

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

August 10, 2026
6:00 P.M.

As required by Section 311, Title 25 of the Oklahoma Statutes, notice is hereby given the Board of Education of Independent School District No. I-008 of Tulsa County, Oklahoma, will hold a regular meeting on Monday, August 10, 2026, at 6:00 o'clock P.M. in the High School Commons located at 400 West Main Street, Sperry, Oklahoma.

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

PROCEDURAL ITEMS

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

FORMAL ADOPTION OF THE AGENDA

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

VOICES OF THE COMMUNITY

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

SUPERINTENDENT/BOARD OF EDUCATION/REPORTS TO THE BOARD

7. Superintendent/Board Report. No action required.

BUDGET AND FINANCE

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

CONSENT AGENDA

Approve or disapprove items 11 through 27. These items will be approved by one motion unless the Board of Education desires to have a separate vote on any or all of these items.

11. 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 2026-2027 fiscal year.
12. Renewal of the Comprehensive District Academic Plan (CDAP) and the District's Elementary Title I Targeted Assistance Plan for the 2026-2027 fiscal year.
13. Renewal of contract with the Oklahoma Department of Career and Technology Education to provide funding for a secondary Career Tech program for the 2026-2027 fiscal year.
14. Ratification of 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 Search,*
 - E. *Disciplinary Removal of Children with Disabilities,*
 - F. *Educational Services for Students Under Section 504 and Title II of the Americans with Disabilities Act,*
 - G. *Employment of Retired TRS Members,*
 - H. *Length of the School Year,*
 - I. *Open Records,*
 - J. *Personal Wireless Devices and Electronic Accounts,*
 - K. *School Personnel Digital and Electronic Communications with Students,*
 - L. *Student Residency,*
 - M. *Student Transfers,*
 - N. *Support Personnel Leave,*
 - O. *Suspension, Dismissal, and Non-Reemployment of Teachers,*
 - P. *Testing Employees and Applicants for Employment with Regard to the Use of Alcohol and Illegal Chemical Substances,*
 - Q. *Testing Program,*
 - R. *Title IX,*
 - S. *Wellness, and*
 - T. *Workers' Compensation.*

15. Renewal of the Gifted Education Plan for the 2026-2027 fiscal year.
16. Approval of Mr. Cole Fancher, High School Dean of Students, to conduct Teacher and Leader Effectiveness (TLE) observations and evaluations for the 2026-2027 fiscal year.
17. Authorization of adjunct teacher status for Mrs. Chelsea Parks to teach English Language Arts at Sperry High School and Mr. Tobin Brummett to teach elementary physical education for the 2026-2027 fiscal year as permitted by the Oklahoma State Department of Education.
18. Approval of the quote submitted by Central Consolidated Inc. for labor and materials to remove and replace one 15-ton HVAC package unit at the Intermediate.
19. Approval of the request from Sperry High School Band to travel to Branson, Missouri, from May 19, 2027, to May 20, 2027.
20. Approval of the revised *Procurement Plan for Child Nutrition Programs*.
21. Authorization of the revised rate structure, effective August 6, 2026, below for meals during the 2026-2027 fiscal year.

Breakfast		
Description	Elementary	Secondary
Student Breakfast (Full Price)	\$0	\$2.25
Student Breakfast (Reduced Price)	\$0	\$0.30
Second Student Breakfast	\$2.65	\$2.65
Teacher, Staff, and Visitor Breakfast	\$3.05	\$3.05
Lunch		
Student Lunch (Full Price)	\$3.60	\$4.00
Student Lunch (Reduced Price)	\$0.40	\$0.40
Second Student Lunch	\$4.50	\$4.90
Teacher, Staff, and Visitor Lunch	\$5.30	\$5.30
Milk (½ pint)	\$0.75	\$0.75

22. Approval of the Board of Education Minutes for July 13, 2026.
23. Ratification of checks and encumbrance orders for the General Fund (62-98), Building Fund (58 and 59), Child Nutrition Fund (2), Bond Fund 31 (None), Bond Fund 36 (None), Bond Fund 37 (1), Bond Fund 38 (None), and Bond Fund 39 (none).
24. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 31 (None), Bond Fund 36 (None), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
25. Ratification of General Fund Payroll (50,000-50,111).
26. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
27. 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

28. None.

NEW BUSINESS

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

VOICES OF THE COMMUNITY

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

None.

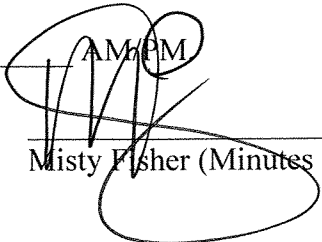
ADJOURNMENT

31. Adjournment.

POSTING LOCATION: I, the undersigned Minutes Clerk of Sperry Independent School District No. I-008 of Tulsa County, Oklahoma, do hereby certify that the notice of the date, time, place, and agenda of the Monday, August 10, 2026, regular meeting of the Board of Education was posted in prominent view in the front entrance of the Administration Building by:

DATE: 08/07/2026 TIME: 3:00 AM/PM

(School Seal)


Misty Fisher (Minutes Clerk)

SPERRY PUBLIC SCHOOLS**July 31, 2026**

		BALANCE	O/S CHECKS	FUND EQUITY
GENERAL FUND - 11	CHECKING	\$1,956,901.53	\$18,230.80	\$1,938,670.73
	CD'S	\$300,000.00		\$300,000.00
BUILDING FUND - 21	CHECKING	\$961,046.59	\$4,908.37	\$956,138.22
CHILD NUTRITION - 22	CHECKING	\$105,132.06	\$52.45	\$105,079.61
BOND FUND - 31	CHECKING	\$1,300,000.00	\$0.00	\$1,300,000.00
BOND FUND - 36	CHECKING	\$51,550.83	\$0.00	\$51,550.83
BOND FUND - 37	CHECKING	\$268,379.48	\$0.00	\$268,379.48
BOND FUND - 38	CHECKING	\$382,494.56	\$0.00	\$382,494.56
BOND FUND - 39	CHECKING	\$758,928.64	\$0.00	\$758,928.64
SINKING FUND - 41	CHECKING	<u>\$870,735.64</u>	<u>\$0.00</u>	<u>\$870,735.64</u>
 OPERATING ACCOUNT		 \$6,955,169.33	 \$23,191.62	 \$6,931,977.71
(INCLUDES (3) CD'S				
TOTALING \$300,000)				
 TOTAL EQUITY		 \$6,931,977.71		

Sperry Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 7/31/2026

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
11 GEN FUND-FOR OP	\$0.00	\$2,254,633.36	\$0.00	\$2,254,633.36	N/A	\$2,254,633.36
21 BUILDING	\$0.00	\$967,422.51	\$0.00	\$967,422.51	N/A	\$967,422.51
22 CHILD NUTRITION	\$0.00	\$105,079.61	\$0.00	\$105,079.61	N/A	\$105,079.61
31 BOND FUND 31	\$0.00	\$1,300,000.00	\$0.00	\$1,300,000.00	N/A	\$1,300,000.00
36 BOND FUND 36	\$0.00	\$51,550.83	\$0.00	\$51,550.83	N/A	\$51,550.83
37 BOND FUND 37	\$0.00	\$268,379.48	\$0.00	\$268,379.48	N/A	\$268,379.48
38 BOND FUND 38	\$0.00	\$382,494.56	\$0.00	\$382,494.56	N/A	\$382,494.56
39 BOND FUND 39	\$0.00	\$758,928.64	\$0.00	\$758,928.64	N/A	\$758,928.64
41 SINKING	\$0.00	\$870,735.64	\$0.00	\$870,735.64	N/A	\$870,735.64
Report Total	\$0.00	\$6,959,224.63	\$0.00	\$6,959,224.63	N/A	\$6,959,224.63

Sperry Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 7/1/2026 - 7/31/2026

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
800 ATHLETICS	\$0.00	\$0.00	\$64,362.41	\$2,062.95	\$62,299.46	\$0.00	\$62,299.46
801 FOOTBALL	\$0.00	\$0.00	\$8,564.02	\$0.00	\$8,564.02	\$0.00	\$8,564.02
802 BOYS BASKETBALL	\$0.00	\$0.00	\$2,332.77	\$0.00	\$2,332.77	\$0.00	\$2,332.77
803 GIRLS BASKETBALL	\$0.00	\$0.00	\$2,562.31	\$0.00	\$2,562.31	\$0.00	\$2,562.31
807 WRESTLING	\$0.00	\$0.00	\$3,739.46	\$0.00	\$3,739.46	\$0.00	\$3,739.46
808 GOLF	\$0.00	\$3,506.00	\$92.45	\$0.00	\$3,598.45	\$0.00	\$3,598.45
810 SOFTBALL BOOSTER CLUB	\$0.00	\$0.00	\$10,501.91	\$0.00	\$10,501.91	\$0.00	\$10,501.91
817 BASKETBALL BOOSTER CLUB	\$0.00	\$0.00	\$4,567.60	\$0.00	\$4,567.60	\$0.00	\$4,567.60
820 BASEBALL BOOSTER CLUB	\$0.00	\$0.00	\$12,371.87	\$0.00	\$12,371.87	\$0.00	\$12,371.87
900 CN CLEARING ACCOUNT	\$0.00	\$0.00	\$1,823.85	\$10.00	\$1,813.85	\$0.00	\$1,813.85
901 MISCELLANEOUS	\$0.00	\$2,136.02	\$3,216.91	\$570.49	\$4,782.44	\$0.00	\$4,782.44
902 FFA	\$0.00	\$79.00	\$12,089.95	\$677.50	\$11,491.45	\$0.00	\$11,491.45
903 SPECIAL OLYMPICS	\$0.00	\$0.00	\$6,555.55	\$0.00	\$6,555.55	\$0.00	\$6,555.55
904 YEARBOOK	\$0.00	\$0.00	\$527.59	\$0.00	\$527.59	\$0.00	\$527.59
905 BAND	\$0.00	\$248.00	\$4,547.77	\$0.00	\$4,795.77	\$0.00	\$4,795.77
906 H. S. CHEERLEADERS	\$0.00	\$1,711.00	\$5,371.54	\$152.00	\$6,930.54	\$0.00	\$6,930.54
907 HIGH SCHOOL ACCOUNT	\$0.00	\$443.02	\$933.44	\$177.33	\$1,199.13	\$0.00	\$1,199.13
908 INTEREST	\$0.00	\$139.09	\$3,192.42	\$0.00	\$3,331.51	\$0.00	\$3,331.51
910 BAND BOOSTER CLUB	\$0.00	\$132.00	\$9,114.70	\$0.00	\$9,246.70	\$0.00	\$9,246.70
911 ELEMENTARY	\$0.00	\$99.00	\$39,117.34	\$3,390.35	\$35,825.99	\$0.00	\$35,825.99
912 SHOOTING SPORTS	\$0.00	\$0.00	\$2,402.28	\$0.00	\$2,402.28	\$0.00	\$2,402.28
913 KEY CLUB	\$0.00	\$0.00	\$1,514.90	\$0.00	\$1,514.90	\$0.00	\$1,514.90
914 M. S. STUDENT COUNCIL	\$0.00	\$0.00	\$1,794.85	\$0.00	\$1,794.85	\$0.00	\$1,794.85
915 M. S. CHEERLEADERS	\$0.00	\$0.00	\$1,920.52	\$0.00	\$1,920.52	\$0.00	\$1,920.52
916 H.S. LIBRARY	\$0.00	\$0.00	\$215.39	\$0.00	\$215.39	\$0.00	\$215.39
918 FFA BOOSTER CLUB	\$0.00	\$0.00	\$2,640.97	\$0.00	\$2,640.97	\$0.00	\$2,640.97
919 H.S. POM	\$0.00	\$278.00	\$2,763.48	\$0.00	\$3,041.48	\$0.00	\$3,041.48
921 MIDDLE SCHOOL ACCOUNT	\$0.00	\$443.02	\$1,485.52	\$463.57	\$1,464.97	\$0.00	\$1,464.97
922 FOOTBALL FAN CLUB	\$0.00	\$0.00	\$10,816.05	\$0.00	\$10,816.05	\$0.00	\$10,816.05
923 H.S. STUDENT COUNCIL	\$0.00	\$0.00	\$1,719.60	\$0.00	\$1,719.60	\$0.00	\$1,719.60
927 ATHLETIC CONCESSION	\$0.00	\$0.00	\$7,397.72	\$0.00	\$7,397.72	\$0.00	\$7,397.72
934 NATIONAL HONOR SOCIETY	\$0.00	\$0.00	\$735.96	\$0.00	\$735.96	\$0.00	\$735.96
936 ELEM. LIBRARY	\$0.00	\$0.00	\$4,811.66	\$0.00	\$4,811.66	\$0.00	\$4,811.66
938 ACADEMIC BOWL	\$0.00	\$0.00	\$4,390.77	\$0.00	\$4,390.77	\$0.00	\$4,390.77
939 AP ACCOUNT	\$0.00	\$0.00	\$350.11	\$0.00	\$350.11	\$0.00	\$350.11
944 1ST ROBOTICS	\$0.00	\$0.00	\$731.45	\$0.00	\$731.45	\$0.00	\$731.45
975 CLASS OF 2026	\$0.00	\$0.00	\$1,859.78	\$0.00	\$1,859.78	\$0.00	\$1,859.78
976 CLASS OF 2027	\$0.00	\$0.00	\$5,446.51	\$0.00	\$5,446.51	\$0.00	\$5,446.51
977 CLASS OF 2028	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00	\$0.00	\$225.00
978 CLASS OF 2029	\$0.00	\$0.00	\$63.87	\$0.00	\$63.87	\$0.00	\$63.87
Total	\$0.00	\$9,214.15	\$248,872.25	\$7,504.19	\$250,582.21	\$0.00	\$250,582.21

Purpose

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

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

Instructions

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

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

A. Information Page

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

CDAP Submission Dates

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

☒	Initial CDAP – Due September 30, 2024	Date Submitted:	09/26/2024
☒	*Reviewed CDAP – Due September 30, 2025	Date Submitted:	9/9/25
☒	*Reviewed CDAP – Due September 30, 2026	Date Submitted:	8/4/26

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

District Information

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

Alternate Authorized Contact for CDAP

Name:	Traci Taylor
Position:	Director of Teaching and Learning
Telephone Number:	918-288-7213 extension 115
Email Address:	ttaylor@sperry.k12.ok.us

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

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

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

B. Consultation Process

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

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

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

Consultation Team

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

First and Last Name of Stakeholder	Stakeholder Group
Traci Taylor	District Administrator
Jared Smith	Secondary Level Administrator
Cathy Wiles	Elementary Level Administrator
Audra Briggs	Title VI and ELL Representative
Dawn Williams	Title I Representative
Angie Reimer	Elementary Teacher
Madison Cook	Middle School Teacher
Kay Maggard	High School Teacher
Tonia Harvey	Parent

C. Assurances

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

D. CDAP Requirements

Monitoring Student Progress

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

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

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

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

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

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

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

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

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

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

Equitable Distribution of Teachers

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

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

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

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

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

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

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

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

School Site Name	Grade Span	CSI and ATSI Status	Percentage of Low-Income Students Aged 5-17	Percentage of Minority Students Aged 5-17	Number of Experienced Teachers	Number of Inexperienced Teachers	Number of Ineffective Teachers	Number of Out-of-Field Teachers
Sperry Elementary	PK-5	NO	72	53	32	3	0	3
Sperry Middle School	6-8	NO	70	30	14	1	0	1
Sperry High School	9-12	NO	56	41	13	0	0	2
- Definition: An <i>experienced teacher</i> is considered a teacher in a public school who has been teaching more than a total of three complete school years. - Definition: An <i>inexperienced (beginning) teacher</i> - The term "beginning teacher" means a teacher in a public school who has been teaching less than a total of the three complete school years. - Definition: <i>Minority Students</i> are defined as students who are American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. - Definition: An <i>ineffective teacher</i> is defined by the LEA's method of teacher evaluation. - Definition: An <i>out-of-field teacher</i> is defined as a teacher that is not certified in the subject area taught.								

Poverty Criteria and Specialized Student Populations

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

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

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

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

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

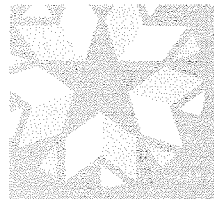
Sperry Public Schools sets aside Title I A funds specifically for use by the homeless liaison to provide the student with basic personal hygienic supplies, various school supplies, and appropriate clothing throughout the seasons. The site counselor will work with the student

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

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

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

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



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

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

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

Parent and Family Engagement

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

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

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

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

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

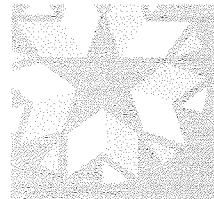
Effective Transitions for Students

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

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

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

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



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

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

Reducing Overuse of Disciplinary Practices

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

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

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

Coordination and Integration of Programs for Specialized Student Populations

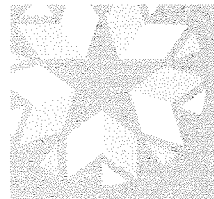
18. If determined appropriate by the LEA, how will the LEA support programs that coordinate and integrate –
- a. academic, career, and technical education content with instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations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

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

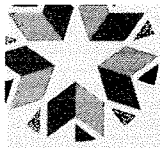
The district provides work-based learning opportunities that provide students in-depth interaction with industry professionals in a variety of fields of study as part of its agreement with Tulsa Technology Center. Using technology currently in use in the field of study and instructed by professionals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

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

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



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



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

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

2026-2027

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

8/3/2026

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

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

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

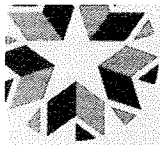
School Information	
School Name:	Sperry Elementary
School Site Code:	105
Principal Name:	Cathy Wiles
Email Address:	cwiles@sperry.k12.ok.us
*School Poverty Rate:	73.9%

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

Instructions

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

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



1. Parent and Family Engagement

☒ By checking this box, the school principal certifies that the school meets the requirements of Section 1116 of ESEA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. ESEA Section 1116(b-g)

Expectations

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

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

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

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

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

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

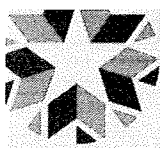
Utilize various communication methods such as classroom letter, Parent Messenger, school social media page and email to notify parents of upcoming events and relevant information.

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

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

Involve parents to participate in a variety of committees.

2. Student Identification



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

Expectations

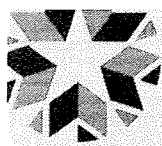
1. The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the state's standards.
2. The school targeted assistance plan was developed based on a comprehensive needs assessment taking into account data on student demographics, levels of achievement, family involvement, cultural climate, and staffing. The needs assessment includes an analysis of the strengths and weaknesses of the school and emphasizes strategies that help learners who have not yet met grade-level requirements.
3. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the school's system (e.g., diagnostic review) and perception data, gathered from several sources.
4. Students identified for targeted services represent populations most at risk of failure.
5. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1115(c)(2) of ESSA (economically disadvantaged students, migrant students, English learners, students with disabilities).
6. Examines student, teacher, school and community strengths and needs.
7. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for assisting the targeted student population.
8. There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

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

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

Services are rendered to students who qualify based on the school's three-tier plan. All students are eligible to meet the participation requirements in the district's Title I programs regardless of other programs in which they may participate. Numerous funding sources are utilized to remediate and optimize student success as early as possible.

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



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

Sperry Schools participates in the state's Strong Readers Act plus the tests listed above to help ensure that the students are well prepared with the necessary reading and math skills for success. Additionally, our district relies on teacher and parent referrals for students who may be behind in their reading skills.

Sperry Schools use programs such as Accelerated Reading, Star Reading, Star Early Literacy assessments and Literacy First as additional means for frequent assessment of students. These also provide immediate feedback to students regarding their achievement. Additional indicators may include: observations, referrals, discipline records, parental conferences along with attendance patterns.

Students will be placed into the Title I program, provided assistance, and exited out of the program upon reaching grade level performance. Achievement gains will be monitored throughout the academic year through the use of diagnostic and formative assessments (i.e., progress monitoring, benchmark assessments, common assessments, and universal screening).

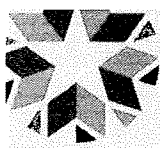
3. Targeted Assistance Plan Strategies

☒ By checking this box, the school principal certifies that the targeted assistance plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how the school will:

- such strategies will serve participating students identified as eligible children under ESEA Section 1115(c)(2), and help eligible children meet the challenging state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
- the methods and instructional strategies that are used will strengthen the academic program of the school through activities which may include expanded learning time, before- and afterschool programs, summer programs and opportunities, a tiered model to prevent and address behavior problems, and early intervening services, etc.

Expectations

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



6. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
7. Evidence-based strategies as defined in ESEA Section 8101(21).

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

The Title I Program utilizes several Scientifically Research Based instructional strategies including, but not limited to:

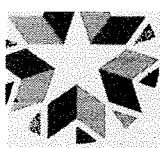
- Direct Instruction in basic reading skills using teaching methods endorsed by Literacy First, Star Early Literacy and Really Great Reading.
- Individualized math and reading instruction using the computer-based program Renaissance.
- Instructional strategies from assigned readings including using graphic organizers, giving timely feedback, providing clues, and asking guiding questions.

These teaching strategies and programs are supplemental to instruction provided in the regular education classroom. However, it is important to note that our Title I staff meet regularly with the regular education teachers to gain feedback on student achievement and provide instructional ideas and support. Special emphasis is given to ensure that teachers are equipped with appropriate strategies to address instructional needs of all students, including special education, ELL, and Title I.

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

Sperry Elementary staff members complete an annual needs assessment as part of the overall school improvement process. In addition, student test data is analyzed and disaggregated throughout the year during grade level and department meetings to determine areas of strengths and weaknesses by subgroup and domain.

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



4. Student Transition

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

Expectations

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

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

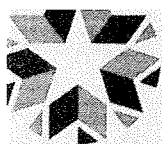
The following processes are in place to enable students to successfully transition among grade levels:

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

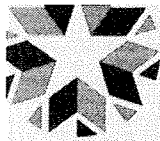
Administration has procedures in place to ensure a smooth enrollment process for new students. New students are introduced to their teachers before attending classes.

Staff members in core content areas meet throughout the year to align their curriculum vertically.

Procedures are developed to create seamless academic transitions.



5. Coordination and Integration																	
☒ By checking this box, the school principal certifies that, if appropriate and applicable, the targeted assistance plan was developed in coordination and integration with other federal, state, and local services and programs, such as programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and the plan outlines the ways in which funds are to be braided. <u>ESEA Section 1115(b)(2)(F)</u>																	
Expectations																	
1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes. 2. Leverages funding streams to connect the reform strategies developed. 3. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.																	
Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I Targeted Assistance program.																	
<table border="1"><thead><tr><th>Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)</th><th>Amount Available</th></tr></thead><tbody><tr><td>Part A</td><td>To be Determined</td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>		Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount Available	Part A	To be Determined												
Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount Available																
Part A	To be Determined																
In addition to the educational services offered to students in the regular education setting, our Title I program works in conjunction with all other federal programs to ensure all low achieving students and those from historically underserved populations are receiving services that enable them to become competent and confident individuals. When needed, the services provided include, but not limited to, remediation services, gifted and talented services, special education services, English language learner services, and counseling services.																	



6. Evaluation and Plan Revision

☒ By checking this box, the school principal certifies that the progress of eligible students will be reviewed on an ongoing basis, and the targeted assistance plan will be regularly monitored and revised as necessary, to provide additional assistance to enable such children to meet the challenging state academic standards.
ESEA Section 1115(b)(2)(G)(iii)

Expectations

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

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

Administrators, Title I Teachers, and regular education teachers meet regularly to review student's performance and determine progress toward instructional goals. Progress monitoring tools are utilized to measure student's growth toward instructional goals, and instructional support is revised based on individual student needs.

The Title I team, along with the classroom teacher, will meet periodically to determine student's progress toward academic goals and develop plans for providing additional assistance as needed in an effort to ensure that students served through the Title I targeted assistance program are meeting state content standards. Eligibility records, exit documentation, student achievement records and parent involvement information will be used to assist team members in the involvement and modification of the plan.

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

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
NOTICE OF ALLOCATION
OF STATE PROGRAM ASSISTANCE & SALARY SUPPLEMENTS FOR FY 27

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

TYPE OF AID	Project Code	Revenue Code	Amount
Program Assistance	412	3812	
1.00 AG EDUCATION			\$13,000.00
Summer Salary	411	3811	
1.00 AG EDUCATION			\$8,320.00
State Teacher Supplement	411	3811	
1.00 AG EDUCATION			\$2,600.00
Total:			\$23,920.00

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

Questions regarding this Notice of Allocation should be directed to Maretta Cheek
at 405-743-5458

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

Valerie McBane,
Assistant Finance Manager
Oklahoma Department of Career and Technology Education

7/28/2026 12:17 PM
Date

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
CONTRACT FOR SECONDARY CAREER AND TECHNOLOGY EDUCATION PROGRAM(S) FOR SCHOOL YEAR 2026-2027

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

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

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

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

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

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

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

If you have any questions, contact Katha Cinnamon at Katha.Cinnamon@careertech.ok.gov or (405) 743-5195.

This signed contract should be returned to secondarycontracts@careertech.ok.gov no later than **September 30**.

Approved:



Brent Haken, State Director

7/28/2026

Date

President, Board of Education

Date

Superintendent of Schools

Date

Sperry School System

District Name (please print)

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 (full year only with a grade of A or B; 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						
Leadership: Class leadership role; Team Asst. or Co-Captain/Leader; Organization leadership role						
Leadership: Student Council; Class President; Team Captain/Leader; Organization Chair						
Achievement demonstrated on the following:	≥ 87%	≥ 90%	≥ 93%	≥ 95%	≥ 97%	
Pre-ACT and/or ACT test rankings / SAT test <u>Pre-ACT (US ranking)</u> <u>ACT (state ranking)</u> Math _____ Science _____ Math _____ Science _____ Reading _____ English _____ Reading _____ English _____						
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

G/T form A-Revised Oct 2025

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

QUOTATION

TOGETHER
WE'RE SMARTER



Sperry Public Schools
400 W. Main St.
Sperry, Ok 74073
ATTENTION: Sam Bradley

RE: Intermediate Gym 15-ton Replacement
QUOTE: 26054JB
DATE: 07/31/2026
SUBMITTED BY: John Bryant

BASE BID SPECIFICATIONS

- Demo (1) existing 15-ton RTU and all necessary ductwork in place now to allow for new installation.
- Provide and install (1) (Lennox) 15-ton RTU to replace existing Carrier unit in place now.
- Provide new curb adapter to allow new unit connect to existing curb in place now.
- Provide new return ductwork from the return wall opening to new unit return opening.
- Reconnect to existing electrical and gas in place now. We will replace existing electrical whip to new RTU from disconnect with installation.
- Reconnect to existing controls in place now as well.
- Provide labor to install (1) 15-ton RTU installation listed above.
- Verify operation once repairs are completed.
- Removal of all old equipment and debris once project is completed.
- Central Consolidated will provide a full 1yr labor warranty with installation.
- Central Consolidated agrees to obtain and pay for, included within the price quoted any applicable licenses, permits, and/or inspections applicable to project and contractor guarantees the completed project will comply with all city, state, and/or federal laws and regulations applicable to this project.
- Price below will cover Trane or Lennox brands of equipment..

WORK EXCLUDED

- Holidays, Overtime or Weekend Work
- Any repairs/work outside the Scope of this Quote
- Any additional refrigerant needed listed above

BASE BID PRICE

MATERIAL	\$ 45,950.00
SUBS	\$incl
LABOR	\$incl
ESTIMATED TAX NOT INCLUDED (IF TAX EXEMPT PLEASE PROVIDE CERTIFICATE)	\$ N/A
TOTAL	\$ 45,950.00

ADD/ DEDUCT/ ALTERNATE

-
-
-

TERMS

- This price is based on current market prices for material and equipment. Should there be an increase in price for said material that is purchased after approved quote, it will be added to the contract or purchase order.
- New Equipment Labor warranty 30 days, Parts warranty per manufacture
- Repairs to existing equipment 30 days Labor warranty, Parts warranty per manufacture
- Any VRF manufacture parts warranty per manufacture only, No Labor warranty

• This quote is good for 15 days

MECHANICAL • FIRE PROTECTION • FABRICATION • CONTROLS • 24/7 SERVICE

WICHITA, KS
(316) 945-0797

GARDEN CITY, KS
(620) 277-7513

COFFEYVILLE, KS
(620) 251-0797

TULSA, OK
(918) 895-0797

CUSTOMER APPROVAL

Signature: _____

Date: _____

Printed Name: _____

P.O.# _____

Sperry Public School

Child Nutrition Procurement Plan

This procurement plan will be implemented on August 10, 2026, and from that date forward until amended. All procurements must adhere to free and open competition. Source documentation must be available to determine open competition, the reasonableness, the allow ability, and the allocation of costs.

Chairman, Board of Education Signature

Date

Superintendent of Schools Signature

Date

Sperry Public School

Child Nutrition Procurement Plan

SECTION I - PROCUREMENT PLAN GENERAL REQUIREMENTS

1. The plan for procuring items for use in the Child Nutrition Program is as follows:
2. The procurement plan provides for free and open competition, transparency in transactions, comparability, and documentation of all procurement activities.
 - a. The following **Code of Conduct** will be expected of all persons who are engaged in the awarding and administration of contracts supported by Child Nutrition reimbursement funds. These written standards of conduct include:
 - No employee, officer, or agent shall purchase or establish a contract if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:
 - The employee, officer, or agent;
 - Any member of the immediate family;
 - His or her partner;
 - An organization which employs or is about to employ one of the above.
 - Employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
 - No item, food, or beverage purchased with nonprofit school food service funds will be removed from the school premises by school personnel.
 - Penalties for violation of the standards of code of conduct of the (SFA) School Child Nutrition Program (CNP) should be:
 - Reprimand by Board of Education
 - Dismissal by Board of Education
 - Any legal action necessary
 - b.
 - c.
 - d.
 - e.
3. Regardless of the procurement method, the following factors will be determined regarding the allowable costs:
 - Be necessary and reasonable for the proper and efficient administration of the program(s)
 - Be allocable to federal awards applicable to the administration of the programs(s)
 - Be authorized and not prohibited under state and local laws
4. Purchasing will be conducted at the most restrictive procurement threshold:

	Federal Procurement Thresholds	SFA/Sponsor Procurement Thresholds (enter)
Micro-purchasing	\$15,000 or less	\$15,000 or less
Equipment	Over \$10,000	Over \$10,000
Small/Informal	Less than \$350,000	Less than \$350,000

Sperry Public School

Child Nutrition Procurement Plan

Formal	Greater than \$350,000; or any Food Service Management Contract	Greater than \$350,000; or any Food Service Management Contract
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5. All staff conducting purchasing will be trained on the procurement procedures.
6. All purchasing records will be maintained no less than the current year plus 3 additional years.
7. **Buy American Provision**
 Buy American requires schools to purchase ninety percent (90%) of domestic agricultural commodities and food products annually. Schools participating in the federal school meal programs are required to purchase domestic commodities and products for school meals to the maximum extent practicable. A domestic commodity or product refers to an agricultural commodity produced in the US and a food product processed in the US that is substantially (at least 51 percent) made using agricultural commodities produced in the US.
 This definition of domestic product serves both the needs of schools and American agriculture. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are considered domestic products as these products are from the territories of the U.S. (Reference 7 CFR 220.16(d), SP-38-2017, and SP 23-2024) *Documentation is required from vendor(s) to ensure products purchased are American-grown or nondomestic unless listed on the Buy American Exemption list (USDA FAR list).*
8. **Geographical Preference**
 The use of statutorily or administratively imposed in-state or local geographic preferences for procurements under USDA entitlement programs is prohibited, except for unprocessed locally grown or locally raised agricultural products. The Food, Conservation, and Energy Act of 2008 (Public Law 110-246, Section 4302) allows institutions receiving funds through CNP to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. Micropurchasing is a preferred procurement method when using geographic preference. Geographical preference can be achieved through micropurchasing when procuring unprocessed, locally grown, or locally raised agricultural products. If spending over \$15,000 per transaction, simplified acquisition must be used.
9. **Protest procedures** are required. SFAs will have protest procedures to handle and resolve disputes relating to their procurements and shall, in all instances disclose information regarding the protest to the awarding agency. A protestor must exhaust all administrative remedies with the SFA before pursuing a protest with a federal agency. Reviews of protests by the federal agency will be limited to:
 Violations of federal law or regulations and the standard of 2 CFR §200 (violations of state or local law will be under the jurisdiction of state or local authorities).

AND

 Violations of the SFA's protest procedures for failure to review a complaint or protest. Protests received by the federal agency other than those specified above will be referred to the SFA.
10. The district will maintain a **CHART OF PROCEDURES** indicating how all items are procured, and how often they are procured.

Sperry Public School

Child Nutrition Procurement Plan

11. Beverage and Snack Agreements

If any nonprofit school food service products are purchased via the exclusive contract, then all federal procurement requirements must be met. If small purchase procedures are used for a procurement of \$350,000 or less, price or rate quotations must be obtained from an adequate number of qualified sources. Additionally, if nonprofit school food service products are included in the contract, any rebates, commissions, scholarship fund contributions, or any other payments back to the SFA or SFA-related organizations must be reimbursed to the nonprofit SFA on a prorated basis.

- a. No federal prohibition on multi-year contracts other than for FSMCs. It is suggested, however, that school procurement officials consider the impact of multi-year contracts, as opposed to one-year contracts, on beverages and snacks. Long-term contracts would appear to be more appropriate for nonperishable products and services such as warehousing and equipment rental. As noted above, however, there is no federal prohibition on these longer-term contracts.
- b. Public Law 108-265, Section 102, requires a school participating in the NSLP shall not directly or indirectly restrict the sale or marketing of fluid milk products by the school (or by a person approved by the school) at any time or any place on the school premises or at any school-sponsored event.
- c. Schools participating in the NSLP must check all beverage contracts for language that may limit the sale of milk on school grounds. The sale of milk cannot be limited at any time during the school day or at any place on the school premises. Contracts may have language that is hard to understand. Look for the term **Exclusive Pouring Rights**. Every school district must have amended their beverage contracts that limit the sale of milk should such language exist. The primary effect of this provision is to prevent contract limitations on the sale of fluid milk in competition with other beverages.

12. The SFA will take all necessary affirmative steps to assure that **minority firms, women's business enterprises, and labor surplus area firms** are used when possible. Affirmative steps shall include:

- a. Placing qualified small, minority, and women's business enterprises on solicitation lists
- b. Assuring that small, minority, and women's business enterprises are solicited whenever they are potential sources.
- c. Dividing total requirements when economically feasible, into smaller tasks or quantities to permit maximum participation by small, minority, and women's business enterprises.
- d. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
- e. Using the services and assistance of the Small Business Administration (SBA) and the Minority Business Development Agency of the Department of Commerce.
- f. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed above.

13. **Oklahoma Non-Kickback Affidavit** under Oklahoma statute 62 O.S. §310.9 requires a signed and notarized non-kickback affidavit on every purchase order of \$25,000 or more. The affidavit is to be signed by the person or persons authorized to accept payment on behalf of the architect, contractor, engineer, or supplier. The undersigned (architect, contractor, supplier or engineer), of lawful age, being first duly sworn, on oath, says that this contract is true and correct. Affiant further states that the (work, services or materials) will be (completed or supplied) in accordance with the plans, specifications, orders or requests furnished to the affiant. Affiant further states that (s)he has made no payment directly or indirectly to any elected official, officer, or employee of the State of Oklahoma, any county or local subdivision of the state, or money or any other thing of value to obtain or procure the contract or purchase order.

Sperry Public School

Child Nutrition Procurement Plan

CONTRACT PROVISIONS AND FORMS (2 CFR 200 Appendix II)

1. Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, **must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.**
2. All contracts in excess of \$10,000 must address **termination for cause** and for convenience by the non-Federal entity, including the manner by which it will be effected and the basis for settlement.
3. **Equal Employment Opportunity.** Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part. 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”
4. **Davis-Bacon Act**, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the **Copeland “Anti-Kickback” Act** (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.
5. **Contract Work Hours and Safety Standards Act** (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in

Sperry Public School

Child Nutrition Procurement Plan

surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

6. **Rights to Inventions Made Under a Contract or Agreement.** If the Federal award meets the definition of “funding agreement” under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.
7. **Clean Air Act** (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).
8. **Debarment and Suspension Form** (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
9. **Byrd Anti-Lobbying Amendment Form** (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.
10. See **§ 200.323 Procurement of recovered materials**
<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR45ddd4419ad436d/section-200.323>
11. See **§ 200.216 Prohibition on certain telecommunications and video surveillance equipment or services.**
<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-C/section-200.216>
12. See **§ 200.322 Domestic preferences for procurements**
<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR45ddd4419ad436d/section-200.322>

Sperry Public School

Child Nutrition Procurement Plan

***** Due to the rural location of the district, it is feasible that the school will only receive one responsible and responsive response.***

SECTION II – PURCHASING EQUIPMENT

****Name(s) and Title(s) of all individuals responsible for Purchasing Equipment: Brian Beagles,
Superintendent***

If the amount of purchases for ***Equipment*** is greater than \$10,000, the following procedures will be used:

1. Written specifications will be prepared and provided to vendors.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. ***A minimum of two vendors shall be contacted.***
3. The price quotes will receive appropriate confidentiality before award.
4. If using USDA funding for the purchase, the SFA/Sponsor will seek prior approval from Oklahoma Child Nutrition Programs unless the equipment is placed on the Equipment Pre-Approval list located in the Child Nutrition Manual.
5. Quotes will be awarded by the person(s) listed above in Section III. Quotes awarded will be to the lowest and best quote based upon quality, service availability, price, and/or product availability.
6. The person(s) listed above in Section III will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and ***written specifications.***
7. The person(s) listed above in Section III will be responsible for documentation that the actual product specified is received.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$10,000. See also §200.12 Capital assets, 200.20 Computing devices, 200.48 General purpose equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies. **Note: Equipment OVER \$10,000 must have State agency approval unless it is on the OSDE Pre-Approval list on page P-8.**

SECTION III – MICRO PURCHASING

If the amount of purchases for items is less than \$10,000 *or less than the district's micropurchasing threshold*, the following procedure will be used.

Select one:

X Purchases below \$15,000

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1. Micro-purchases may be awarded without soliciting competitive price or rate quotations if the recipient or subrecipient considers the price reasonable based on research, experience, purchase history, or other information, and maintains documents to support its conclusion.
2. The price quotes will not be required. Competition is not required.
3. When practicable, micro-purchases should be distributed equitably among qualified suppliers.
Brian Beagles, Superintendent is responsible for the documentation of purchases.
4. Program operators may self-certify a threshold up to \$50,000 on an annual basis with approval from the State agency (2 CFR 200.320(a)(iv)). The SFA must maintain documentation of such self-certification. Choosing to self-certify must prepare and include a justification for the choice. The self-certification must include a justification, a clear indication of the threshold, and supporting documentation of any of the following:
 - A qualification as a low-risk auditee, in accordance with the criteria in 2 CFR 200.520;
 - An annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or
 - For public institutions, a higher threshold consistent with state law.

SECTION IV – SIMPLIFIED ACQUISITION (SMALL PURCHASING)

Name(s) and Title(s) of all individuals responsible for Simplified Acquisition Procedures:* **Brian Beagles, Superintendent

If the amount of purchases for items less than \$350,000 *or the SFA/Sponsor's simplified acquisition threshold*, Simplified Acquisition Procedures must be followed. Quotes must be documented from an adequate number of qualified sources.

Select one:

X Purchases below \$350,000

Simplified Acquisition procedures will be applied on *the basis of a:*

X District-wide

☐ Each Individual Site

☐ Food-Buying Group/Co-op (specify): _____

☐ Combination of above (specify): _____

1. Written specifications will be prepared and given to a minimum of two vendors.
2. The person(s) stated above in Section IV will be responsible for contacting potential vendors when price quotes are needed.
3. Quotes will be awarded by the person(s) stated above in Section IV. Quotes awarded will be to the lowest and best quote based upon quality, service availability, price, etc.

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4. The person(s) stated above in Section IV will be responsible for documentation of records to show the selection of the vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and *written specifications*.
5. The person(s) stated above in Section IV will be responsible for documentation that the actual product specified is received.
6. Any time an accepted item is not available, the person stated above in Section IV will select the acceptable alternate. Full documentation will be made available for the selection of the acceptable item. Substituted items will not be made at the vendor's discretion.

SECTION V – FORMAL PROCUREMENT

**Name(s) and Title(s) of all individuals responsible for Formal Procedures: Brian Beagles, Superintendent*

Select *all* that are applicable:

- X Purchases over \$350,000
- X Food Service Management Contracts at any total cost (*does not include vendored meal agreements*)

Formal procedures will be applied on *the basis of a*:

- X District-wide
- ☐ Each Individual Site
- ☐ State Contract
- ☐ Food-Buying Group/Co-op: Name of Group/Co-op Name: _____
- ☐ Combination of above (specify): _____

If the amount of purchases is above the district's small purchase threshold, or an SFA has a Food Service Management Contract, formal procurement procedures will be used as required by 2 CFR Part 200.318-326.

Invitation for Bid (IFB)/Sealed Bid

In awarding a competitive negotiation (IFB) the bid will automatically go to the lowest bidder. **Price** is the only factor that is used to determine a sealed bid.

Request for Proposals (RFP)

In awarding a competitive negotiation (RFP) a set of award criteria in the form of a weighted evaluation sheet will be provided to each bidder in the initial bid document materials. **Price** alone is not the sole basis for award, but remains the **primary** consideration when awarding a contract. *A committee of 3-5 people shall evaluate the bids.* The vendor with the highest overall score will receive the bid.

1. Cost price analysis must be performed for every procurement transaction over the simplified acquisition threshold per 2 CFR 200.324(a).
2. When a formal procurement method is required, the following **COMPETITIVE SEALED BID or an Invitation for Bid (IFB) or COMPETITIVE PROPOSAL in the form of a Request for Proposal (RFP)** procedures will apply: (USDA allows 45 days for IFB & 60 days for RFP from the time the information is

Sperry Public School

Child Nutrition Procurement Plan

given to vendors until the time of bid opening. It should not be any less than 30 days) *Use the Formal Procurement Checklist to ensure the procurement process was done correctly.*

An announcement of an **Invitation for Bid (IFB)** or a **Request for Proposal (RFP)** will be placed in the newspaper. *An FSMC RFP requires a newspaper ad* to publicize the intent to purchase needed items. The advertisement for bids/proposals or legal notice will be run for *a minimum of two weeks*.

3. An advertisement is required for all formal procurement (IFB/RFP)
 - A general description of items to be purchased.
 - The deadline for submission of questions and the date written responses will be provided, including an addendum to bid specifications, terms, and conditions as needed.
 - A date of pre-bid meeting, if applicable, and if attendance is a requirement for bid award.
 - A deadline for submission of sealed bids or proposals, and the address of the location where complete specifications and bid forms may be obtained.
4. The developer of written specifications or descriptions for procurements will be ***prohibited*** from submitting bids or proposals for such products or services.
5. The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:
 - Contract period.
 - SFA/Sponsor is responsible for all contracts awarded (statement).
 - Date, time, and location of bid opening.
 - How a vendor will be informed of bid acceptance or rejection.
 - The terms and conditions that the bidder must fulfill.
 - Statement assuring efforts will be made to involve minority and small business.
 - Statement regarding Cause for Termination.
 - Forms and statements identified in the ***Formal Procurement Checklist***.
 - Statement regarding the return of purchase incentives, discounts, rebates, and credits to the non-profit Child Nutrition account, if applicable in a cost reimbursable contract.
6. Specifications and estimated quantities of products and services prepared by SFA/Sponsor and provided to potential contractors desiring to submit bids/proposals for the products or services requested.
7. If any potential vendor ask questions regarding the specifications or purchase conditions, interpretation will be provided in writing to all potential bidders by the person(s) stated in Section V and date specified.
8. The person(s) stated above in Section V will be responsible for securing all bids or proposals.
9. The person(s) stated above in Section V will be responsible for ensuring all SFA/Sponsor procurements are conducted in compliance with applicable Federal, State, and local procurement regulations.
10. Evaluation Criteria the district can use to award an RFP.

(Price must be given the highest points, and the award must equal 100 points. If not interested, the district can leave the line of award blank. Additional criteria can be added. A committee of 3-5

Sperry Public School

Child Nutrition Procurement Plan

individuals will score all vendors using the points the district assigned. The vendor with the highest points will win the bid.

<i>Weight</i>	<i>Criteria</i>
_____ (points)	Price
_____ (points)	A Variety and Availability of Food Items that Meet CNP Requirements, including CN label or Product Formulation Statement items
_____ (points)	Quality of Food Items
_____ (points)	Ordering System
_____ (points)	Customer Service or References
_____ (points)	Business Practices
_____ (points)	Geographical Preference
_____ (points)	_____
_____ (points)	_____
_____ (points)	_____
100 Total Points	

SECTION VI - NON-COMPETITIVE NEGOTIATION

**Name(s) and Title(s) of all individuals responsible for Non-Competitive Negotiation:*

Brian Beagles, Superintendent

1. If items are available **only from a single source** *when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation*. **NON-COMPETITIVE NEGOTIATION** procedures will be used:
2. Written Specifications will be prepared by the district and provided to the vendor.
3. The person(s) stated above in Section VI will be responsible for the documentation of records to fully explain the decision to use the noncompetitive negotiation. The records will be available for audit and review.
4. The person(s) stated above in Section VI will be responsible for reviewing the procedures to be certain all requirements for using single source or noncompetitive negotiation are met.
5. Non-competitive negotiations shall be used for one-time purchases of a new food item in order to determine food acceptance by students and for samples for testing purposes. A record of non-competitive negotiation purchase shall be maintained by the (***SFA Official***). The record of non-competitive purchases shall include, at a minimum, the following:
 - item name
 - dollar amount
 - vendor
 - reason for non-competitive procurement

Sperry Public School

Child Nutrition Procurement Plan

SECTION VII – EMERGENCY PURCHASING

1. If it is necessary to make a one-time emergency procurement to continue service or obtain goods, the purchase shall be made, and a log of all such purchases shall be maintained by the district. The following emergency procedures shall be followed. All emergency procurements shall be approved by Brian Beagles, Superintendent.

At a minimum, the following emergency procurement procedures shall be documented:

- item name
 - dollar amount
 - vendor
 - reason for emergency
2. If the emergency purchasing need requires a contract, all books, records and other documents relative to the award of the contract must be retained for three (3) years after final payment. Specifically, the SFA/Sponsor shall maintain, at a minimum, the following documents:
 - Written rationale for award cost or price;
 - A copy of the original solicitation;
 - The bidding and negotiation history and working papers;
 - The basis for contractor selection;
 - Approval from the State agency to support a lack of competition when competitive bids or offers are not obtained;
 - The terms and conditions of the contract;
 - Any changes to the contract and negotiation history;
 - Billing and payment records;
 - A history of any contractor claims *OR* contract breaches

Sperry Public School

Child Nutrition Procurement Plan

CHART OF PROCEDURES

The Sperry Public School District will purchase the following products or group of products and services as per the stated purchase period using the identified procurement method. *Price quote time frame* period is defined as the time frame for which bids or quotes are obtained and awarded.

<i>PRODUCT</i>	<i>PRICE QUOTE TIMEFRAME</i>	<i>METHOD OF PROCUREMENT USED</i>
Milk	1 to 2 weeks	Micro-Purchasing
Bread	1 to 2 weeks	Micro-Purchasing
Canned fruit	1 to 2 weeks	Micro-Purchasing
Canned vegetables	1 to 2 weeks	Micro-Purchasing
Frozen fruit	1 to 2 weeks	Micro-Purchasing
Frozen vegetables	1 to 2 weeks	Micro-Purchasing
Preprepared fruits & veggies	1 to 2 weeks	Micro-Purchasing
Fresh fruit	1 to 2 weeks	Micro-Purchasing
Fresh vegetables	1 to 2 weeks	Micro-Purchasing
Meats	1 to 2 weeks	Micro-Purchasing
Chemicals	1 to 2 weeks	Micro-Purchasing
Paper products	1 to 2 weeks	Micro-Purchasing
Small equipment	1 to 4 weeks	Micro-Purchasing
Large equipment	1 to 4 weeks	Equipment Purchasing

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

July 13, 2026
6:00 P.M.

As required by Section 311, Title 25 of the Oklahoma Statutes, notice is hereby given the Board of Education of Independent School District No. I-008 of Tulsa County, Oklahoma, will hold a regular meeting on Monday, July 13, 2026, 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 – absent
Johnny Holmes – absent
Jeff Carter – here

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

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

April Bowman – aye
Mechelle Beats – aye
Jeff Carter – aye
Motion carried – 3-0

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

FORMAL ADOPTION OF THE AGENDA

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

Motion was made by Jeff Carter and seconded by Mechelle Beats to formally adopt the agenda.

April Bowman – aye
Mechelle Beats – aye
Jeff Carter – aye
Motion carried – 3-0

VOICES OF THE COMMUNITY

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

There were no public comments.

SUPERINTENDENT/BOARD OF EDUCATION/REPORTS TO THE BOARD

7. Dr. Beagles presented to the Board of Education a monthly Superintendent/Board Report. Dr. Beagles identified two corrections to the certified personnel report: (1) Maddison Webb had a duplicate extra-duty assignment of M.S. Head Fastpitch and Head M.S. Fastpitch, the second one was removed; and (2) Denton Wolf had an incorrect extra-duty assignment of M.S. Assistant Baseball that was changed to M.S. Assistant Football with the same stipend amount.
8. Dr. Beagles presented to the Board of Education for motion, discussion, and vote on motion to approve or disapprove a resolution authorizing a one-time stipend for full-time certified and support employees.

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

April Bowman – aye
Mechelle Beats – aye
Jeff Carter – aye
Motion carried – 3-0

BUDGET AND FINANCE

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

CONSENT AGENDA

Approve or disapprove items 12 through 34. These items will be approved by one motion unless the Board of Education desires to have a separate vote on any or all of these items.

12. Ratification of the Curriculum Advisory Committee for the 2026-2027 fiscal year.
13. Approval of math and science courses, as listed in the attached course equivalency document, completed by 11th and 12th grade Sperry students through the Tulsa Technology Center School District to count as high school credit toward meeting state graduation requirements.
14. Renewal of license with PowerSchool to provide SchoolMessenger for the 2026-2027 fiscal year.
15. Renewal of contract with BorderLAN Cyber Security to provide internet content filtering services for the 2026-2027 fiscal year.
16. Ratification of the certified, support, and miscellaneous pay salary schedules for the 2026-2027 fiscal year.
17. Ratify all contracts approved in the 2025-2026 fiscal year obligating the expenditure of 2026-2027 funds.
18. Ratification of quotes and service agreements with Agile Sports Technologies, Inc. dba Hudl to provide automated livestreaming, digital ticketing, and mobile concession services for the 2026-2027 fiscal year.
19. Approval of the request from the Sperry Cheerleading Booster Club to use the gym at the Intermediate during pre-arranged times from July 15, 2026, through November 30, 2026.
20. Approval of the request from the Sperry Elementary Football Booster Club to use the practice field at the Intermediate Elementary Campus and football stadium complex during pre-arranged times from July 14, 2026, through November 16, 2026.
21. Authorization of adjunct teacher status for Mr. Brad Crace, John Edgar, and Keni Kennedy to teach chemistry at Sperry High School and Mrs. Natalie Sayre to teach 7th/8th grade mathematics at Sperry Middle School for the 2026-2027 fiscal year as permitted by the Oklahoma State Department of Education.
22. Ratification of the elementary and secondary student handbooks for the 2026-2027 fiscal year.
23. Ratification of an interlocal agreement with the Board of County Commissioners of Osage County to assist in making District improvements for the 2026-2027 fiscal year.
24. Approval of the quote submitted by West Termite & Pest Management for pest control services for the 2026-2027 fiscal year.
25. Renewal of Memorandum of Understanding with CREOKS Mental Health Services, Inc. to provide behavioral health services for the 2026-2027 fiscal year.
26. Approval of the professional development requirements as outlined in the attached schedule.

27. Approval of the fixed-price bid submitted by Sodexo in response to the District's Request for Proposal to provide food management services for the 2026-2027 fiscal year.
28. Authorization of the rate structure below for meals during the 2026-2027 school year.

Breakfast		
Description	Elementary	Secondary
Student Breakfast (Full Price)	\$0	\$2.25
Student Breakfast (Reduced Price)	\$0	\$0.30
Second Student Breakfast	\$2.65	\$2.65
Teacher, Staff, and Visitor Breakfast	\$3.00	\$3.00
Lunch		
Student Lunch (Full Price)	\$3.60	\$4.00
Student Lunch (Reduced Price)	\$0.40	\$0.40
Second Student Lunch	\$4.50	\$4.90
Teacher, Staff, and Visitor Lunch	\$5.25	\$5.25
Milk (½ pint)	\$0.75	\$0.75

29. Approval of the Board of Education Minutes for June 8, 2026, and June 22, 2026.
30. Ratification of checks and encumbrance orders for the General Fund (1-61), Building Fund (1-57), Child Nutrition Fund (1), Bond Fund 31 (None), Bond Fund 36 (None), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (none).
31. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 31 (None), Bond Fund 36 (None), Bond Fund 37 (None), Bond Fund 38 (None), and Bond Fund 39 (None).
32. Ratification of General Fund Payroll (50,000-50,018).
33. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report with the changes that Dr. Beagles addressed in agenda item 8.
34. Approval of Support Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.

Motion was made by April Bowman and seconded by Mechelle Beats to approve items 12 through 34.

April Bowman – aye
Mechelle Beats – aye
Jeff Carter – aye
Motion carried – 3-0

STAFF SERVICES

35. None.

NEW BUSINESS

36. 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

37. 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

38. Adjournment.

Motion was made by April Bowman and seconded by Mechelle Beats to adjourn at 6:15 P.M.

April Bowman – aye
Mechelle Beats – aye
Jeff Carter – aye
Motion carried – 3-0

Jeff Carter (Board President)

Misty Fisher (Minutes Clerk)

DRAFT

Budget Analysis

Options: Year: 2026-2027, Date Range: 7/1/2026 - 6/30/2027, Print Detail: False

Classification	Appropriation	Encumbered	Certified	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2026-2027							
Fund - 11 GEN FUND-FOR OP							
000 NON-CATEGORICAL EXP	10,051,319.00	7,311,440.06	0.00	659,204.89	6,652,235.17	2,739,878.94	72.74%
001 SITE ALLOCATIONS	100,585.00	14,330.88	0.00	0.00	14,330.88	86,254.12	14.25%
010 BUS BARN	80,000.00	68,550.00	0.00	2,784.80	65,765.20	11,450.00	85.69%
090 MISC PAYROLL EXPENSE	120,000.00	7,501.77	0.00	7,501.77	0.00	112,498.23	6.25%
094 RETURNING PERSONNEL	180,000.00	159,895.50	0.00	159,895.50	0.00	20,104.50	88.83%
098 GATE DUTY -ATHLETICS	8,000.00	0.00	0.00	0.00	0.00	8,000.00	0.00%
107 YEARLY EXPENSES	450,000.00	373,824.00	0.00	368,824.00	5,000.00	76,176.00	83.07%
114 TEACHER OF THE YEAR	4,500.00	0.00	0.00	0.00	0.00	4,500.00	0.00%
125 TECHNOLOGY EXPENSES	70,000.00	44,065.57	0.00	0.00	44,065.57	25,934.43	62.95%
139 CERT SUB	35,000.00	0.00	0.00	0.00	0.00	35,000.00	0.00%
149 NON CERT SUB	75,000.00	0.00	0.00	0.00	0.00	75,000.00	0.00%
308 TEACHER LEADER EFFCT. (TLE)	0.00	220.00	0.00	0.00	220.00	-220.00	100.00%
331 EDU. FLEX BENEFIT ALLOWANCE	0.00	14,360.26	0.00	1,394.20	12,966.06	-14,360.26	100.00%
332 SUPPORT FLEXIBLE BENEFIT	0.00	50,078.16	0.00	5,501.01	44,577.15	-50,078.16	100.00%
334 CER MED PD BY STATE	0.00	448,238.00	0.00	40,299.00	407,939.00	-448,238.00	100.00%
335 NC MED PD BY STATE	0.00	84,840.00	0.00	9,898.00	74,942.00	-84,840.00	100.00%
367 READING SUFFICIENCY ACT (RSA)	0.00	6,948.75	0.00	0.00	6,948.75	-6,948.75	100.00%
376 SCHOOL RESOURCE OFFICER	0.00	51,975.00	0.00	0.00	51,975.00	-51,975.00	100.00%
412 VOCATIONAL PROGRAMS	0.00	4,501.25	0.00	0.00	4,501.25	-4,501.25	100.00%
511 PART A, BASIC PROGRAM	0.00	276,702.40	0.00	20,383.27	256,319.13	-276,702.40	100.00%
541 PART A - PRIN. TEACHER TRAIN	0.00	14,179.42	0.00	260.84	13,918.58	-14,179.42	100.00%
552 PART A-STUD SUPP FORM GR.	0.00	7,929.77	0.00	660.81	7,268.96	-7,929.77	100.00%
561 PART A, INDIAN EDUCATION	0.00	79,660.26	0.00	6,638.36	73,021.90	-79,660.26	100.00%
587 PART B, SUBPART 2 RURAL/LOW INC.	0.00	23,703.84	0.00	1,975.32	21,728.52	-23,703.84	100.00%
613 SP. ED. PROF. DEV. - OSDE	0.00	567.00	0.00	0.00	567.00	-567.00	100.00%
615 SP. ED. PROF. DEV. - DISTRICT	0.00	645.90	0.00	645.90	0.00	-645.90	100.00%
621 FLOW THRU, PL 108-446, IDEA-B	0.00	237,319.58	0.00	19,776.66	217,542.92	-237,319.58	100.00%
Total Fund - 11 GEN FUND-FOR OP	\$11,174,404.00	\$9,281,477.37	\$0.00	\$1,305,644.33	\$7,975,833.04	\$1,892,926.63	83.06 %
Total 2026-2027	\$11,174,404.00	\$9,281,477.37	\$0.00	\$1,305,644.33	\$7,975,833.04	\$1,892,926.63	83.06 %
Report Total	\$11,174,404.00	\$9,281,477.37	\$0.00	\$1,305,644.33	\$7,975,833.04	\$1,892,926.63	83.06 %

Encumbrance Register

Options: Year: 2026-2027, Date Range: 7/1/2026 - 7/31/2026, PO Range: 62 - 98, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	62	07/02/2026	19066	OKTLE	2026-2027 MEMBERSHIP DUES	3,075.00
				2026-2027 MEMBERSHIP DUES	11-000-2213-810-000-0000-000-105	07/02/2026 1,506.75
					11-000-2213-810-000-0000-000-505	07/02/2026 768.75
					11-000-2213-810-000-0000-000-705	07/02/2026 799.50
11	63	07/02/2026	20850	SYLOGIST ED, INC.	2026-2027 ANNUAL USAGE FEES	23,386.58
				2026-2027 ANNUAL USAGE FEES	11-000-2511-346-000-0000-000-050	07/02/2026 2,338.66
					11-000-2511-346-000-0000-000-105	07/02/2026 10,313.48
					11-000-2511-346-000-0000-000-505	07/02/2026 5,261.98
					11-000-2511-346-000-0000-000-705	07/02/2026 5,472.46
11	64	07/02/2026	262	CCOSA, INC.	2026-2027 AGREEMENT	1,800.00
				2026-2027 AGREEMENT	11-000-2317-310-000-0000-000-050	07/02/2026 1,800.00
11	65	07/02/2026	16925	CRW CONSULTING, LLC	2026-2027 E-RATE CONTRACT	2,750.00
				2026-2027 E-RATE CONTRACT	11-125-2580-530-000-0000-000-105	07/02/2026 1,347.50
					11-125-2580-530-000-0000-000-505	07/02/2026 687.50
					11-125-2580-530-000-0000-000-705	07/02/2026 715.00
11	66	07/02/2026	6177	RENAISSANCE	SUBSCRIPTION RENEWAL	12,233.25
				SUBSCRIPTION RENEWAL	11-001-1000-653-100-1110-000-105	07/02/2026 3,693.50
					11-001-1000-653-100-4000-000-705	07/02/2026 1,591.00
					11-367-1000-653-427-1110-000-105	07/02/2026 6,948.75
11	67	07/02/2026	80003	OSSBA	2027 MEMBERSHIP DUES	2,956.00
				2027 MEMBERSHIP DUES	11-000-2319-810-000-0000-000-050	07/02/2026 2,956.00
11	68	07/02/2026	80003	OSSBA	CONFERENCE REGISTRATION	3,300.00
				CONFERENCE REGISTRATION	11-000-2321-860-000-0000-000-050	07/02/2026 3,300.00
11	69	07/02/2026	19069	OKLAHOMA ASBO	MEMBERSHIP RENEWAL	675.00
				MEMBERSHIP RENEWAL	11-000-2573-810-000-0000-000-050	07/02/2026 675.00
11	70	07/02/2026	20626	OK STATEWIDE VIRTUAL CHARTER SCHOOL	2026-2027 ONLINE LICENSES	23,205.00
				2026-2027 ONLINE LICENSES	11-000-1000-653-100-0000-000-505	07/02/2026 11,602.50
					11-000-1000-653-100-0000-000-705	07/02/2026 11,602.50
11	71	07/02/2026	36	ORGANIZATION OF RURAL OKLA. SH	2026-2027 MEMBERSHIP DUES	800.00
				2026-2027 MEMBERSHIP DUES	11-000-2340-810-000-0000-000-050	07/02/2026 800.00
11	72	07/02/2026	291	TULSA COUNTY ASSESSORS OFFICE	ANNUAL VISUAL INSPECTION	6,000.00
				ANNUAL VISUAL INSPECTION	11-000-2518-870-000-0000-000-105	07/02/2026 6,000.00
11	73	07/02/2026	5938	OSAGE COUNTY TREASURER	2026 REVALUATION COSTS	40,000.00
				2026 REVALUATION COSTS	11-000-2518-870-000-0000-000-105	07/02/2026 40,000.00
11	74	07/02/2026	18964	ESGI, LLC	12-MONTH LICENSE	576.00
				12-MONTH LICENSE FOR PRE-K & KINDERGARTEN TESTING & PARENT REPORTS	11-001-1000-653-100-1024-000-105	07/02/2026 576.00
11	75	07/02/2026	18169	OKLAHOMA CORPORATION COMMISSION	2027 MONITORING WELL TECH LICENSE RENEWAL	100.00
				2027 MONITORING WELL TECH LICENSE RENEWAL	11-000-2640-810-100-0000-000-050	07/02/2026 100.00
11	76	07/02/2026	20214	BORDERLAN SECURITY	CONTENT FILTER LICENSE RENEWAL	12,700.00
				CONTENT FILTER LICENSE RENEWAL	11-125-2580-733-000-0000-000-050	07/02/2026 12,700.00

Encumbrance Register

Options: Year: 2026-2027, Date Range: 7/1/2026 - 7/31/2026, PO Range: 62 - 98, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	77	07/02/2026	19660	FES	2026-2027 WEBSITE HOSTING RENEWAL	4,160.00
				2026-2027 WEBSITE HOSTING RENEWAL	11-125-2560-530-000-0000-000-105	07/02/2026 2,038.40
					11-125-2560-530-000-0000-000-505	07/02/2026 1,040.00
					11-125-2560-530-000-0000-000-705	07/02/2026 1,081.60
11	78	07/02/2026	20318	POWERSCHOOL GROUP LLC	2026-2027 SCHOOL MESSENGER RENEWAL	3,300.29
				2026-2027 SCHOOL MESSENGER RENEWAL	11-125-2560-530-000-0000-000-105	07/02/2026 1,617.14
					11-125-2560-530-000-0000-000-505	07/02/2026 825.07
					11-125-2560-530-000-0000-000-705	07/02/2026 858.08
11	79	07/02/2026	20068	TELECOMP HOLDINGS, INC.	MITEL SUPPORT RENEWAL	1,153.28
				MITEL SUPPORT RENEWAL	11-125-2580-530-000-0000-000-105	07/02/2026 565.11
					11-125-2580-530-000-0000-000-505	07/02/2026 288.32
					11-125-2580-530-000-0000-000-705	07/02/2026 299.85
11	80	07/02/2026	20454	AMAZON CAPITAL SERVICES, INC.	BLANKET	2,500.00
				BLANKET FOR TRANSPORTATION SUPPLIES	11-010-2640-618-000-0000-000-050	07/02/2026 2,500.00
11	81	07/02/2026	5299	L & M OFFICE	MIDDLE SCHOOL OFFICE FURNITURE	1,328.32
				MIDDLE SCHOOL OFFICE FURNITURE	11-000-2410-651-000-0000-000-505	07/02/2026 1,328.32
11	82	07/02/2026	262	CCOSA, INC.	REGISTRATION FEES	450.00
				REGISTRATION FEES	11-000-2573-359-277-0000-000-050	07/02/2026 150.00
					11-000-2573-359-277-0000-000-105	07/02/2026 150.00
					11-000-2573-359-277-0000-000-505	07/02/2026 150.00
11	83	07/07/2026	5299	L & M OFFICE	CONFERENCE ROOM TABLES	1,733.67
				CONFERENCE ROOM TABLES	11-000-2340-651-000-0000-000-050	07/07/2026 1,733.67
11	84	07/13/2026	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	583.24
				CLASSROOM SUPPLIES	11-001-1000-619-100-1050-000-105	07/13/2026 583.24
11	85	07/15/2026	19214	JOHN RUPE	HANDBOOKS	3,116.40
				HANDBOOKS	11-000-1000-550-100-1050-000-105	07/15/2026 1,527.04
					11-000-1000-550-100-1050-000-505	07/15/2026 779.10
					11-000-1000-550-100-1050-000-705	07/15/2026 810.26
11	86	07/17/2026	21178	HOLIDAY INN EXPRESS AND SUITES	LODGING	220.00
				LODGING	11-308-2573-580-277-0000-000-505	07/17/2026 220.00
11	87	07/17/2026	21156	ATRIUM TRS II, LP	LODGING	567.00
				LODGING	11-613-2573-580-239-0000-000-105	07/17/2026 277.83
					11-613-2573-580-239-0000-000-505	07/17/2026 141.75
					11-613-2573-580-239-0000-000-705	07/17/2026 147.42
11	88	07/17/2026	20454	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	61.93
				OFFICE SUPPLIES	11-001-1000-619-100-0000-000-505	07/17/2026 61.93
11	89	07/21/2026	20281	IXL LEARNING INC.	IXL SITE LICENSE RENEWAL	3,675.00
				IXL SITE LICENSE RENEWAL	11-001-1000-653-100-1050-000-105	07/21/2026 3,675.00
11	90	07/22/2026	21181	EDYNAMIC LP	ONLINE CAREER EXPLORATIONS	2,850.00
				ONLINE CAREER EXPLORATIONS	11-001-1000-653-100-1350-000-505	07/22/2026 2,850.00
11	91	07/27/2026	20454	AMAZON CAPITAL SERVICES, INC.	IPAD CASE	80.31
				IPAD CASE	11-001-2573-653-000-0000-000-705	07/27/2026 80.31
11	92	07/27/2026	20454	AMAZON CAPITAL SERVICES, INC.	BOOKS	515.00
				BOOKS	11-001-1000-644-100-5641-000-705	07/27/2026 515.00

Encumbrance Register

Options: Year: 2026-2027, Date Range: 7/1/2026 - 7/31/2026, PO Range: 62 - 98, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	93	07/28/2026	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	201.25
					CLASSROOM SUPPLIES	
			11-412-1000-619-311-0000-000-705		07/28/2026	162.26
			11-412-1000-651-311-0000-000-705		07/28/2026	38.99
11	94	07/30/2026	21182	CITY OF SKIATOOK	CPR TRAINING	399.00
					CPR TRAINING	
			11-000-2213-320-000-0000-000-105		07/30/2026	84.00
			11-000-2213-320-000-0000-000-505		07/30/2026	63.00
			11-000-2213-320-000-0000-000-705		07/30/2026	252.00
11	95	07/30/2026	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	104.90
					CLASSROOM SUPPLIES	
			11-001-1000-619-100-1050-000-105		07/30/2026	104.90
11	96	07/30/2026	20068	TELECOMP HOLDINGS, INC.	WIRELESS ACCESS POINTS	5,502.00
					WIRELESS ACCESS POINTS	
			11-125-2580-530-000-0000-000-105		07/30/2026	2,695.98
			11-125-2580-530-000-0000-000-505		07/30/2026	1,375.50
			11-125-2580-530-000-0000-000-705		07/30/2026	1,430.52
11	97	07/30/2026	21183	PEARSON EDUCATION, INC.	ONLINE CAREER EXPLORATIONS	600.00
					ONLINE CAREER EXPLORATIONS	
			11-001-1000-653-100-1350-000-505		07/30/2026	600.00
11	98	07/30/2026	21165	HAILEY BRYDIE	TRAVEL REIMBURSEMENT	334.73
					TRAVEL REIMBURSEMENT	
			11-000-2410-580-000-0000-000-105		07/30/2026	334.73

Non-Payroll Total: \$166,993.15

Payroll Total: \$0.00

Balance Forward: \$0.00

Report Total: \$166,993.15

Budget Analysis

Options: Year: 2026-2027, Date Range: 7/1/2026 - 6/30/2027, Print Detail: False

Classification	Appropriation	Encumbered	Certified	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2026-2027							
Fund - 21 BUILDING							
000 NON-CATEGORICAL EXP	1,207,769.00	505,100.00	0.00	10,494.29	494,605.71	702,669.00	41.82%
318 REDBUD SCHOOL FUND ACT	0.00	46,780.90	0.00	790.00	45,990.90	-46,780.90	100.00%
Total Fund - 21 BUILDING	\$1,207,769.00	\$551,880.90	\$0.00	\$11,284.29	\$540,596.61	\$655,888.10	45.69 %
Total 2026-2027	\$1,207,769.00	\$551,880.90	\$0.00	\$11,284.29	\$540,596.61	\$655,888.10	45.69 %
Report Total	\$1,207,769.00	\$551,880.90	\$0.00	\$11,284.29	\$540,596.61	\$655,888.10	45.69 %

Budget Analysis

Options: Year: 2026-2027, Date Range: 7/1/2026 - 6/30/2027, Print Detail: False

Classification	Appropriation	Encumbered	Certified	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2026-2027							
Fund - 22 CHILD NUTRITION							
000 NON-CATEGORICAL EXP	593,148.00	301,200.00	0.00	0.00	301,200.00	291,948.00	50.78%
Total Fund - 22 CHILD NUTRITION	\$593,148.00	\$301,200.00	\$0.00	\$0.00	\$301,200.00	\$291,948.00	50.78 %
Total 2026-2027	\$593,148.00	\$301,200.00	\$0.00	\$0.00	\$301,200.00	\$291,948.00	50.78 %
Report Total	\$593,148.00	\$301,200.00	\$0.00	\$0.00	\$301,200.00	\$291,948.00	50.78 %

Sperry Public Schools
Encumbrance Register

Options: Year: 2026-2027, Date Range: 7/1/2026 - 7/31/2026, PO Range: 2 - 2, Fund(s): CHILD NUTRITION

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	2	07/02/2026	18394	OK DHS FINANCE-REVENUE PROCESSING	ANNUAL COMMODITY DISTRIBUTION	1,200.00
ANNUAL COMMODITY DISTRIBUTION 22-000-3140-599-700-0000-000-105					07/02/2026	1,200.00
Non-Payroll Total:						\$1,200.00
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$1,200.00

Budget Analysis

Options: Year: 2026-2027, Date Range: 7/1/2026 - 6/30/2027, Print Detail: False

Classification	Appropriation	Encumbered	Certified	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2026-2027							
Fund - 37 BOND FUND 37							
100 HVAC PROJECTS	37,090.05	12,966.00	0.00	0.00	12,966.00	24,124.05	34.96%
106 INSTRUCTIONAL RESOURCES	81,289.43	0.00	0.00	0.00	0.00	81,289.43	0.00%
150 TRANSPORTATION	150,000.00	0.00	0.00	0.00	0.00	150,000.00	0.00%
Total Fund - 37 BOND FUND 37	\$268,379.48	\$12,966.00	\$0.00	\$0.00	\$12,966.00	\$255,413.48	4.83 %
Total 2026-2027	\$268,379.48	\$12,966.00	\$0.00	\$0.00	\$12,966.00	\$255,413.48	4.83 %
Report Total	\$268,379.48	\$12,966.00	\$0.00	\$0.00	\$12,966.00	\$255,413.48	4.83 %

Options: Year: 2026-2027, Date Range: 7/1/2026 - 7/31/2026, PO Range: 1 - 1, Fund(s): BOND FUND 37

[illegible]

Encumbrance Register

Options: Year: 2026-2027, Date Range: 8/1/2026 - 8/31/2026, PO Range: 50000 - 59999, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50000	07/01/2026	20345	DONNIE W BUTLER	PAYROLL	44,485.03
11	50001	07/01/2026	20363	SAMUEL I BRADLEY	PAYROLL	67,880.16
11	50002	07/01/2026	20838	DAVID RISLEY	PAYROLL	38,264.53
11	50003	07/01/2026	20646	HAROLD BELL	PAYROLL	43,353.68
11	50004	07/01/2026	19374	LESLIE W CARTER	PAYROLL	45,478.44
11	50005	07/01/2026	19835	SHIRLEY LEE	PAYROLL	34,333.98
11	50006	07/01/2026	20424	BRIAN FOSHEE	PAYROLL	70,374.18
11	50007	07/01/2026	20880	KRISTEN COX	PAYROLL	50,363.03
11	50008	07/01/2026	20491	CHRISTY R MOONEY	PAYROLL	50,136.97
11	50009	07/01/2026	19673	MISTY D FISHER	PAYROLL	68,989.37
11	50010	07/01/2026	19099	JOSEPH D TAYLOR	PAYROLL	92,995.57
11	50011	07/01/2026	19921	JARED W SMITH	PAYROLL	130,965.85
11	50012	07/01/2026	20980	ASHER BARTLETT	PAYROLL	71,947.80
11	50013	07/01/2026	18880	COLE FANCHER	PAYROLL	116,398.68
11	50014	07/01/2026	1416	TRACI R TAYLOR	PAYROLL	127,256.88
11	50015	07/01/2026	18455	BRIAN D BEAGLES	PAYROLL	189,873.16
11	50016	07/01/2026	21018	CATHERINE WILES	PAYROLL	101,666.15
11	50017	07/01/2026	21165	HAILEY BRYDIE	PAYROLL	75,578.55
11	50018	07/01/2026	21140	KIMBERLY A YOUNG	PAYROLL	99,716.83
11	50019	08/01/2026	19803	JAMES W TURNER	PAYROLL	25,413.22
11	50020	08/01/2026	21176	KYLEE REED	PAYROLL	23,931.48
11	50021	08/01/2026	20986	TOBIN BRUMMETT	PAYROLL	49,504.32
11	50022	08/01/2026	20909	NALLELI ZUBER	PAYROLL	25,038.76
11	50023	08/01/2026	20354	TRINA BEELER	PAYROLL	34,378.83
11	50024	08/01/2026	20815	MIKAYLA DAVIES	PAYROLL	31,282.59
11	50025	08/01/2026	20537	VALERIE BLEVINS	PAYROLL	25,287.70
11	50026	08/01/2026	20145	TONYA D LAUGHLIN	PAYROLL	22,414.78
11	50027	08/01/2026	19947	MARGIE A TEEL	PAYROLL	31,465.18
11	50028	08/01/2026	20018	STEPHANIE DRISKILL	PAYROLL	23,509.98
11	50029	08/01/2026	17576	TONIA C HARVEY	PAYROLL	34,332.99
11	50030	08/01/2026	5719	PAMULA S SCOTT	PAYROLL	30,430.58
11	50031	08/01/2026	19244	CARRIE S BRUMMETT	PAYROLL	23,444.31
11	50032	08/01/2026	185	RHONDA F WADE	PAYROLL	30,853.01
11	50033	08/01/2026	21119	SYLVIA SKINNER	PAYROLL	25,980.12
11	50034	08/01/2026	20906	CODY K WILLIAMS	PAYROLL	8,073.72
11	50035	08/01/2026	21169	KATHRYN DANIELS	PAYROLL	2,691.25
11	50036	08/01/2026	21167	SAVANNAH GREENO	PAYROLL	4,306.00
11	50037	08/01/2026	20896	BAMBI BROCKUP	PAYROLL	36,508.97
11	50038	08/01/2026	21032	DEBRA HODGE	PAYROLL	28,563.70
11	50039	08/01/2026	20322	SAVANNAH NICOLE CASEY	PAYROLL	23,051.46
11	50040	08/01/2026	1718	DEBORAH D MARTIN	PAYROLL	34,024.10
11	50041	08/01/2026	5741	JAMIE D READY	PAYROLL	40,014.51
11	50042	08/01/2026	19484	JOWANNA WALTON	PAYROLL	36,587.78
11	50043	08/01/2026	19278	DANIEL E LANDSAW	PAYROLL	4,966.01
11	50044	08/01/2026	21180	CASIE BRYANT	PAYROLL	66,183.41

Encumbrance Register

Options: Year: 2026-2027, Date Range: 8/1/2026 - 8/31/2026, PO Range: 50000 - 59999, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50045	08/01/2026	21173	CHRISTIAN CALLOWAY	PAYROLL	53,095.30
11	50046	08/01/2026	21174	MADISON COOK	PAYROLL	65,158.56
11	50047	08/01/2026	21164	SEAN LOWRY	PAYROLL	71,152.72
11	50048	08/01/2026	20782	OLIVIA N JOBE	PAYROLL	74,876.12
11	50049	08/01/2026	20530	KELLY P BENHAM	PAYROLL	96,167.44
11	50050	08/01/2026	20517	PHILLIP M WEBB	PAYROLL	105,310.84
11	50051	08/01/2026	20777	DELANEY R FANCHER	PAYROLL	86,573.86
11	50052	08/01/2026	19130	CHIARA M KESTER	PAYROLL	73,002.33
11	50053	08/01/2026	19925	MELISSA D BROWN	PAYROLL	82,154.64
11	50054	08/01/2026	16262	BRAD J TILLMAN	PAYROLL	101,580.88
11	50055	08/01/2026	16990	NATALIE D SAYRE	PAYROLL	104,836.62
11	50056	08/01/2026	80103	AUDRA L BRIGGS	PAYROLL	90,439.95
11	50057	08/01/2026	19077	LAUREN EMERY	PAYROLL	76,436.61
11	50058	08/01/2026	21014	KAILEY CARNEY	PAYROLL	74,857.52
11	50059	08/01/2026	20776	ANGELA DAVIS	PAYROLL	57,217.64
11	50060	08/01/2026	20899	MARTHA BATTLES	PAYROLL	95,900.67
11	50061	08/01/2026	20623	CAITLYN M FREEMAN	PAYROLL	93,724.57
11	50062	08/01/2026	19926	KRISTY M HUTTON	PAYROLL	79,566.76
11	50063	08/01/2026	18873	AMY J THROWER	PAYROLL	79,429.38
11	50064	08/01/2026	16942	TRACY FANCHER	PAYROLL	71,493.52
11	50065	08/01/2026	18978	CHELSEA PARKS	PAYROLL	83,131.63
11	50066	08/01/2026	19276	DAWN WILLIAMS	PAYROLL	136,035.67
11	50067	08/01/2026	9625	SONYA JOBE	PAYROLL	104,146.28
11	50068	08/01/2026	9611	TONYA LEANN PARK	PAYROLL	108,372.16
11	50069	08/01/2026	21162	KRISTIAN DAVIS	PAYROLL	59,375.83
11	50070	08/01/2026	21158	PERKS-LAMB, CATREN	PAYROLL	61,098.59
11	50071	08/01/2026	20633	DEENA MORTON	PAYROLL	86,537.72
11	50072	08/01/2026	20902	CARIE WHITAKER	PAYROLL	74,431.05
11	50073	08/01/2026	20631	JOHN RYAN BRETT WHITE	PAYROLL	87,359.10
11	50074	08/01/2026	20775	KENDALL E BALLINGER	PAYROLL	76,782.11
11	50075	08/01/2026	5350	MARTHA A RICKMAN	PAYROLL	80,109.67
11	50076	08/01/2026	142	ROBERT W PARK	PAYROLL	115,781.50
11	50077	08/01/2026	19073	RHONDA ESTEP	PAYROLL	64,662.42
11	50078	08/01/2026	80053	VICKI M GARRETT	PAYROLL	80,130.69
11	50079	08/01/2026	19071	HEATHER M DRISKILL	PAYROLL	74,779.31
11	50080	08/01/2026	80097	AMIE WHITE	PAYROLL	88,041.06
11	50081	08/01/2026	16259	ANGIE MARIE REIMER	PAYROLL	81,902.26
11	50082	08/01/2026	5528	TINA J. CRASE	PAYROLL	77,809.30
11	50083	08/01/2026	1639	TRACY E MCGUIRE	PAYROLL	91,785.89
11	50084	08/01/2026	18876	TERRI L WADE	PAYROLL	76,121.83
11	50085	08/01/2026	18486	SHERRY L PATTON	PAYROLL	85,235.40
11	50086	08/01/2026	5923	LEAH A SZABO	PAYROLL	92,247.84
11	50087	08/01/2026	16918	CONNIE J ALSABROOK	PAYROLL	91,306.80
11	50088	08/01/2026	18976	REBECCA FORD	PAYROLL	69,615.60
11	50089	08/01/2026	21024	PAULA POYNER	PAYROLL	92,292.51

Encumbrance Register

Options: Year: 2026-2027, Date Range: 8/1/2026 - 8/31/2026, PO Range: 50000 - 59999, Fund(s): GEN FUND-FOR OP

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50090	08/01/2026	19098	TAMMY RENEE NEIL	PAYROLL	67,228.31
11	50091	08/01/2026	20417	MADDISON P WEBB	PAYROLL	83,309.25
11	50092	08/01/2026	20622	BRADLEY A CRACE	PAYROLL	117,652.84
11	50093	08/01/2026	20624	MATTHEW E WARWICK	PAYROLL	84,867.69
11	50094	08/01/2026	20413	PHILIP J PATZKOWSKI	PAYROLL	92,522.82
11	50095	08/01/2026	19945	KEVIN T BROWN	PAYROLL	81,541.89
11	50096	08/01/2026	17453	AMY L WOLF	PAYROLL	109,804.29
11	50097	08/01/2026	19102	DENTON WOLF	PAYROLL	112,470.55
11	50098	08/01/2026	16258	KENI K KENNEDY	PAYROLL	120,677.82
11	50099	08/01/2026	80033	JOHN EDGAR	PAYROLL	102,654.63
11	50100	08/01/2026	17379	JOHN A KING	PAYROLL	103,206.00
11	50101	08/01/2026	220	DEBRA J BURCH	PAYROLL	10,552.73
11	50102	08/01/2026	19659	MICHAEL ORCUTT	PAYROLL	86,104.39
11	50103	08/01/2026	21021	KATY MAGGARD	PAYROLL	84,246.43
11	50104	08/01/2026	21017	ROCKY LEE	PAYROLL	84,864.04
11	50105	08/01/2026	21023	TIMOTHY MCHUGH	PAYROLL	78,828.36
11	50106	08/01/2026	609	JACKIE J BARNETT	PAYROLL	116,352.03
11	50107	08/01/2026	20903	SARAH WOODS	PAYROLL	56,672.99
11	50108	08/06/2026	19825	MICHAEL G ORCUTT	PAYROLL	1,550.16
11	50109	08/06/2026	17	DEAN LILES	PAYROLL	556.20
11	50110	08/06/2026	20798	CURTIS BRUMMETT	PAYROLL	4,306.00
11	50111	08/06/2026	20804	ANDREA MCCALL	PAYROLL	6,459.00

Non-Payroll Total: \$0.00

Payroll Total: \$7,620,794.17

Balance Forward: \$131,576.05

Report Total: \$7,752,370.22

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50011	JARED W SMITH	665.91	1,487.09	19921	705-HIGH SCHOOL
50012	ASHER BARTLETT	723.79	1,429.21	20980	705-HIGH SCHOOL
50013	COLE FANCHER	838.11	1,314.89	18880	105-ELEMENTARY SCHOOL
50014	TRACI R TAYLOR	386.00	1,767.00	1416	105-ELEMENTARY SCHOOL
50016	CATHERINE WILES	786.00	1,367.00	21018	106-106
50048	OLIVIA N JOBE	703.28	1,449.72	20782	505-MIDDIDDLE SCHOOL
50049	KELLY P BENHAM	436.00	1,717.00	20530	505-MIDDIDDLE SCHOOL
50050	PHILLIP M WEBB	836.00	1,317.00	20517	505-MIDDIDDLE SCHOOL
50051	DELANEY R FANCHER	608.17	1,544.83	20777	505-MIDDIDDLE SCHOOL
50052	CHIARA M KESTER	702.60	1,450.40	19130	505-MIDDIDDLE SCHOOL
50053	MELISSA D BROWN	491.18	1,661.82	19925	505-MIDDIDDLE SCHOOL
50054	BRAD J TILLMAN	836.00	1,317.00	16262	505-MIDDIDDLE SCHOOL
50055	NATALIE D SAYRE	411.00	1,742.00	16990	505-MIDDIDDLE SCHOOL
50056	AUDRA L BRIGGS	437.44	1,715.56	80103	505-MIDDIDDLE SCHOOL
50057	LAUREN EMERY	831.23	1,321.77	19077	505-MIDDIDDLE SCHOOL
50058	KAILEY CARNEY	766.81	1,386.19	21014	505-MIDDIDDLE SCHOOL
50060	MARTHA BATTLES	1,161.14	1,321.86	20899	106-106
50061	CAITLYN M FREEMAN	821.26	1,331.74	20623	106-106
50062	KRISTY M HUTTON	760.10	1,392.90	19926	106-106
50063	AMY J THROWER	636.00	1,517.00	18873	106-106
50064	TRACY FANCHER	627.01	1,525.99	16942	106-106
50065	CHELSEA PARKS	596.00	1,557.00	18978	106-106
50066	DAWN WILLIAMS	636.00	1,517.00	19276	106-106
50067	SONYA JOBE	636.00	1,517.00	9625	106-106
50068	TONYA LEANN PARK	1,049.20	1,433.80	9611	106-106
50071	DEENA MORTON	716.49	1,766.51	20633	105-ELEMENTARY SCHOOL
50072	CARIE WHITAKER	522.36	1,630.64	20902	105-ELEMENTARY SCHOOL
50073	JOHN RYAN BRETT WHITE	786.15	1,366.85	20631	105-ELEMENTARY SCHOOL
50074	KENDALL E BALLINGER	727.41	1,425.59	20775	105-ELEMENTARY SCHOOL
50075	MARTHA A RICKMAN	636.00	1,517.00	5350	105-ELEMENTARY SCHOOL
50076	ROBERT W PARK	746.00	1,407.00	142	105-ELEMENTARY SCHOOL
50077	RHONDA ESTEP	622.87	1,530.13	19073	105-ELEMENTARY SCHOOL
50078	VICKI M GARRETT	636.00	1,517.00	80053	105-ELEMENTARY SCHOOL
50079	HEATHER M DRISKILL	774.14	1,378.86	19071	105-ELEMENTARY SCHOOL
50080	AMIE WHITE	611.00	1,542.00	80097	105-ELEMENTARY SCHOOL
50081	ANGIE MARIE REIMER	636.00	1,517.00	16259	105-ELEMENTARY SCHOOL
50082	TINA J. CRASE	626.96	1,526.04	5528	105-ELEMENTARY SCHOOL
50083	TRACY E MCGUIRE	636.00	1,517.00	1639	105-ELEMENTARY SCHOOL
50084	TERRI L WADE	636.00	1,517.00	18876	105-ELEMENTARY SCHOOL
50085	SHERRY L PATTON	691.88	1,461.12	18486	105-ELEMENTARY SCHOOL
50086	LEAH A SZABO	636.00	1,517.00	5923	105-ELEMENTARY SCHOOL
50087	CONNIE J ALSABROOK	611.00	1,542.00	16918	105-ELEMENTARY SCHOOL
50088	REBECCA FORD	306.00	1,847.00	18976	105-ELEMENTARY SCHOOL
50089	PAULA POYNER	1,049.07	1,433.93	21024	105-ELEMENTARY SCHOOL
50090	TAMMY RENEE NEIL	636.00	1,517.00	19098	105-ELEMENTARY SCHOOL
50091	MADDISON P WEBB	657.09	1,495.91	20417	705-HIGH SCHOOL
50092	BRADLEY A CRACE	636.00	1,517.00	20622	705-HIGH SCHOOL
50093	MATTHEW E WARWICK	536.00	1,617.00	20624	705-HIGH SCHOOL
50094	PHILIP J PATZKOWSKI	636.00	1,517.00	20413	705-HIGH SCHOOL

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
50095	KEVIN T BROWN	631.53	1,521.47	19945	705-HIGH SCHOOL
50096	AMY L WOLF	636.00	1,517.00	17453	705-HIGH SCHOOL
50097	DENTON WOLF	636.00	1,517.00	19102	705-HIGH SCHOOL
50098	KENI K KENNEDY	636.00	1,517.00	16258	705-HIGH SCHOOL
50099	JOHN EDGAR	636.00	1,517.00	80033	705-HIGH SCHOOL
50100	JOHN A KING	636.00	1,517.00	17379	705-HIGH SCHOOL
50102	MICHAEL ORCUTT	636.00	1,517.00	19659	705-HIGH SCHOOL
50103	KATY MAGGARD	636.00	1,517.00	21021	705-HIGH SCHOOL
50104	ROCKY LEE	636.00	1,517.00	21017	705-HIGH SCHOOL
50105	TIMOTHY MCHUGH	732.03	1,420.97	21023	705-HIGH SCHOOL
Total Fund		39,542.21	88,804.79		
Total		\$39,542.21	\$88,804.79		

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50000	DONNIE W BUTLER	318.00	758.50	20345	50-DISTRICT WIDE
50001	SAMUEL I BRADLEY	444.12	797.38	20363	50-DISTRICT WIDE
50002	DAVID RISLEY	218.00	858.50	20838	50-DISTRICT WIDE
50003	HAROLD BELL	318.00	758.50	20646	50-DISTRICT WIDE
50004	LESLIE W CARTER	318.00	758.50	19374	50-DISTRICT WIDE
50005	SHIRLEY LEE	273.00	803.50	19835	50-DISTRICT WIDE
50006	BRIAN FOSHEE	336.66	739.84	20424	50-DISTRICT WIDE
50007	KRISTEN COX	198.00	878.50	20880	50-DISTRICT WIDE
50008	CHRISTY R MOONEY	298.00	778.50	20491	50-DISTRICT WIDE
50009	MISTY D FISHER	165.00	911.50	19673	50-DISTRICT WIDE
50010	JOSEPH D TAYLOR	318.00	758.50	19099	50-DISTRICT WIDE
50019	JAMES W TURNER	153.00	923.50	19803	50-DISTRICT WIDE
50022	NALLELI ZUBER	301.22	775.28	20909	105-ELEMENTARY SCHOOL
50023	TRINA BEELER	226.62	849.88	20354	105-ELEMENTARY SCHOOL
50024	MIKAYLA DAVIES	302.00	774.50	20815	105-ELEMENTARY SCHOOL
50025	VALERIE BLEVINS	186.00	890.50	20537	105-ELEMENTARY SCHOOL
50026	TONYA D LAUGHLIN	161.00	915.50	20145	105-ELEMENTARY SCHOOL
50027	MARGIE A TEEL	304.44	772.06	19947	105-ELEMENTARY SCHOOL
50028	STEPHANIE DRISKILL	226.24	850.26	20018	105-ELEMENTARY SCHOOL
50029	TONIA C HARVEY	233.00	843.50	17576	105-ELEMENTARY SCHOOL
50030	PAMULA S SCOTT	227.00	849.50	5719	105-ELEMENTARY SCHOOL
50031	CARRIE S BRUMMETT	265.13	811.37	19244	105-ELEMENTARY SCHOOL
50032	RHONDA F WADE	363.00	878.50	185	105-ELEMENTARY SCHOOL
50037	BAMBI BROCKUP	257.83	818.67	20896	705-HIGH SCHOOL
50038	DEBRA HODGE	169.00	907.50	21032	705-HIGH SCHOOL
50039	SAVANNAH NICOLE CASEY	304.53	771.97	20322	505-MIDDdle SCHOOL
50040	DEBORAH D MARTIN	173.00	903.50	1718	505-MIDDdle SCHOOL
50041	JAMIE D READY	318.00	758.50	5741	505-MIDDdle SCHOOL
50042	JOWANNA WALTON	301.90	774.60	19484	106-106
Total Fund		7,677.69	23,870.81		
Total		\$7,677.69	\$23,870.81		

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50001	SAMUEL I BRADLEY	39.33	44.49	20363	50-DISTRICT WIDE
50011	JARED W SMITH	96.52	153.22	19921	705-HIGH SCHOOL
50013	COLE FANCHER	35.44	50.68	18880	105-ELEMENTARY SCHOOL
50045	CHRISTIAN CALLOWAY	63.60	151.70	21173	505-MIDDDLE SCHOOL
50048	OLIVIA N JOBE	83.60	131.70	20782	505-MIDDDLE SCHOOL
50050	PHILLIP M WEBB	83.60	131.70	20517	505-MIDDDLE SCHOOL
50055	NATALIE D SAYRE	63.60	151.70	16990	505-MIDDDLE SCHOOL
50056	AUDRA L BRIGGS	117.20	313.40	80103	505-MIDDDLE SCHOOL
50061	CAITLYN M FREEMAN	376.70	592.15	20623	106-106
50063	AMY J THROWER	63.60	151.70	18873	106-106
50065	CHELSEA PARKS	63.60	151.70	18978	106-106
50066	DAWN WILLIAMS	63.60	151.70	19276	106-106
50067	SONYA JOBE	286.70	682.15	9625	106-106
50075	MARTHA A RICKMAN	285.70	683.15	5350	105-ELEMENTARY SCHOOL
50077	RHONDA ESTEP	63.60	151.70	19073	105-ELEMENTARY SCHOOL
50080	AMIE WHITE	63.60	151.70	80097	105-ELEMENTARY SCHOOL
50099	JOHN EDGAR	349.30	834.85	80033	705-HIGH SCHOOL
50102	MICHAEL ORCUTT	63.60	151.70	19659	705-HIGH SCHOOL
50108	MICHAEL G ORCUTT	232.32	1,317.84	19825	
50109	DEAN LILES	142.48	413.72	17	
Total Fund		2,637.69	6,562.65		
Total		\$2,637.69	\$6,562.65		

PERSONNEL REPORT

August 10, 2026

CERTIFIED PERSONNEL REPORT

EMPLOYMENT

FIRST-YEAR TEMPORARY CONTRACTS FOR 2026-2027

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

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Madison Cook	Teacher	August 1, 2026

EXTRA DUTY ASSIGNMENTS/STIPENDS FOR 2026-2027

<u>Name</u>	<u>Extra-duty Assignments</u>	<u>Contract Amount</u>
Jackie Barnett	Plan Purchase	\$9,803.00
Madison Cook	H.S. Assistant Volleyball	\$2,500.00
	M.S. Assistant Girls Basketball	\$2,500.00
	H.S. Coed Track Assistant	\$2,500.00
	M.S. Coed Track Assistant	\$2,500.00
	Coaches Dues	\$100.00
Keni Kennedy	Plan Purchase	\$9,025.00
Cathy Loesch	Special Education Case Management	\$6,000.00
Matt Warwick	Plan Purchase	\$8,026.00

EXTRA DUTY CHANGE OF STATUS FOR 2026-2027

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Present Contract</u>	<u>Proposed Contract</u>	<u>Effective Date</u>
Asher Bartlett	FFA Dues	FFA Dues	\$400.00	\$475.00	July 1, 2026
Kailey Carney	H.S. Jazz Band Assistant	H.S. Jazz Band Head	\$1,500.00	\$3,000.00	August 1, 2026
Ryan White	H.S. Jazz Band Head	H.S. Jazz Band Assistant	\$3,000.00	\$1,500.00	August 1, 2026

CERTIFIED PERSONNEL REPORT

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>
Clara Reason	Teacher	August 1, 2026

PERSONNEL REPORT

August 10, 2026

SUPPORT PERSONNEL REPORT

EMPLOYMENT

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

CHANGE OF STATUS

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

LEAVES OF ABSENCE

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

ADJUNCT/SUPPORT EMPLOYEE VOLUNTEER COACHING/SPONSOR CONTRACTS FOR 2026-2027

<u>Name</u>	<u>Assignment</u>	<u>Contract Amount</u>
Debra Hodge	Junior Class Sponsor	\$1,500.00

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>
Madison Cook	Adjunct Teacher	August 1, 2026
	Adjunct H.S. Volleyball Assistant	August 1, 2026
	Adjunct M.S. Assistant Girls Basketball	August 1, 2026
	Adjunct H.S. Coed Track Assistant	August 1, 2026
	Adjunct M.S. Coed Track Assistant	August 1, 2026
	Adjunct Coaches Dues	August 1, 2026