will be used to exclude a student from academic placement in the gifted program.
- E. Recommendations to identify additional gifted and talented students at each site in Sperry Public Schools will be sought from a wide variety of sources. Sperry Public Schools will use the Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) from any of the following:
 - 1. Professional educators
 - 2. Parents
 - 3. Community Members
 - 4. Peers
 - 5. Self
 - 6. Others as appropriate
- F. Site committees will analyze data and make placement decisions.
 - 1. Uniform identification procedures will be used to identify students for specific gifted education programming options.
 - 2. To allow for the unbiased assessment of all cultural and economic backgrounds, a site committee decision for placement may be made based on referral, student product or performance, portfolio assessment, appropriate checklists and other relevant information.
 - 3. The committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
 - 4. Placement will be made in programming options appropriate to the student's educational needs, interests and/or abilities agreed upon by the site committee and with parental approval.
- G. Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.
- H. Identification of gifted students is an ongoing process extending from school entry through grade twelve.
 - 1. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.
 - 2. Identification of students based on a nationally standardized test of intellectual ability will be valid for the entirety of the student's educational experience.

3. Students who were identified as gifted and talented in another school district will be considered for identification and placement by the site committee in a timely manner.
4. Evaluation of the appropriateness of a student's placement in gifted educational programming will be ongoing.
5. A student may be removed from a programming option which is not meeting his/her educational needs.
 - a. A conference involving parents, gifted teacher, school counselor and any other persons having knowledge of the student must be held before completing the Reassessment Form (Form B). Appropriate forms will be signed by parent/guardian and school personnel and will be placed in the student's confidential folder.
 - b. Every effort should be made to avoid permanently withdrawing the student from the program. The student's confidential folder will remain in the inactive file at the site and/or in the district office. The site counselor will contact the parent at the end of each school year to determine appropriate placement for the coming year.
 - c. Students who are withdrawn from the gifted program at the request of their parents will not be reviewed each year.
6. Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.
7. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for educational decisions.

I. The identification and placement process includes parental involvement.

1. An additional evaluation is available upon parent request.
2. Parents will be asked to grant written permission for individual testing, either through their own request for testing, or by granting the district permission.
3. The committee will send a letter to parents advising them that their child has been selected for testing (Form C) which parents will use to authorize testing.
4. Parents will be given written notice regarding the placement decision (Form D).
5. Parents whose students have been recommended for placement will be provided with a summary of the programming to be offered.
6. Parents may appeal a placement decision with which they disagree. Appeals will be filed with the site counselor. Further appeals may be made to the district program coordinator.

II. DIFFERENTIATED PROGRAM

Differentiated education programs will be made available to all gifted students. This differentiated education will be carefully matched with student needs and interests, and sites will provide opportunities for students to move through the curriculum at an appropriate and flexible pace, provide differentiated curriculum to meet each student's unique needs, and facilitate academic/

social support. Parents will be provided a summary of the gifted educational programming to be offered their child. Options for this may include:

A. Program Options

1. Student placement in programming options is ongoing and a part of the school schedule and shall begin within three weeks of the beginning of the school term.
2. Programming options will be coordinated by the site gifted teacher and the site committee to guide the development of gifted students from the time they are identified through graduation from high school.
3. Identified students will be placed in programming options based on their abilities, needs, and interests.
4. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.

B. Enrichment

1. Activities will be developed that are supplemental to the established curriculum on content-related topics in the regular classroom.
2. Enrichment activities will be designed with the needs, interests, and capabilities of particular students in mind.
3. Pull-out programs consisting of small groups to study a specific subject or to provide students the opportunity to explore a specific research topic with adult guidance will be available for elementary students.
4. Academic Bowl teams in which students compete in individual and/or team competitions in a variety of academic subjects through the Oklahoma Academic Coaches Association, Oklahoma Junior Academic Bowl Association, Oklahoma Secondary School Activities Association, Green Country Academic Association, etc. may be available for 4th grade through 12th grade students.
5. Robotics, drones, and other STEM/STEAM focused team activities, both for non-competitive programs and interscholastic competitions as appropriate may be made available for 3rd grade through 12th grade students.
6. Seminars/Conferences on topics relevant to the student will be made available as appropriate.
7. Guided Research through individually contracted research projects of a particular topic may be offered.
8. Independent Study activities may be developed for an in-depth study of a content-related topic.

C. Academic and Social Support

1. Guidance and counseling activities, sessions, and policies are developed to assist gifted and talented students in planning their academic career throughout their years in school and after, and also address the specific social-emotional needs of the gifted including underachievement.
2. Programming options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
3. Mentorships may be established for gifted and talented students to be assigned a mentor to shadow or to spend time with them to discuss career options. Mentorships

are designed to pair individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.

4. Proficiency Based Promotion is available for elementary or secondary students to advance one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
5. Concurrent Enrollment is available for eligible students who wish to enroll in college courses while still attending high school.
6. Dual Enrollment is offered to middle level qualified students to enroll in and receive high school credit for high school courses while at the middle level.

D. Curriculum

1. Curriculum for the gifted extends or replaces the regular curriculum.
2. Curriculum is planned to assure continuity throughout the program for gifted students.
3. Curriculum for the gifted extends the regular curriculum and is differentiated in content, process and/or product as well as breadth, depth and/or pace.
4. Pre-Advanced Placement and Advanced Placement classes in specific content areas are offered to secondary students. These courses include differentiated curriculum and accelerated content designed for able students, and are not limited to identified gifted students. The district will make efforts to annually offer at least one Pre-Advanced Placement or Advanced Placement course in each of the core content areas.
5. Curriculum for gifted students will stress creativity and higher-level thinking skills and is planned to assure continuity.
6. When appropriate, differentiation will occur in content, process, product, and learning environment.

E. Professional Development

1. Pursuant to State Law 210:15-23-2, to assure all classroom teachers develop the skills of managing the learning of children of all abilities, staff will receive opportunities for professional development in a wide range of areas, including, but not limited to
 - a. Integrated curriculum/thematic units,
 - b. Learning styles/ multiple intelligences,
 - c. Thinking skill development/enhancement, and/or
 - d. Problem finding/ problem solving.

F. Program Descriptions

1. **General Delivery of Program:** Proficiency Based Promotion testing program is available to any student interested in advancing to the next level of study and receiving credit for a core curriculum course. The site counselors, gifted coordinators, and teachers of gifted students are responsible for coordinating pull-out, Pre-AP[®], and AP[®] program options. Delivery of Pre-AP[®] and AP[®] programs is addressed by the classroom teachers who have received training endorsed and supervised by College Board.

2. **Elementary Program:** Sperry Elementary Schools may use a variety of enrichment activities to include: Pull-Out Programs for identified students in grades two through five; Field Trips; Service Learning/Community Projects; Resource Room. The G/T resource room provides students with the opportunity to work with gifted education a resource specialist. The resource specialist and G/T students will engage in curricular activities designed to meet the needs and interests of the student. These activities are designed to increase student knowledge in subject areas not covered at the same depth, breadth, and/or pace in the regular classroom. Program objectives include the development of creative, logical, and critical thinking skills, the continuum of research skills, problem solving, creative expression, and self-concept. STEM-related activities and projects will be included at all levels as appropriate. Students are not expected to complete classwork missed during the time that they are in the resource room. Work done in the resource room will meet the same or similar objectives as are covered in the regular classroom; therefore, students will receive the same basic educational goals at a higher level of learning. Participation in the gifted program is a vital part of each student's total educational program, and is an important contributing factor to the education of other participants in the program as well as in the regular classroom. It should be noted that students participating in the gifted program in the resource room are actively involved in the learning process and are expected to complete in-depth research and other assignments related to their core content objectives during the time they are in the resource room. Adherence to these conditions is an indicator of strong professional ethics and supports the individual student's right to learn. The gifted resource specialist will address appropriate creative and primary problem solving strategies for pre-kindergarten through first grade students who have been identified as potentially gifted and/or talented. The gifted resource specialist may meet with an individual student or teacher, assist in whole class activities, and/or lead small groups of pre-kindergarten through first grade students as deemed appropriate.

3. **Middle School Program:** Gifted students of middle school age (grades six through eight) may enroll in Pre-Advanced Placement® courses as available in the core areas of mathematics and language arts. This program allows gifted students opportunities to interact with intellectual peers while studying the prescribed curriculum which is modified in pace, breadth, and depth. Pre-AP® courses emphasize high level thinking skills, creativity, and in-depth study, and all teachers instructing these classes are required to attend specialized training. Middle school gifted students are also encouraged to participate in creative and academic competitions such as Geography Bee, Math Counts, Academic Bowl, Robotics, and the Duke Talent Identification Program. Two opportunities for offering more intellectual challenge for middle school gifted students are Proficiency Based Promotion and dual enrollment in high school classes. Proficiency Based Promotion testing opportunities are available twice a year, once in the fall and once in the spring, giving gifted students the opportunity to advance to more challenging courses at a higher grade level. When students are not prepared to advance an entire grade level, but would benefit from a more rigorous curriculum in specific content areas, middle school gifted students may choose to enroll in courses for high school credit in courses such as Algebra I, physical science, or Spanish I as deemed appropriate. The middle school gifted coordinator may also arrange special opportunities for enrichment through academically appropriate seminars, guest speakers, or field trips.

These opportunities may apply to all middle school gifted students or to those with interests in a specific academic content. The middle school gifted coordinator will also assist regular classroom teachers in the development and use of enrichments for gifted students in the regular classroom setting.

4. **High School Program:** Gifted high school learners often differ from one another in more ways than they are similar. Unique patterns of individual characteristics, interests, aptitudes, abilities, and values indicate that secondary schools should offer the intellectually gifted a wide range of choices. Students identified as gifted and talented at the high school level will select from a variety of options. Their course work may include Pre-AP[®] and/or Advanced Placement[®] courses and/or concurrent enrollment. Pre-AP[®] and AP[®] classes will emphasize strategic reasoning, creative and critical thinking skills, and cooperative learning strategies. Advanced course work will differ in pace, breadth and depth, but will meet all of Sperry Public School's curricular objectives for the regular course, as well as all Oklahoma Academic Standards. Pre-AP[®] and AP[®] courses will focus on providing students with the skills and content necessary for academic success on the College Board AP[®] exams, the Oklahoma State Academic Standards, and the ACT assessment of student skills. Concurrent enrollment provides gifted students with the opportunity to attend college courses of their choosing that are offered through Tulsa Community College. As juniors and/or seniors, Sperry's gifted students can expand skills in their areas of interest and begin building their college transcript at the same time. High school students may also have the opportunity to participate in academic seminars, career counseling sessions, concurrent enrollment in college classes, creative and academic competitions, and academic advisement specifically directed to meet their individual needs.

III. EVALUATION

- A. A systematic plan for on-going evaluation is part of program planning and implementation.
- B. Students, teachers, parents, and administrators will annually evaluate gifted education programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program stakeholders at the site level, the district level, and, as appropriate, to students, parents, and the public.
- C. All components of the gifted education program are evaluated:
 - 1. identification,
 - 2. curriculum/instructional programming,
 - 3. professional development for staff,
 - 4. community involvement,
 - 5. program options and management, and
 - 6. the evaluation process.
- D. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.

- E. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
- F. Data for evaluation will be obtained from a variety of instruments, procedures and information sources, included but not limited to the following: gifted students' scores from pre and post norm reference tests, criterion referenced scores, student's portfolios, students teachers, and community member questionnaires.
- G. Student progress will be assessed with attention to higher level thinking skills and creativity.
- H. Advanced Placement® courses will be noted on students' transcripts.
- I. Evaluation findings are compiled, analyzed, and communicated to the appropriate audiences.

IV. LOCAL ADVISORY COMMITTEE

- A. Appointment of the Local Advisory Committee members will be approved by the board of education upon the recommendation of the superintendent, pursuant to State Law 210:15-23-1, Section 910.1.
- B. The Local Advisory Committee will be demographically representative of the community.
- C. Students, teachers, parents, and administrators will annually evaluate gifted education programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program stakeholders at the site level, the district level, and, as appropriate, to students, parents, and the public.
- D. Pursuant to State Law 210:15-23-1, Section 910.1, the Local Advisory Committee members will consist of at least three (3) but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.
- E. The Local Advisory Committee will be appointed no later than September 15 of each school year for two year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district.
- F. The first meeting will be called by the Gifted Coordinator no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice chair.
- G. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.

- H. The school district will furnish staff that has training in gifted education for the advisory committee.
- I. The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested.

V. QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED STUDENT EDUCATION PROGRAM STAFF

A. Qualifications of Staff

- 1. A teacher (and Gifted Coordinator) shall hold a valid Oklahoma teaching certificate appropriate to the certification credential and grade levels included in the program.
- 2. Gifted education resource specialists hold a valid Oklahoma teaching certificate.
- 3. Any teacher or Gifted Coordinator whose duties include direct involvement with gifted/talented students shall participate in staff development workshops and/or college training designed to educate/assist them in the area of gifted children.
- 4. Gifted education resource specialists will participate in professional development or college training designed to educate and assist them in the area of gifted education regularly.
- 5. Administrators responsible for gifted education programming will attend professional development related to the educational needs of gifted students.

B. Responsibilities of Gifted Educational Program Staff

- 1. The superintendent or the district coordinator for gifted educational programming will be responsible for working with the local advisory committee, overseeing the site coordinators and site plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
- 2. The principal or gifted teacher at each site will be responsible for working with the site committee, coordinating the gifted program at the building level, working with the identified gifted students at the site, and completing such reports and information as required by the district coordinator for gifted education programming.
- 3. The site committee on gifted educational programming will work with the gifted teacher at that site to develop the site gifted plan each year. The gifted teacher or designee is responsible for coordinating the site programming options.
- 4. Under the direction of the district coordinator for gifted educational programming, an organizational document will be developed at each site with clearly delineated roles, responsibilities and coordination.
- 5. Curriculum delivery is addressed by both the regular classroom teachers and the gifted teacher. They work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support as needed.

- a. The gifted teacher may provide professional support through modeling, consultation, co-teaching, collaborative problem solving, professional development, and assist classroom teachers in finding and securing resource materials.
- b. The gifted teacher is responsible for assisting with gifted student identification, monitoring student progress, and maintaining student records.
- c. The gifted teacher will have and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.

VI. BUDGET

- A. Each site coordinator of gifted educational programming, in conjunction with the site committee and administration will prepare a budget for gifted educational programming as a part of the site gifted plan.
- B. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.
- C. The budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

VII. EXPENDITURES REPORTING

- A. As of August, 2021, Sperry began submitting expenditure reports for the Gifted and Talented expenditures through annual Oklahoma Cost Accounting System procedures reporting system as permitted through the passage of HB 1968 earlier that year.
- B. The information provided in the OCAS reporting of Gifted and Talented expenditures will identify the expenditures made by the district during that year for the gifted child educational programming as required by 70 O.S. 1210.307(D).
- C. The OCAS reporting will identify expenditures by major object codes and program classifications pursuant to OCAS procedures.

Form A

Sperry Public Schools Gifted and Talented Program Identification Matrix

Student Name: _____ Grade: _____ Date of Identification: _____

Assessment Areas	2	4	6	8	10	12
Nationally Standardized Test of Intellectual Ability (Includes Standard Error of Measurement) Test Name _____ Test Date _____ Score/Percentile Rank _____	≥ 85%	≥ 88%	≥ 90%	≥ 93%	≥ 95%	≥ 97%
	2	4	6	8	10	12
Oklahoma authorized test scores (OSTP & CCRA) 2 pts each <i>Satisfactory</i> or <i>Proficient</i> score ELA _____ Mathematics _____ Science _____ History _____						
Oklahoma authorized test scores (OSTP & CCRA) 4 pts each <i>Advanced</i> score ELA _____ Mathematics _____ Science _____ History _____						
Successful completion of Pre-Advanced Placement (Pre-AP) and/or Advanced Placement (AP) classes (for a full year and a grade of B or better) attach student transcript 1 point per course						
Advanced Placement Exam Scores 2 points for each "3" score 3 points for each "4" score 4 points for each "5" score						
Evidence of excellence in visual or performing arts with parental consent to participate in G/T Program						
Achievement demonstrated on the following:	≥ 87%	≥ 90%	≥ 93%	≥ 95%	≥ 97%	
Pre-ACT and/or ACT test rankings / SAT test Pre-ACT (US ranking) _____ ACT (state ranking) _____ Math _____ Science _____ Math _____ Science _____ Reading _____ English _____ Reading _____ English _____						
PSAT Math _____ Reading & Writing _____						
Recommendations: Self, peer, parent or teacher using **SRBCSS (elementary only)			≥ 33	≥ 43		
Recommendations: Self, peer, parent or teacher using **SRBCSS (secondary only)		≥ 33	≥ 43			

**SRBCSS - Scales for Rating the Behavioral Characteristics of Superior Students

Form B

Gifted Student Education Program Reassessment of Student Participation

Student	Student Number	Date of Birth
---------	----------------	---------------

School Year	Grade	School
----------------	-------	--------

Parent/Guardian	Address/Zip	Telephone
-----------------	-------------	-----------

The Site Review Committee has evaluated all pertinent information concerning this student's progress in the Gifted Student Educational Program. The following action has been taken as a result of committee recommendation:

☐ It has been determined that the student's needs can be met in regularly scheduled classes. The Site Review Committee will meet at the end of each year to determine placement for the coming year.

☐ Student has been withdrawn from the Gifted Student Educational Program at the request of the parents. Student will not be included in special activities which are part of the gifted education program. Student's placement will not be reviewed each year. Parent/guardian may request that the student's placement be reviewed at a later date.

Signature of Principal

Date

Signature of Counselor

Date

Signature of Gifted Education Resource Specialist

Date

I have conferred with the principal and/or counselor and agree with the action taken as stated above.

Signature of Parent/Guardian

Date

Original-Gifted Coordinator

Copy-Counselor

Form C

To the Parents/Guardians of _____ :

Your child is being considered for participation in the Gifted Student Education Program. A school review committee is in the process of gathering data to determine eligibility for the program.

The Naglieri Nonverbal Abilities Test (NNAT3), which is a group intelligence test, will be given to your child as part of the screening process. You will receive results of this evaluation. If your child is approved for participation in the program you will receive further information from the school.

As parents or guardians, you have the right:

to refuse permission for individual testing;

to request, receive and review all relevant records and be informed of the results of the evaluation, and to challenge the content of school records;

to know that your child's records will be kept confidential;

to continue or withdraw your child from the program at any time.

Please sign this letter and return it to your school counselor. Thank you for your cooperation.

Sincerely,

Coordinator, Gifted Student Education Program

☐ Yes, I understand my rights and agree to have Sperry School District gather data and give the Naglieri Nonverbal Abilities Test (NNAT3) to determine if placement in the Sperry Gifted and Talented Program is appropriate for my child.

☐ No, I understand my rights and choose not to have my child evaluated for placement in the Sperry Gifted and Talented Program and do not want him/her to participant in program activities or opportunities.

Parent/Guardian Signature

Date

Form D

Gifted Student Education Program Eligibility/Placement Summary Form

Student _____ Student Number _____ Date of Birth _____

School _____ Grade _____ School Year _____

Parent/Guardian _____ Address/Zip _____ Telephone _____

INTELLECTUAL ABILITY	TEST DATE	GRADE WHEN ADMINISTERED	SCORE
Naglieri Nonverbal Abilities Test (NNAT3)			
Other*			

*For students entering district with Intellectual Ability assessment information given separately or by another district

Identification Matrix placement score _____

The student whose name appears above is identified by the Site Committee for participation in the Gifted Student Education Program ☐ Yes ☐ No

Placement: ☐ Pull-Out ☐ Academic Bowl ☐ Honors/AP Classes ☐ Other _____

All signatures are necessary for site committee placement.

Signature of Principal

Date

Signature of Counselor

Date

Signature of Site Gifted Education Resource Specialist

Date

Signature of Classroom Teacher

Date

I have been consulted and approve placement of my child in the Gifted Student Education Program.

Signature of Parent

Date

FOR USE BY SITE GIFTED EDUCATION RESOURCE SPECIALIST:

Approved for placement in Gifted Student Education Program: ☐ Yes ☐ No

Site Gifted Education Resource Specialist

Date

INTERLOCAL AGREEMENT
BETWEEN
BOARD OF COUNTY COMMISSIONERS OF OSAGE COUNTY
AND
SPERRY PUBLIC SCHOOLS, OKLAHOMA

This Agreement is made by and between the Board of County Commissioners of Osage County, State of Oklahoma, hereinafter referred to as the COUNTY, and Sperry Public Schools of Sperry, OK, a municipal subdivision of the State of Oklahoma, In Osage County and/or neighboring County, hereinafter referred to as the SCHOOL.

WHEREAS, by virtue of 74 O.S. § 1001 et. seq., local governmental units are authorized to enter into agreements for joint or cooperative action to share in their respective authority to exercise governmental functions to further the efficient; and

WHEREAS, by virtue of 69 O.S. §§ 601 and 1903 and 11 O.S. 36-113(A)(B), Boards of County Commissioners and municipalities with a population of less than 5,000 are authorized to enter agreements for the construction, improvement, and/or maintenance of streets of the municipality.

NOW THEREFORE, the parties hereto agree as follows.

I. TERM

This Agreement becomes effective this 1st day of July, 2025 and shall terminate upon June 30th, 2026 to be renewed on an annual basis, unless otherwise terminated or modified as hereinafter provided.

II. SCOPE AND LOCATION OF AGREEMENT

The SCHOOL and COUNTY agree that the purpose of this interlocal agreement is to assist the Sperry Public School System in any project requested by the school for FY26.

The assistance will improve the safety and driving conditions for the traveling public, mail route and school system.

III. CONSTRUCTION RESPONSIBILITIES

A. The COUNTY shall perform work necessary for maintaining SCHOOL parking lot OR Ball fields.

IV. FUNDING RESPONSIBILITIES

A. The COUNTY is responsible for providing equipment and labor.

B. The SCHOOL is responsible for providing materials and reimbursing COUNTY with any and all local, state, federal and/or any other source of funding received by SCHOOL and designated for damage to or maintenance of roads and streets.

V. TERMINATION

A. This Agreement may be terminated upon the following:

- a. By mutual written agreement and consent of both parties;
- b. By either party, upon the failure of the other party to fulfill the obligations as set forth herein; or

B. The termination of this Agreement shall extinguish all rights, duties, obligations and liabilities of the COUNTY and the SCHOOL required under this agreement. If the potential termination of this agreement is due to the failure of either the COUNTY or the SCHOOL to fulfill a contractual obligation as set forth herein, the non-breaching party shall notify the party alleged to be in breach. The party alleged to be in breach shall make a good faith effort to remedy the breach as outlined by the non-breaching party within a period mutually agreed by both parties.

000261015

VI. NOTICE

Any notice required or permitted according to the terms of this Agreement shall be in writing and shall be deemed given if delivered in person, or if mailed, by U.S. Certified Mail, return receipt requested to the address furnished by the parties.

VII. SEVERABILITY

If any term or other provision of this Agreement is determined by a court of competent jurisdiction to be unconstitutional, invalid, or unenforceable, such term or provision shall be deemed deleted from this Agreement. All remaining provisions shall remain in full force and effect. Upon such determination that any term or other provision of this Agreement is unconstitutional, invalid, or unenforceable, the parties shall negotiate in good faith to modify or amend this Agreement so as to reflect the original intent of the parties.

VIII. MODIFICATION/AMENDMENT

This Agreement may be modified or amended by execution of a written agreement, signed by both parties. The procedure for executing the above action shall be five (5) days written notice by either party; and shall afford adequate time for consultation between the parties.

IX. SCOPE OF AGREEMENT

This Agreement constitutes the entire agreement between the parties and supersedes any prior oral or written communications.

SPERRY PUBLIC SCHOOLS, OK

SUPERINTENDENT Date

Sworn & subscribed to before me this
____ Day of _____, 20____
My commission is due to expire:

OSAGE COUNTY

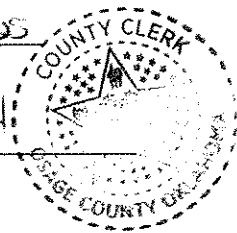
CHAIRMAN, BOCC

VICE CHAIRMAN, BOCC

MEMBER, BOCC

Sworn & subscribed to before me this
16 Day of June, 2025

COUNTY CLERK



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.

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

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

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

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

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Johnny Holmes – aye
Jeff Carter – aye
Motion carried – 5-0

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 Mechelle Beats and seconded by April Bowman to formally adopt the agenda.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Johnny Holmes – aye
Jeff Carter – aye
Motion carried – 5-0

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.

BUDGET AND FINANCE

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

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 11th 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.

Motion was made by Johnny Holmes and seconded by April Bowman to approve items 11 through 25.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Johnny Holmes – aye
Jeff Carter – aye
Motion carried – 5-0

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.

There was no new business.

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.

There were no public comments.

ADJOURNMENT

29. Adjournment.

Motion was made by April Bowman and seconded by Michelle Beats to adjourn at 6:12 P.M.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Johnny Holmes – aye
Jeff Carter – aye
Motion carried – 5-0

Jeff Carter (Board President)

Misty Fisher (Minutes Clerk)

Sperry Public Schools

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	7,113,650.61	1,283,115.11	5,830,535.50	3,097,848.39	69.66%
001 SITE ALLOCATIONS	96,510.00	13,680.20	7,288.19	6,392.01	82,829.80	14.17%
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	18,482.51	18,482.51	0.00	101,517.49	15.40%
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	278.56	278.56	0.00	7,721.44	3.48%
107 YEARLY EXPENSES	450,000.00	354,253.00	349,704.00	4,549.00	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	23,586.06	16,913.69	29,500.25	57.86%
139 CERT SUB	30,000.00	2,449.42	2,449.42	0.00	27,550.58	8.16%
149 NON CERT SUB	80,000.00	2,101.38	2,101.38	0.00	77,898.62	2.63%
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	10,874.76	1,882.17	8,992.59	-10,874.76	100.00%
332 SUPPORT FLEXIBLE BENEFIT	0.00	50,647.23	10,432.95	40,214.28	-50,647.23	100.00%
334 CER MED PD BY STATE	0.00	470,862.00	86,254.00	384,608.00	-470,862.00	100.00%
335 NC MED PD BY STATE	0.00	77,063.00	16,261.00	60,802.00	-77,063.00	100.00%
367 READING SUFFICIENCY ACT (RSA)	0.00	7,249.50	7,249.50	0.00	-7,249.50	100.00%
412 VOCATIONAL PROGRAMS	0.00	4,600.00	1,322.82	3,277.18	-4,600.00	100.00%
511 PART A, BASIC PROGRAM	0.00	248,274.90	41,379.18	206,895.72	-248,274.90	100.00%
541 PART A - PRIN. TEACHER TRAIN	0.00	3,216.85	536.16	2,680.69	-3,216.85	100.00%
561 PART A, INDIAN EDUCATION	0.00	90,669.01	15,111.51	75,557.50	-90,669.01	100.00%
615 SP. ED. PROF. DEV. - DISTRICT	0.00	645.89	645.89	0.00	-645.89	100.00%
621 FLOW THRU, PL 108-446, IDEA-B	0.00	236,878.25	39,479.73	197,398.52	-236,878.25	100.00%
Total Fund - 11 GEN FUND-FOR OP	\$11,344,009.00	\$8,992,931.33	\$2,082,209.99	\$6,910,721.34	\$2,351,077.67	79.27 %
Total 2025-2026	\$11,344,009.00	\$8,992,931.33	\$2,082,209.99	\$6,910,721.34	\$2,351,077.67	79.27 %
Report Total	\$11,344,009.00	\$8,992,931.33	\$2,082,209.99	\$6,910,721.34	\$2,351,077.67	79.27 %

Sperry Public Schools

Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/31/2025, PO Range: 104 - 122, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount	
11	104	08/01/2025	20626	OK STATEWIDE VIRTUAL CHARTER SCHOOL	2025-2026 ONLINE LICENSES	23,205.00	
				2025-2026 ONLINE LICENSES	11-000-1000-653-100-0000-000-505	08/01/2025	11,602.50
					11-000-1000-653-100-0000-000-705	08/01/2025	11,602.50
11	105	08/01/2025	18169	OKLAHOMA CORPORATION COMMISSION	2026 MONITORING WELL TECH LICENSE RENEWAL	100.00	
				2026 MONITORING WELL TECH LICENSE RENEWAL	11-000-2640-810-100-0000-000-050	08/01/2025	100.00
11	106	08/06/2025	195	OFFICE DEPOT BUSINESS SOLUTIONS	CLASSROOM SUPPLIES	602.62	
				OFFICE SUPPLIES	11-001-1000-651-100-0000-000-105	08/06/2025	602.62
11	107	08/06/2025	20281	IXL LEARNING INC.	IXL SITE LICENSE RENEWAL	3,712.50	
				IXL SITE LICENSE RENEWAL	11-001-1000-653-100-1050-000-105	08/06/2025	3,712.50
11	108	08/08/2025	21031	LIVESTOCK JUDGING.COM	WORKSHOP REGISTRATION	300.00	
				WORKSHOP REGISTRATION	11-412-2212-359-311-0000-000-705	08/08/2025	300.00
11	109	08/08/2025	20454	AMAZON CAPITAL SERVICES, INC.	FERTILIZER	898.92	
				FERTILIZER	11-000-2630-420-000-0000-000-505	08/08/2025	449.46
					11-000-2630-420-000-0000-000-705	08/08/2025	449.46
11	110	08/08/2025	20454	AMAZON CAPITAL SERVICES, INC.	OFFICE FURNITURE	183.92	
				OFFICE FURNITURE	11-000-1000-651-100-1050-000-705	08/08/2025	183.92
11	111	08/11/2025	20125	CROSS OIL CO. INC.	FUEL-UNLEADED AND DIESEL	15,180.00	
				FUEL-UNLEADED AND DIESEL	11-000-2720-623-000-0000-000-050	08/18/2025	259.89
					11-000-2720-623-000-0000-000-105	08/18/2025	4,975.89
					11-000-2720-623-000-0000-000-505	08/18/2025	2,538.72
					11-000-2720-623-000-0000-000-705	08/18/2025	2,640.27
					11-000-2720-625-000-0000-000-105	08/18/2025	2,334.96
					11-000-2720-625-000-0000-000-505	08/18/2025	1,191.31
					11-000-2720-625-000-0000-000-705	08/18/2025	1,238.96
11	112	08/11/2025	20454	AMAZON CAPITAL SERVICES, INC.	TECHNOLOGY EQUIPMENT	426.02	
				TECHNOLOGY EQUIPMENT	11-000-2213-653-274-0000-000-050	08/11/2025	426.02
11	113	08/11/2025	18963	TWOTREES TECHNOLOGIES, LLC	COMPUTERS AND ACCESSORIES	4,388.00	
				COMPUTERS AND ACCESSORIES	11-000-1000-653-100-0000-000-105	08/11/2025	1,200.00
					11-000-1000-653-100-0000-000-705	08/11/2025	3,188.00
11	114	08/14/2025	19098	TAMMY RENEE NEIL	REIMBURSEMENT FOR FINGERPRINTING	58.25	
				REIMBURSEMENT FOR FINGERPRINTING	11-000-2572-342-000-0000-000-505	08/14/2025	58.25
11	115	08/15/2025	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	132.91	
				CLASSROOM SUPPLIES	11-001-1000-618-239-0000-000-105	08/15/2025	71.99
					11-001-1000-619-239-0000-000-105	08/15/2025	60.92
11	116	08/15/2025	20454	AMAZON CAPITAL SERVICES, INC.	WHITEBOARD	275.00	
				WHITEBOARD	11-001-1000-619-100-0000-000-705	08/15/2025	275.00
11	117	08/18/2025	17300	ECKROAT SEED CO	GRASS SEED AND FERTILIZER	3,132.50	
				GRASS SEED AND FERTILIZER	11-000-2630-420-000-0000-000-505	08/18/2025	1,342.50
					11-000-2630-420-000-0000-000-705	08/18/2025	1,790.00
11	118	08/20/2025	21037	NEO ASSESSMENTS AND MORE LLC	BLANKET	25,000.00	
				BLANKET FOR PSYCHOLOGICAL SERVICES	11-000-2135-320-239-0000-000-105	08/20/2025	25,000.00
11	119	08/26/2025	17594	COACHCOMM, LLC	ATHLETIC HEADSETS	3,530.00	
				ATHLETIC HEADSETS	11-000-1000-681-800-0000-000-505	08/26/2025	1,512.87
					11-000-1000-681-800-0000-000-705	08/26/2025	2,017.13

Sperry Public Schools

Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/31/2025, PO Range: 104 - 122, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	120	08/26/2025	18964	ESGI, LLC	12-MONTH LICENSE	259.00
				ADDITIONAL 12 MONTH LICENSE	11-001-1000-653-100-1024-000-105	08/26/2025 259.00
11	121	08/26/2025	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	93.98
				CLASSROOM SUPPLIES	11-001-1000-619-100-0000-000-105	08/26/2025 93.98
11	122	08/27/2025	749	OKLAHOMA STATE DEPT OF ED.	RETURN OF FEDERAL FUNDS	78.42
				RETURN OF FEDERAL FUNDS	11-000-8100-930-000-0000-000-505	08/27/2025 78.42

Non-Payroll Total: \$81,557.04

Payroll Total: \$0.00

Balance Forward: \$0.00

Report Total: \$81,557.04

Sperry Public Schools

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	477,507.00	83,970.73	393,536.27	502,285.00	48.74%
318 REDBUD SCHOOL FUND ACT	0.00	7,926.90	0.00	7,926.90	-7,926.90	100.00%
Total Fund - 21 BUILDING	\$979,792.00	\$485,433.90	\$83,970.73	\$401,463.17	\$494,358.10	49.54 %
Total 2025-2026	\$979,792.00	\$485,433.90	\$83,970.73	\$401,463.17	\$494,358.10	49.54 %
Report Total	\$979,792.00	\$485,433.90	\$83,970.73	\$401,463.17	\$494,358.10	49.54 %

Sperry Public Schools
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	1,517.52	7,587.60	-9,105.12	100.00%
335 NC MED PD BY STATE	0.00	42,420.00	7,070.00	35,350.00	-42,420.00	100.00%
763 LUNCHES	0.00	311,854.36	0.00	311,854.36	-311,854.36	100.00%
764 BREAKFASTS	0.00	203,236.34	33,943.14	169,293.20	-203,236.34	100.00%
Total Fund - 22 CHILD NUTRITION	\$714,441.00	\$566,615.82	\$42,530.66	\$524,085.16	\$147,825.18	79.31 %
Total 2025-2026	\$714,441.00	\$566,615.82	\$42,530.66	\$524,085.16	\$147,825.18	79.31 %
Report Total	\$714,441.00	\$566,615.82	\$42,530.66	\$524,085.16	\$147,825.18	79.31 %

Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/31/2025, PO Range: 9 - 10, Fund(s): CHILD NUTRITION

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	9	08/15/2025	21035	VERRETT, SYMEON	REFUND LUNCH BALANCE-GRADUATED	26.45
					REFUND LUNCH BALANCE-GRADUATED	
			22-763-3190-930-700-0000-000-705		08/15/2025	26.45
22	10	08/18/2025	20162	BOBBY J SAPPINGTON	REFUND LUNCH BALANCE FOR AUBREY SAPPINGTON	99.70
					REFUND LUNCH BALANCE FOR AUBREY SAPPINGTON	
			22-763-3190-930-700-0000-000-705		08/18/2025	99.70
Non-Payroll Total:						\$126.15
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$126.15

Sperry Public Schools
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 - 36 BOND FUND 36						
100 HVAC PROJECTS	19,539.57	10,967.00	0.00	10,967.00	8,572.57	56.13%
120 TECHNOLOGY	75,000.00	0.00	0.00	0.00	75,000.00	0.00%
150 TRANSPORTATION	18,961.00	0.00	0.00	0.00	18,961.00	0.00%
Total Fund - 36 BOND FUND 36	\$113,500.57	\$10,967.00	\$0.00	\$10,967.00	\$102,533.57	9.66 %
Total 2025-2026	\$113,500.57	\$10,967.00	\$0.00	\$10,967.00	\$102,533.57	9.66 %
Report Total	\$113,500.57	\$10,967.00	\$0.00	\$10,967.00	\$102,533.57	9.66 %

Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/31/2025, PO Range: 1 - 1, Fund(s): BOND FUND 36

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
36	1	08/01/2025	18170	DAVCO	HVAC REPLACEMENT	10,967.00
HVAC REPLACEMENT-ELEMENTARY			36-100-2620-720-000-0000-000-105		08/01/2025	10,967.00
(NURSE)						

Non-Payroll Total:	\$10,967.00
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$10,967.00

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 - 39 BOND FUND 39						
100 HVAC PROJECTS	60,000.00	0.00	0.00	0.00	60,000.00	0.00%
106 INSTRUCTIONAL RESOURCES	220,000.00	0.00	0.00	0.00	220,000.00	0.00%
120 TECHNOLOGY	100,000.00	0.00	0.00	0.00	100,000.00	0.00%
166 LEASE PURCHASE 7	840,000.00	839,522.36	839,522.36	0.00	477.64	99.94%
169 LEASE PURCHASE 10	340,000.00	0.00	0.00	0.00	340,000.00	0.00%
170 BOND EXPENSES	40,000.00	0.00	0.00	0.00	40,000.00	0.00%
Total Fund - 39 BOND FUND 39	\$1,600,000.00	\$839,522.36	\$839,522.36	\$0.00	\$760,477.64	52.47 %
Total 2025-2026	\$1,600,000.00	\$839,522.36	\$839,522.36	\$0.00	\$760,477.64	52.47 %
Report Total	\$1,600,000.00	\$839,522.36	\$839,522.36	\$0.00	\$760,477.64	52.47 %

Encumbrance Register

Options: Year: 2025-2026, Date Range: 8/1/2025 - 8/31/2025, PO Range: 1 - 1, Fund(s): BOND FUND 39

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
39	1	08/14/2025	17318	UMB BANK N.A.	WIRE TRANSFER ANNUAL LEASE PAYMENT	839,522.36
WIRE TRANSFER ANNUAL LEASE PAYMENT		39-166-2340-310-000-0000-000-050		08/14/2025		839,522.36

Non-Payroll Total:	<u>\$839,522.36</u>
Payroll Total:	\$0.00
Balance Forward:	<u>\$0.00</u>
Report Total:	<u>\$839,522.36</u>

Sperry Public Schools

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50014	JARED W SMITH	363.98	858.38	19921	106-106
50018	TRACI R TAYLOR	136.04	595.98	1416	105-ELEMENTARY SCHOOL
50019	MIKE H JUBY	18.58	54.63	1653	505-MIDDdle SCHOOL
50020	RICHARD D AKIN JR	28.38	44.83	1036	705-HIGH SCHOOL
50022	MELISSA D BROWN	15.92	96.04	19925	505-MIDDdle SCHOOL
50025	JAMES W TURNER	10.42	62.79	19803	50-DISTRICT WIDE
50028	TRINA BEELER	34.82	210.13	20354	105-ELEMENTARY SCHOOL
50035	PAMULA S SCOTT	17.94	108.21	5719	105-ELEMENTARY SCHOOL
50036	JAMIE D READY	38.00	88.15	5741	105-ELEMENTARY SCHOOL
50042	SAVANNAH NICOLE CASEY	30.23	77.08	20322	505-MIDDdle SCHOOL
50044	CARRIE S BRUMMETT	25.76	83.81	19244	505-MIDDdle SCHOOL
50052	COLE FANCHER	190.09	358.93	18880	105-ELEMENTARY SCHOOL
50053	VICKI M GARRETT	86.73	204.01	80053	105-ELEMENTARY SCHOOL
50055	AMIE WHITE	54.60	160.70	80097	105-ELEMENTARY SCHOOL
50063	LEAH A SZABO	141.66	334.15	5923	105-ELEMENTARY SCHOOL
50065	REBECCA FORD	12.64	76.18	18976	105-ELEMENTARY SCHOOL
50069	PHILLIP M WEBB	111.98	176.53	20517	505-MIDDdle SCHOOL
50070	DELANEY R FANCHER	17.22	55.99	20777	505-MIDDdle SCHOOL
50071	DANELL L HOBSON	119.02	279.29	20092	505-MIDDdle SCHOOL
50073	BRAD J TILLMAN	28.38	44.83	16262	505-MIDDdle SCHOOL
50074	NATALIE D SAYRE	10.42	62.79	16990	505-MIDDdle SCHOOL
50075	MELODY F ANDERSON	28.38	44.83	19485	505-MIDDdle SCHOOL
50076	JOHN EDGAR	86.18	202.33	80033	505-MIDDdle SCHOOL
50080	CAITLYN M FREEMAN	57.13	132.61	20623	106-106
50082	AMY J THROWER	64.60	150.70	18873	106-106
50084	CHELSEA PARKS	337.46	930.12	18978	106-106
50089	BRADLEY A CRACE	22.58	50.63	20622	705-HIGH SCHOOL
50092	KEVIN T BROWN	20.22	52.99	19945	705-HIGH SCHOOL
50094	DENTON WOLF	21.58	51.63	19102	705-HIGH SCHOOL
50095	KENI K KENNEDY	86.18	202.33	16258	705-HIGH SCHOOL
50096	JOHN A KING	21.58	51.63	17379	705-HIGH SCHOOL
50098	MICHAEL ORCUTT	86.18	202.33	19659	705-HIGH SCHOOL
50101	ROCKY LEE	21.58	51.63	21017	705-HIGH SCHOOL
50103	RHONDA ESTEP	194.42	496.69	19073	
50104	LUKUS BRUMMETT	21.58	51.63	21012	
50119	JAMESON LEWIS ALLEN	9.74	58.88	21010	
50120	MICHAEL G ORCUTT	119.34	720.33	19825	
50121	DEAN LILES	364.57	1,058.80	17	
50127	DANIEL E LANDSAW	21.64	62.79	19278	705-HIGH SCHOOL
50128	JACKIE J BARNETT	38.17	110.87	609	705-HIGH SCHOOL
50129	CHERRY HARDIE	13.78	83.13	20685	
50130	CAROL MAGGARD	140.49	306.54	18334	
50131	SHARON WEST	83.14	501.77	20832	
50132	TERRIE JAMES	13.78	83.13	20678	
50133	STACIE D DEBOER	76.36	221.73	80113	
50134	REAGAN LEANN GREENWOOD	21.14	127.68	20970	
50135	RANDALL DREW	13.78	83.13	20987	
50136	GLENDA BRYANT	27.54	166.27	18915	
50137	TIFFANY ASHER	41.32	249.40	19583	105-ELEMENTARY SCHOOL

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
	50138 WITNEY ERBE	20.66	124.70	20908	105-ELEMENTARY SCHOOL
	50139 KATHLEEN F REINS	389.58	1,612.71	16589	105-ELEMENTARY SCHOOL
Total Fund		3,957.49	12,277.37		
Total		\$3,957.49	\$12,277.37		

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 22					
50002	STEPHANIE M BOOTH	8.61	19.55	20432	46-46
50004	STACIE L SISK	8.14	20.02	19973	46-46
50008	KIMBERLY A FOSTER	7.62	20.54	19502	46-46
Total Fund		24.37	60.11		
Total		\$24.37	\$60.11		

PERSONNEL REPORT

September 8, 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>
None		

EXTRA DUTY ASSIGNMENTS/STIPENDS FOR 2025-2026

<u>Name</u>	<u>Extra-duty Assignments</u>	<u>Contract Amount</u>
Brad Crace	Distance Learning Instructor	\$8,500.00
Michael Orcutt	Distance Learning Instructor	\$8,500.00
Philip Patzkowski	Distance Learning Instructor	\$8,500.00
Amy Wolf	Distance Learning Instructor	\$8,500.00

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>
None		

RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

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

PERSONNEL REPORT

September 8, 2025

SUPPORT PERSONNEL REPORT

EMPLOYMENT

<u>Name</u>	<u>Position</u>	<u>Contract/Hourly</u>	<u>Effective Date</u>
Debra Hodge	Tier I Library Aide	\$16,844.00	August 13, 2025
James Poyner	Tier II Teacher's Aide	\$15,850.00	September 2, 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>
Breanna Thomas	Adjunct Teacher	FMLA	August 8, 2025 – October 15, 2025

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>
None		

RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

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