

INDEPENDENT SCHOOL DISTRICT NO. I-008
SPERRY PUBLIC SCHOOLS
REGULAR BOARD MEETING AGENDA
HIGH SCHOOL COMMONS
August 14, 2023
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 14, 2023, at 6:00 o'clock P.M. in the High School Commons located at 400 West Main Street, Sperry, Oklahoma.

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

PROCEDURAL ITEMS

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

FORMAL ADOPTION OF THE AGENDA

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

VOICES OF THE COMMUNITY

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

SUPERINTENDENT/BOARD OF EDUCATION/REPORTS TO THE BOARD

7. Superintendent/Board Report. No action required.
8. Motion, discussion, and vote on motion to approve or disapprove the following proposed and revised policies:
 - A. *Abuse, Neglect, Exploitation and Trafficking,*
 - B. *Certified Employee Leave,*
 - C. *Charter Schools,*
 - D. *District-Wide Parental Involvement,*
 - E. *Drug and Alcohol-Free Workplace,*
 - F. *Employee Safety Assurance Program,*
 - G. *Immunizations, Internet and Technology Safety,*
 - H. *Locker Search and Seizure,*
 - I. *Media Center-Selection of Library Books,*
 - J. *Professional Development,*
 - K. *Prohibition on Race and Sex Discrimination in Curriculum and Instruction,*
 - L. *Student Bullying,*
 - M. *Student Mental Health Crisis Protocol,*
 - N. *Student Search and Seizure,*
 - O. *Student Transfers,*
 - P. *Suicide Awareness, Training, and Prevention,*
 - Q. *Support Personnel Leave,*
 - R. *Transgender and Nonbinary Student Records,*
 - S. *Transportation Management, and*
 - T. *Use of Multiple Occupancy Restrooms and Changing Areas. Dr. Brian Beagles*

BUDGET AND FINANCE

9. Monthly financial reports. No action required. *Mrs. Misty Fisher*
10. Monthly Treasurer's Report. No action required. *Mrs. Whitney Ficklin*
11. Monthly Activity Fund Report. No action required. *Mrs. Whitney Ficklin*

CONSENT AGENDA

Approve or disapprove items 12 through 30. 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. Approval of the subscription quote from Twotrees Technologies, LLC for Sophos Central Intercept X Advanced to provide malware detecting and blocking software.
13. Renewal of license with DIRSEC to provide firewall threat prevention and URL filtering for the 2023-2024 fiscal year.
14. Renewal of license with Intrado Interactive Services to provide SchoolMessenger for the 2023-2024 fiscal year.
15. Renewal of licenses with TeleComp Holdings, Inc. to provide Mitel Partner Support and Extreme Wireless Controller Support for the 2023-2024 fiscal year.

16. Approval of the quote from High Point Networks, LLC to provide Extreme switches, wireless access points, and required services, components, and licenses.
17. Authorization of non-certified adjunct teacher status for Breanna Thomas and Alyssa Guyton to teach elementary education for the 2023-2024 fiscal year as permitted by the Oklahoma State Department of Education.
18. Renewal of the District's Elementary and Middle School Title I Targeted Assistance Plans for the 2023-2024 fiscal year.
19. Approval of math and science courses 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.
20. Renewal of the District's Reading Sufficiency Plan for the 2023-2024 fiscal year.
21. 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 2023-2024 fiscal year.
22. Approval of the request from the Sperry Wrestling Club to use the wrestling building and fieldhouse during pre-arranged times from August 28, 2023, through June 30, 2024.
23. Approval of the request from Cody Williams, through Owasso Premier Softball, to use certain real property at the Intermediate Elementary Campus during pre-arranged times from August 15, 2023, through June 30, 2024.
24. Renewal of a collaborative agreement with The University of Oklahoma Outreach and the National Center for Disability Education and Training for pre-employment transition services for students with disabilities for the 2023-2024 fiscal year.
25. Approval of Board of Education Minutes for July 10, 2023.
26. Ratification of checks and encumbrance orders for the General Fund (56-97), Building Fund (43-47), Child Nutrition Fund (12), Bond Fund 31 (1), Bond Fund 34 (1), Bond Fund 35 (1 and 2), Bond Fund 36 (1), and Bond Fund 37 (None).
27. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 31 (None), Bond Fund 34 (None), Bond Fund 35 (None), Bond Fund 36 (None), and Bond Fund 37 (None).
28. Ratification of General Fund Payroll (50,000-50,117), Child Nutrition Payroll (50,000-50,009), and Building Fund Payroll (None).
29. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
30. 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

31. None.

NEW BUSINESS

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

VOICES OF THE COMMUNITY

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

None.

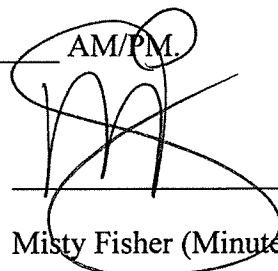
ADJOURNMENT

34. Adjournment.

POSTING LOCATION: I, the undersigned Minutes Clerk of Sperry Independent School District No. I-008 of Tulsa County, Oklahoma, do hereby certify that the notice of the date, time, place, and agenda of the Monday, August 14, 2023, regular meeting of the Board of Education was posted in prominent view in the front entrance of the Administration Building by:

DATE: 8/11/2023 TIME: 3:00 AM/PM.

(School Seal)



Misty Fisher (Minutes Clerk)

SPERRY PUBLIC SCHOOLS

July 31, 2023

		BALANCE	O/S CHECKS	FUND EQUITY
GENERAL FUND - 11	CHECKING	\$2,642,115.98	\$580,370.05	\$2,061,745.93
	CD'S	\$300,000.00		\$300,000.00
BUILDING FUND - 21	CHECKING	\$404,856.15	\$267.68	\$404,588.47
CHILD NUTRITION - 22	CHECKING	\$268,223.64	\$19,138.89	\$249,084.75
BOND FUND - 31	CHECKING	\$144,497.14	\$0.00	\$144,497.14
BOND FUND - 34	CHECKING	\$152,616.60	\$0.00	\$152,616.60
BOND FUND - 35	CHECKING	\$184,600.24	\$0.00	\$184,600.24
BOND FUND - 36	CHECKING	\$305,174.67	\$0.00	\$305,174.67
BOND FUND - 37	CHECKING	\$1,061,616.28	\$0.00	\$1,061,616.28
SINKING FUND - 41	CHECKING	<u>\$260,075.28</u>	<u>\$0.00</u>	<u>\$260,075.28</u>
OPERATING ACCOUNT (INCLUDES (2) CD'S TOTALING \$300,000)		\$5,723,775.98	\$599,776.62	\$5,123,999.36
TOTAL EQUITY		\$5,123,999.36		

Sperry Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 7/31/2023

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
11 GEN FUND-FOR OP	\$0.00	\$3,267,567.01	\$0.00	\$3,267,567.01	N/A	\$3,267,567.01
21 BUILDING	\$0.00	\$398,672.60	\$0.00	\$398,672.60	N/A	\$398,672.60
22 CHILD NUTRITION	\$0.00	\$267,808.33	\$0.00	\$267,808.33	N/A	\$267,808.33
31 BOND FUND 31	\$0.00	\$144,497.14	\$0.00	\$144,497.14	N/A	\$144,497.14
34 BOND FUND 34	\$0.00	\$152,616.60	\$0.00	\$152,616.60	N/A	\$152,616.60
35 BOND FUND 35	\$0.00	\$184,600.24	\$0.00	\$184,600.24	N/A	\$184,600.24
36 BOND FUND 36	\$0.00	\$305,174.67	\$0.00	\$305,174.67	N/A	\$305,174.67
37 BOND FUND 37	\$0.00	\$1,061,616.28	\$0.00	\$1,061,616.28	N/A	\$1,061,616.28
41 SINKING	\$0.00	\$260,075.28	\$0.00	\$260,075.28	N/A	\$260,075.28
Report Total	\$0.00	\$6,042,628.15	\$0.00	\$6,042,628.15	N/A	\$6,042,628.15

Sperry Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 7/2/2023 - 7/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
800 ATHLETICS	\$50,353.57	\$180.00	\$0.00	\$1,595.00	\$48,938.57	\$0.00	\$48,938.57
801 FOOTBALL	\$3,305.39	\$0.00	\$0.00	\$0.00	\$3,305.39	\$0.00	\$3,305.39
802 BOYS BASKETBALL	\$131.97	\$0.00	\$0.00	\$0.00	\$131.97	\$0.00	\$131.97
803 GIRLS BASKETBALL	\$1,347.43	\$0.00	\$0.00	\$0.00	\$1,347.43	\$0.00	\$1,347.43
807 WRESTLING	\$660.68	\$0.00	\$0.00	\$0.00	\$660.68	\$0.00	\$660.68
808 GOLF	\$524.15	\$3,970.00	\$0.00	\$1,789.95	\$2,704.20	\$0.00	\$2,704.20
810 SOFTBALL BOOSTER CLUB	\$1,516.78	\$0.00	\$0.00	\$0.00	\$1,516.78	\$0.00	\$1,516.78
817 BASKETBALL BOOSTER CLUB	\$14,896.27	\$0.00	\$0.00	\$0.00	\$14,896.27	\$0.00	\$14,896.27
820 BASEBALL BOOSTER CLUB	\$9,306.60	\$0.00	\$0.00	\$0.00	\$9,306.60	\$0.00	\$9,306.60
901 MISCELLANEOUS	\$7,597.53	\$1,000.00	\$0.00	\$129.64	\$8,467.89	\$0.00	\$8,467.89
902 FFA	\$26,308.01	\$800.00	\$0.00	\$0.00	\$27,108.01	\$0.00	\$27,108.01
903 SPECIAL OLYMPICS	\$7,831.02	\$0.00	\$0.00	\$0.00	\$7,831.02	\$0.00	\$7,831.02
904 YEARBOOK	\$4,318.17	\$40.00	\$0.00	\$0.00	\$4,358.17	\$0.00	\$4,358.17
905 BAND	\$33.16	\$120.00	\$0.00	\$0.00	\$153.16	\$0.00	\$153.16
906 H. S. CHEERLEADERS	\$9,992.52	\$2,485.00	\$0.00	\$217.72	\$12,259.80	\$0.00	\$12,259.80
907 HIGH SCHOOL ACCOUNT	\$2,660.72	\$313.66	\$0.00	\$35.09	\$2,939.29	\$0.00	\$2,939.29
908 INTEREST	\$1,177.08	\$147.29	\$0.00	\$0.00	\$1,324.37	\$0.00	\$1,324.37
910 BAND BOOSTER CLUB	\$6,440.54	\$5,701.00	\$0.00	\$9,560.90	\$2,580.64	\$0.00	\$2,580.64
911 ELEMENTARY	\$44,264.42	\$546.22	\$0.00	\$594.22	\$44,216.42	\$0.00	\$44,216.42
912 SHOOTING SPORTS	\$1,578.44	\$0.00	\$0.00	\$0.00	\$1,578.44	\$0.00	\$1,578.44
913 KEY CLUB	\$1,348.61	\$0.00	\$0.00	\$0.00	\$1,348.61	\$0.00	\$1,348.61
914 M. S. STUDENT COUNCIL	\$1,662.74	\$0.00	\$0.00	\$0.00	\$1,662.74	\$0.00	\$1,662.74
915 M. S. CHEERLEADERS	\$4,546.80	\$0.00	\$0.00	\$292.60	\$4,254.20	\$0.00	\$4,254.20
916 H.S. LIBRARY	\$749.87	\$0.00	\$0.00	\$0.00	\$749.87	\$0.00	\$749.87
918 4-H/FFA PARENT'S CLUB	\$2,191.71	\$0.00	\$0.00	\$0.00	\$2,191.71	\$0.00	\$2,191.71
921 MIDDLE SCHOOL ACCOUNT	\$3,046.67	\$520.44	\$0.00	\$35.10	\$3,532.01	\$0.00	\$3,532.01
922 FOOTBALL FAN CLUB	\$16,470.27	\$0.00	\$0.00	\$0.00	\$16,470.27	\$0.00	\$16,470.27
923 H.S. STUDENT COUNCIL	\$1,080.81	\$0.00	\$0.00	\$0.00	\$1,080.81	\$0.00	\$1,080.81
927 ATHLETIC CONCESSION	\$10,501.78	\$0.00	\$0.00	\$0.00	\$10,501.78	\$0.00	\$10,501.78
934 NATIONAL HONOR SOCIETY	\$106.46	\$0.00	\$0.00	\$0.00	\$106.46	\$0.00	\$106.46
936 ELEM. LIBRARY	\$4,098.63	\$0.00	\$0.00	\$0.00	\$4,098.63	\$0.00	\$4,098.63
938 ACADEMIC BOWL	\$4,424.20	\$0.00	\$0.00	\$0.00	\$4,424.20	\$0.00	\$4,424.20
939 AP ACCOUNT	\$629.11	\$0.00	\$0.00	\$0.00	\$629.11	\$0.00	\$629.11
944 1ST ROBOTICS	\$342.97	\$0.00	\$0.00	\$0.00	\$342.97	\$0.00	\$342.97
972 CLASS OF 2023	\$4,466.50	\$0.00	\$0.00	\$0.00	\$4,466.50	\$0.00	\$4,466.50
973 CLASS OF 2024	\$5,259.51	\$0.00	\$0.00	\$0.00	\$5,259.51	\$0.00	\$5,259.51
974 CLASS OF 2025	\$459.03	\$0.00	\$0.00	\$0.00	\$459.03	\$0.00	\$459.03
Total	\$255,630.12	\$15,823.61	\$0.00	\$14,250.22	\$257,203.51	\$0.00	\$257,203.51



Twotrees Technologies, LLC
 200 North Emporia St
 Suite #300
 Wichita, Kansas 67202
 United States
 (P) 800-364-5700
 (F) 316-636-2166

Quotation (Open)
Date
 Jun 30, 2023 12:50 PM CDT
Modified Date
 Jun 30, 2023 12:52 PM CDT
Quote #
 41761 - rev 1 of 1
Description
 Sophos Central Intercept X - 3 Year Renewal
SalesRep
 Morton, Jenni
 (P) 918-270-7122
 (F) 918-270-7171
Customer Contact
 Taylor, Joseph
 jtaylor@sperry.k12.ok.us

Customer
 Sperry Public Schools (SP0801)
 Taylor, Joseph
 400 West Main Street
 Sperry, OK 74073
 United States
 (P) 918-288-7213

Bill To
 Sperry Public Schools
 Payable, Accounts
 400 West Main Street
 Sperry, OK 74073
 United States
 (P) 918-288-6258

Ship To
 Sperry Public Schools
 Taylor, Joe
 400 West Main Street
 Sperry, OK 74073
 United States
 (P) 918-288-6258
 jtaylor@sperry.k12.ok.us



Customer PO:

Terms:
 Undefined

Ship Via:
 UPS Ground

Special Instructions:

Carrier Account #:

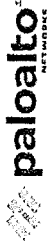
1		Sophos Central Intercept X Advanced Subscription license renewal (3 years) - 1 user - academic - 200-499 licenses - Win, Mac	CIXI3ETAA	Yes	485	\$29.00	\$14,065.00
Note: Contract: Start Date: 9/15/2023 End Date: 9/14/2026							
2		Sophos Central Intercept X Advanced for Server Subscription license renewal (3 years) - 1 server - academic, volume - 10-24 licenses - Linux, Win	CSAE3ETAA	Yes	15	\$77.00	\$1,155.00
Note: Contract: Start Date: 9/15/2023 End Date: 9/14/2026							

Replacing existing License L139264-19069
 Expires: 09/14/2023

Subtotal: \$15,220.00
 Tax (.0000%): \$0.00
 Shipping: \$0.00
Total: \$15,220.00

These prices do NOT include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above. All prices are subject to change without notice. Supply subject to availability.

DirSec Corporate Office
 357 McCaslin Blvd., Ste 200
 Louisville, CO 80027
 WWW.DIRSEC.COM



Prepared for: **Sperry Schools**

Attention:
 Email:

Quote #: Sperry_PaloAlto_062923
 Date: June 29, 2023

Terms: Net 30
 Quoted by: Chris Kennedy
 E-mail: ckennedy@dirsec.com
 Phone: 860.995.7358

Line #	Qty	Product/ Model #	Product Description	List Unit Price	Total Retail Price	Total with Discount
1	1	PAN-PA-3020-ADVURL-R	Subscription Advanced URL Filtering, 1-year, Renewal, PA-3020	\$ 4,410.00	\$ 4,410.00	\$ 3,589.74
2	1	PAN-SVC-BKLN-3020-R	Partner enabled premium support year 1 renewal, PA-3020	\$ 3,210.00	\$ 3,210.00	\$ 3,001.35
3	1	PAN-PA-3020-TP-R	Threat prevention subscription renewal, PA-3020	\$ 2,940.00	\$ 2,940.00	\$ 2,393.16
TERMS OF COVERAGE 7/1/23 - 7/1/24						
				Total	\$ 10,560.00	\$ 8,984.25

Quoted prices valid for 30 days. Quote is subject to revision or cancellation prior to acceptance by the customer.
 Prices quoted do not include applicable sales tax.
 DirSec will only accept credit card payments for transactions that are less than \$10,000 and will charge a 2% processing fee.

Our Mission, "We promise to work relentlessly for our clients with integrity and honesty. We promise to pick up the phone even when a deal isn't on the table." DirSec is headquartered in the Denver metro area and Colorado's leading cybersecurity reseller. We work with a broad range of security vendors and have a wide range of clientele throughout the Midwest and Mountain States. Our vision is to protect society from ever-expanding cybersecurity threats and become the most highly regarded cybersecurity provider in the industry.

We collaborate and strategize to deeply understand our customer's challenges and key business drivers to architect solutions that enhance security while enabling their business. We represent best of breed vendors and managed services: Zero Trust, Managed Endpoint Detection and Response, EASM, Identity Threat Prevention, CNAPP, Incident Retainer Services, Secure Service Edge (including Private Access, SD-WAN, SWG, CASB, DLP), DSPM, Cloud Data Security, Next Generation User & Entity Behavioral Analytics, Next Generation SIEM, PIM/PAM, Vulnerability Management, Security/Risk/Compliance Optimization/ Enforcement

Services include: Managed Services, Architectural Review and Design, Implementation, Upgrades

SchoolMessenger Renewal Order Authorization

Quote Reference

163341

ACCOUNT INFORMATION

Customer Name

Sperry Independent Sch Dist 8 - 01153395

Solutions Provided	Agreement Term	Quantity	Service Date	*Annual License Fee	Invoice Date
Communicate	36	1015	7/15/23	\$2,767.38	7/15/23

* NOTE: Applicable taxes may apply. Annual License Fee is subject to a 3% annual Inflation Adjustment

ACKNOWLEDGEMENTS

Intrado Interactive Services Corporation d/b/a SchoolMessenger ("Provider") will provide the customer named above ("Client") with the online communications applications further described in the Reference Quote subject to the following terms and conditions:

Order Authorization Terms.

The terms and conditions available at www.schoolmessenger.com/webterms will apply to this order authorization unless the parties have entered into a separate mutually executed agreement. The terms of this order will govern any conflict with the above-mentioned terms. No additional terms in Customer's purchase order will apply.

Term and Termination.

This Agreement will commence on the Service Start Date and continue for the Agreement Term, and then will automatically renew for successive one-year periods unless either party provides written notice of its desire not to renew at least 30 days prior to the end of the then-current term.

Agreed and Acknowledged by the following who is authorized to sign on behalf of the Client:

Signature (or initials if signing electronically)

Date

Name

Title

Please indicate invoice preference below:

Billing Address

Billing Email

Please email completed form to:

Telecomp Holdings, Inc.

(888) 831-9400

Rogers, AR 72758



We have prepared a quote for you

Sperry Public Schools Mitel Partner Support Renewal

QUOTE # 011659 V1

PREPARED FOR

Sperry Public Schools

PREPARED BY

Sharon Burns

Mitel Partner Support 7/16/2023 thru 7/15/2024

Description	Price	Qty	Ext. Price
Annual Partner Support Renewal - 1 Year - No Phones <ul style="list-style-type: none"> Covers warranty of hardware (excluding handsets), software updates and technical support per detailed items outlined in your Partner Support Agreement contract 	\$1.18	661	\$779.98
		Subtotal:	\$779.98

TeleComp Support Agreement Mitel

Partner Support through TeleComp includes the following:

- Remote assistance due to an issue that is phone system related including a software error, bug fix, hardware issue, call flow problem and general technical questions M-F 8am – 5pm CST.
- Advanced replacements of your main phone system controllers in the event of a failure. If this were to happen, you would notify TeleComp and we would submit an RMA request to the manufacturer. They would then ship *overnight* a controller or handset (handsets are standard UPS Ground delivery if support is purchased). Return shipping label and instructions are included in this process.
- All software and firmware updates from the manufacturer are included free of charge for each year the Software Assurance agreement is active. It is the customer's responsibility to apply these free software updates to the server and hardware based on the appropriate Administration Guide. TeleComp can perform these actions at an additional cost if desired. This is not required, but TeleComp recommends periodic updates for support and functionality reasons.
- On new installations, the first 30 days are free for all system changes and modifications (examples given below).
- In a "System Down" emergency (more than 50% production impact), TeleComp will respond no later than 1 hour to the designated customer contact during business hours. Emergency options on weekends and holidays are available. For non-emergencies, TeleComp will respond no later than 4 hours to the designated customer contact.
- TeleComp's support contacts are: support@telecomp.com or toll free at 1-888-831-9400 option 2 for the tech support Professional Services Manager. After-hours Auto Attendant menu has options to contact a support technician for emergencies.

What this Support Agreement does not include without possible additional charges:

Any issue that was caused by the phone company (i.e. AT&T, Comcast, Windstream, Cox, CenturyLink, etc.).

- Any weather-related issues such as fire, water, lightning, electrical surges, power problems, etc.
- Any moves, adds or changes to user accounts, call flow, auto attendant, Holiday/Weather schedules or installation of the client software beyond the original installation. As part of the training process during installation, we spend time with your staff training them how to add a new user to the system, change their name, modify auto attendants, etc. The manufacturer also makes available all user and administration manuals and guides for the entire phone system for your staff's reference outlining instructions. Online access is also available for Knowledgebase and documentation upon request.
- On a case-by-case basis, custom or unique requests by customer for a physical on-site visit. If charges are applicable, it will be at our standard rate of \$195/hour with a 1 hour minimum.
- TeleComp will work with your IT department to troubleshoot root cause of any phone system issue. However, network, WAN, wiring, computer or server related issues may fall outside of the scope of this support agreement and be the responsibility of the customer or 3rd party IT vendor.



sharon.burns@telecomp.com
telecomp.com

Sperry Public Schools Mitel Partner Support Renewal

Prepared by:
Telecomp Holdings, Inc.
Sharon Burns
918-844-0219
sharon.burns@telecomp.com

Prepared for:
Sperry Public Schools
400 W Main Street
Sperry, OK 74073
Joe Taylor
(918) 637-0236
jtaylor@sperry.k12.ok.us

Quote Information:
Quote #: 011659
Version: 1
Delivery Date: 05/02/2023
Expiration Date: 07/15/2023

Quote Summary

Description	Amount
Mitel Partner Support 7/16/2023 thru 7/15/2024	\$779.98
Total:	\$779.98

When a credit card is used for payment, a 3% credit card convenience fee will be assessed. Pricing is subject to availability. Product warranties are provided through the manufacturer. Installation labor will be billed against any available maintenance agreement or by the hour unless stated otherwise. Minimum 20% restocking fee will be assessed with original packaging within 10 Days of product delivery. We reserve the right to cancel orders arising from pricing or other errors. The information provided is a proposal and is subject to credit approval. The proposal provides an approximate monthly payment for hardware, software and services based upon the contract type and term in months. Taxes, fees and insurance are not included in financing figures. Any change in the amount financed will change monthly payment amounts. NOTE: By signing below, you agree to the terms and conditions as posted at telecomp.com/legal/.

Telecomp Holdings, Inc

Sperry Public Schools

Signature: Sharon E. Burns
Name: Sharon Burns
Title: Sr. Inside Sales
Date: 05/02/2023

Signature: _____
Name: Joe Taylor
Date: _____

Telecomp Holdings, Inc.
(888) 831-9400
Rogers, AR 72758



We have prepared a quote for you

2023 Extreme Renewal

QUOTE # 011972 V1

PREPARED FOR

Sperry Public Schools

PREPARED BY

Sharon Burns



sharon.burns@telecomp.com
telecomp.com

Extreme Renewal

Description	Price	Qty	Ext. Price
Extreme Networks ExtremeWorks - 1 Year Extended Service - Service - Exchange - Physical Service Serial Number # 17400012365W C5210 WLAN Controller Expiration Date: 6/30/2023 New Service Dates: 7/1/2023 thru 3/31/2024	\$4,296.60	1	\$4,296.60
Subtotal:			\$4,296.60

Statement of Work (SOW)

Proposal Overview

- This proposal is for the following:
 - Extreme Renewal
 - Expiration Date: 6/30/2023
 - New Service Dates: 7/1/2023 thru 3/31/2024
 - Licensing only
 - Product has went EOSL on 3/31/2023, last available renewal for this device.

Overall Project Out of Scope Agreement:

Any additional items not expressly outlined in this statement of work will be deemed outside the scope of this project and will be billed separately at an hourly rate. Scoped products and services are documented without a site survey and are based on an estimation. Unknown factors could influence the outcome. If any products or services are needed beyond what is specifically detailed and listed in this quote, additional charges may apply and will be the customer's responsibility. By signing this SOW, the customer is agreeing that the services, products and quantities listed in the SOW and quote are sufficiently fulfilling any intentions or otherwise that are not listed in the RFP.



sharon.burns@telecomp.com
telecomp.com

2023 Extreme Renewal

Prepared by:

Telecomp Holdings, Inc.

Sharon Burns
918-844-0219
sharon.burns@telecomp.com

Prepared for:

Sperry Public Schools

400 W Main Street
Sperry, OK 74073
Joe Taylor
(918) 637-0236
jtaylor@sperry.k12.ok.us

Quote Information:

Quote #: 011972

Version: 1
Delivery Date: 06/29/2023
Expiration Date: 07/31/2023

Quote Summary

Description	Amount
Extreme Renewal	\$4,296.60
Total:	\$4,296.60

When a credit card is used for payment, a 3% credit card convenience fee will be assessed. Pricing is subject to availability. Product warranties are provided through the manufacturer. Installation labor will be billed against any available maintenance agreement or by the hour unless stated otherwise. Minimum 20% restocking fee will be assessed with original packaging within 10 Days of product delivery. We reserve the right to cancel orders arising from pricing or other errors. The information provided is a proposal and is subject to credit approval. The proposal provides an approximate monthly payment for hardware, software and services based upon the contract type and term in months. Taxes, fees and insurance are not included in financing figures. Any change in the amount financed will change monthly payment amounts. NOTE: By signing below, you agree to the terms and conditions as posted at telecomp.com/legal/.

Telecomp Holdings, Inc

Sperry Public Schools

Signature: _____

Signature: _____

Name: _____

Sharon Burns

Name: _____

Joe Taylor

Title: _____

Sr. Inside Sales

Date: _____

Date: _____

06/29/2023

SOLUTION PROPOSAL

Switches and AP's

Quote #: 131060

Version: 3

Delivery Date: 08/01/2023

Expiration Date: 08/18/2023

Prepared for:

Sperry Public Schools

Attn: Terry Simpson
400 West Main Street
Sperry, OK 74073

Prepared by:

High Point Networks, LLC

Greg McKillip
Direct/Mobile/Fax: 918-527-8264
greg.mckillip@highpointnetworks.com

Prepared for:

Sperry Public Schools

Attn: Terry Simpson
400 West Main Street
Sperry, OK 74073

Prepared by:

High Point Networks, LLC

Greg McKillip
Direct: 918-527-8264
greg.mckillip@highpointnetworks.com



OK State Contract
SW1006E

Hardware

Qty	Item	Description	Price	Ext. Price
17	5420F-48P-4XE	ExtremeSwitching 5420F 48 10/100/1000BASET FDX/HDX PoE+ 2 Stacking/SFP-DD 4 10G Unpopulated SFP+ MACsec Capable Internal Fixed PSU Fans 1 Unpopulated Modular PSU Slots	\$4,100.00	\$69,700.00
8	5420F-24P-4XE	ExtremeSwitching 5420F 24 10/100/1000BASET FDX/HDX PoE+ 2 Stacking/SFP-DD 4 10G Unpopulated SFP+ MACsec Capable Internal Fixed PSU Fans 1 Unpopulated Modular PSU Slot	\$2,650.00	\$21,200.00
23	10099	Power Cord 15A USA NEMA 5-15 C15	\$16.00	\$368.00
15	10G-DACP-SFPZ5M	10G Passive DAC SFP+ 0.5M	\$80.00	\$1,200.00
60	XCIQ-PT0-C-EW-5YR-K12	ExtremeCloud IQ Pilot Tier 0 CLOUD RTU License and EW TAC 5Yr (US K-12)	\$330.00	\$19,800.00
60	AP305C-FCC	ExtremeCloud IQ: Indoor WiFi6 AP 2x2 Radios with Dual 5GHz and 1x1GbE Port Integrated Light/Power Sensors & BLE/Zigbee AI/ML Green Mode Internal Antennas Built-In Ceiling Mounts Inclu	\$340.00	\$20,400.00

Subtotal: \$132,668.00

BLOCK Dollars - Tier 1

Qty	Item	Description	Price	Ext. Price
1	BLOCK-T1	High Point Networks Professional Services Prepaid Block Dollars - Tier 1	\$2,000.00	\$2,000.00

Subtotal: \$2,000.00

Quote Summary

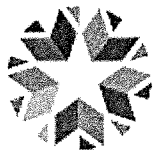
Description	Amount
Hardware	\$132,668.00
BLOCK Dollars - Tier 1	\$2,000.00
Total:	\$134,668.00

For questions related to your quotation, please contact us using the information above. Acceptance of the quote online is considered acceptance of an offer and binding. All quotes are subject to shipping costs that may not be listed on the quote. Prices quoted are valid for 30 days from Quotation Date. Limitation of Liability for Consequential Damages. High Point Networks, LLC shall not be liable for any indirect, incidental, consequential, exemplary, or punitive damages of any kind or nature. Orders will be invoiced when shipped. Orders may be partially invoiced as items ship and thus there may be multiple invoices per order. "Projects" will be invoiced in the same method. Professional services may be progress billed over the term of the project. All licensing and subscription orders will be invoiced immediately upon customer approval. Payment for all orders are due in 30 days subject to credit approval. Finance charges will be charged at the rate of 1.5% per month if not paid by the due date. If payment is not received within 45 days of the invoice date, we reserve the right to suspend or terminate your service without further notice. Credit card usage as a form of payment may be accepted on a pre-approval basis and may be subject to a convenience fee. "Optional" items on the above quote are not included in the total pricing at the bottom of the quote. This offer to sell the listed products is subject to product availability and High Point Networks standard terms and conditions and prices are subject to change without notice. Please consult your Account Representative prior to placing an order for timely, updated pricing. High Point Networks reserves the right to adjust pricing based on any error or omission.

Note: Once product is ordered and shipped there is NO right of return and may be subject to a restocking fee. Orders can be subject to extreme product delays. Product cannot be returned if ordered in error. Product cannot be returned if next generation product has been released.

Signature

Date



TARGETED ASSISTANCE PLAN
Every Student Succeeds Act, Section 1115

School Year: 2023-2024

DATE LAST REVIEWED

Date: 8/1/2023

DISTRICT INFORMATION

District Name:	Sperry Public Schools
County/District Code:	72/1008
Superintendent Name:	Dr. Brian Beagles
Telephone:	918-288-2713
Email address:	bbeagles@sperry.k12.ok.us

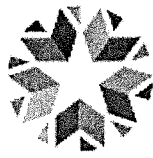
SCHOOL INFORMATION

School Name:	Sperry Elementary
School Site Code:	105
Principal Name:	Traci Taylor
Telephone:	918-288-7213
Email address:	ttaylor@sperry.k12.ok.us
School Poverty Rate:	55%

INSTRUCTIONS

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

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



1. Parent and Family Engagement

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

Meets Expectation

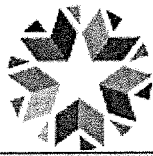
- Specific strategies to increase parent and family engagement, especially among the families of those students identified as being most at-risk, have been identified and implemented in close correlation with the needs assessment.
- Parents and family members stakeholders who reflect the demographic 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.

Developing

- Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
- Parents and family members who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I targeted assistance plan.
- The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
- The Title I targeted assistance plan is available in multiple languages and formats.

Does Not Meet Expectations

- Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
- Parents and family members are advised of school decisions, including the creation of the Title I targeted assistance plan.
- The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
- The Title I targeted assistance plan is posted in English on the school's website.



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 Remind, Parent Messenger and email to notify parents of upcoming events and relevant information.

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

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

Involve parents to participate in a variety of committees.



2. Needs Assessment and Student Identification

By checking this box, the school principal certifies that the targeted assistance plan was developed based on a comprehensive needs assessment taking into account data on student demographics, levels of achievement, family involvement, cultural climate, and staffing. The needs assessment includes an analysis of the strengths and weaknesses of the school and emphasizes strategies that help learners who have not yet met grade-level requirements. ESSA, Section 1115. The school principal also certifies that the students identified for targeted assistance belong to one of the populations described in ESSA, Section 1115(c)(2) and are failing or most at risk of failing to meet the challenging State academic standards.

Meets Expectations

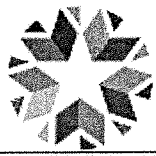
1. The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.
2. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
3. Students identified for targeted services represent populations most at risk of failure.
4. 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).
5. Examines student, teacher, school and community strengths and needs.
6. 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.
7. There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Developing

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

Does Not Meet Expectations

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



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

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

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

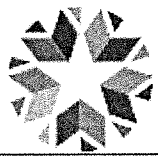
Reading Sufficiency, class size reduction, Title VI, and Title I funds and services are used for early intervention. In addition, students are served without regard to sex, race, or national origin.

Sperry Elementary utilizes state assessments, Star assessments, Literacy First assessments, and Istation as diagnostic tools to determine eligibility and placement within the response to intervention tiers. Teachers use the information provided by these assessments to identify 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 Reading Sufficiency Program plus the tests listed above to help insure that the students are well prepared with the necessary reading and math skills for success. Additionally, our district relies on teacher and parent referrals for students who may be behind in their reading skills.

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

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



3. Targeted Assistance Plan Strategies

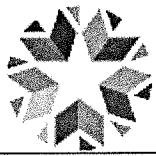
- By checking this box, the school principal certifies that the Targeted Assistance plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how–
- such strategies will serve participating students identified as eligible children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

Meets Expectations

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and 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.

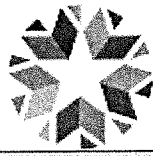
Developing

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



Does Not Meet Expectations

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



Addressing the above expectations, describe 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:

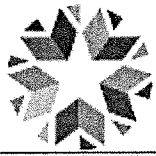
- Direct Instruction in basic reading skills using teaching methods endorsed by Literacy First, Star Early Literacy such as those identified in Words Their Way
- Individualized math and reading instruction using the computer based program Istation
- Instructional strategies from assigned readings including using graphic organizers, giving timely feedback, providing clues, and asking guiding questions.

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

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

Sperry Elementary staff member 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, Literacy First, and Istation. 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. [ESSA, Section 1115(b)(2)(G)]

Meets Expectations

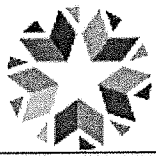
1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.
2. Clear procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Clear procedures are in place to receive new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

Developing

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

Does Not Meet Expectations

1. Eligible students are frequently pulled-out from regular classroom for instructional assistance under this part, and have little to no participation in core content and elective classes.
2. No procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. No procedures are in place to receive new students, a school point of contact has not been established and was not communicated to the students, parents and guardians.
4. Little or no collaboration among staff members to close gaps in achievement for students transitioning from one level to another.



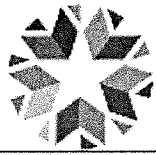
Addressing the above expectations, describe in the box below what processes are in place to enable students to successfully transition among grade levels, and, if applicable, from preschool to kindergarten, elementary to middle school, middle school to high school, and high school to career and post-secondary 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 change 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 this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and the plan outlines the ways in which funds are to be braided. [ESSA, Section 1115(b)(2)(F)]

Meets Expectations

1. Leverages sufficient resources (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.

Developing

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

Does Not Meet Expectations

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

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided in the Title I targeted assistance program, meeting the intent and purpose of the programs

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 no 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. [ESSA, Section 1115(b)(2)(G)(iii)]

Meets Expectations

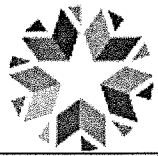
1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I plan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

Developing

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

Does Not Meet Expectations

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

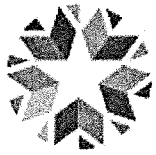


Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and the results achieved by the targeted assistance program, using data from the State's annual assessments and other indicators of academic achievement 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, community members, and a student representative.



TARGETED ASSISTANCE PLAN
Every Student Succeeds Act, Section 1115

School Year: 2023_-2024_

DATE LAST REVIEWED

Date: 08/08/2023

DISTRICT INFORMATION

District Name:	Sperry Public Schools
County/District Code:	I008/72
Superintendent Name:	Brian Beagles
Telephone:	918-288-7213
Email address:	bbeagles@sperry.k12.ok.us

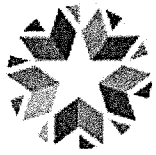
SCHOOL INFORMATION

School Name:	Sperry Middle School
School Site Code:	505
Principal Name:	Mike Juby
Telephone:	918-288-7213
Email address:	mjuby@sperry.k12.ok.us
School Poverty Rate:	

INSTRUCTIONS

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

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



1. Parent and Family Engagement

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

Meets Expectation

- 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.

Developing

- Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
- Parents and family members who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I targeted assistance plan.
- The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
- The Title I targeted assistance plan is available in multiple languages and formats.

Does Not Meet Expectations

- Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
- Parents and family members are advised of school decisions, including the creation of the Title I targeted assistance plan.
- The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
- The Title I targeted assistance plan is posted in English on the school's website.



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

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

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

2. Needs Assessment and Student Identification

By checking this box, the school principal certifies that the targeted assistance plan was developed based on a comprehensive needs assessment taking into account data on student demographics, levels of achievement, family involvement, cultural climate, and staffing. The needs assessment includes an analysis of the strengths and weaknesses of the school and emphasizes strategies that help learners who have not yet met grade-level requirements. ESSA, Section 1115. The school principal also certifies that the students identified for targeted assistance belong to one of the populations described in ESSA, Section 1115(c)(2) and are failing or most at risk of failing to meet the challenging State academic standards.

Meets 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. 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 schools system (e.g., diagnostic review) and perception data, gathered from several sources.
3. Students identified for targeted services represent populations most at risk of failure.
4. 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).
5. Examines student, teacher, school and community strengths and needs.



6. 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.
7. There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Developing

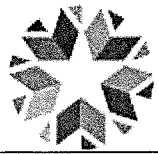
1. The school has a process in place to identify students experiencing difficulty mastering the State's standards.
2. Includes performance and/or non-performance data gathered from a limited number of sources.
3. Students identified represent at least one population most at risk of failure.
4. Includes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

Does Not Meet Expectations

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

Sperry Middle School uses Targeted Assistance as its Title I plan and does not have a schoolwide program. However, The Title I program utilizes several scientifically research based instructional strategies including, but not limited to; Direct instruction in basic reading skills using teaching methods endorsed by Literacy First such as those identified in Words Their Way Individualized math and reading instruction using computers, Chromebook and web based programs such as Imagine Math, and IXL Instructional strategies from "Classroom Instruction that Works" and "Opening Doors", including graphic organizers, giving timely feedback, providing cues and asking guiding questions. In addition, our MS has added a Title I reading remediation class to help facilitate and help recoup from lost learning time due to COVID19. These teaching strategies and programs are supplemental to instruction provided in the regular education classroom.



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

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

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

3. Targeted Assistance Plan Strategies

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

Meets Expectations

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and 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.



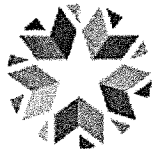
6. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Developing

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

Does Not Meet Expectations

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



Addressing the above expectations, describe 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.

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

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



4. Student Transition

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

Meets Expectations

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

Developing

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

Does Not Meet Expectations

1. Eligible students are frequently pulled-out from regular classroom for instructional assistance under this part, and have little to no participation in core content and elective classes.
2. No procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. No procedures are in place to receive new students, a school point of contact has not been established and was not communicated to the students, parents and guardians.
4. Little or no collaboration among staff members to close gaps in achievement for students transitioning from one level to another.



Addressing the above expectations, describe 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

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

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

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



5. Coordination and Integration

By checking this box, the school principal certifies that, if appropriate and applicable, the targeted assistance plan was developed in coordination and integration with other Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and the plan outlines the ways in which funds are to be braided. [ESSA, Section 1115(b)(2)(F)]

Meets Expectations

1. Leverages sufficient resources (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.

Developing

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

Does Not Meet Expectations

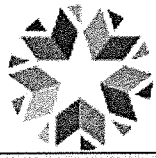
1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of how funds will be used to meet the intent and purpose of the programs.

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided in the Title I targeted assistance program, meeting the intent and purpose of the programs

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

Sperry Middle School Title I teachers and paraprofessionals maintain a classroom inventory of all materials purchased with Title I funds. These inventories are updated annually, and all items are maintained for a minimum of three years. The inventory lists track item information, year purchased, and model/serial numbers as appropriate. Title I materials are secured and maintained by or under the guidance of a Title I teacher and/or site administrator. Title I resources are used for the instruction of qualifying Title I students only.

The Title I teachers provide instruction only to qualifying students and follow the agreed upon Targeted Assistance Plan. All students receiving Title I instructional services also receive the same instruction for core content courses as other students; no Title I instruction supplants that of the student's regular classroom teacher and is used only in addition to that regular classroom instruction



6. Evaluation and Plan Revision

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

Meets Expectations

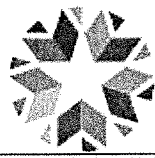
1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I plan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

Developing

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

Does Not Meet Expectations

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



Addressing the above expectations, describe 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.

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

Oklahoma State Department of Education

District: SPERRY (72-I008)

Academic Year: 2023-2024

Annual District Reading Plan

8/9/2023

District Planning Timeline

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

Review previous year's RSA Plan using the RSA Annual Plan accessed through Single Sign On (SSO):	08/12/2023
Begin assessing students in Grades K-3 for fall RSA child count:	08/16/2023
Complete assessment of students in Grades K-3 in order to meet timeline set by the State Department of Education (SDE) for fall RSA child count:	09/15/2023
Enter data for the number of students identified for reading difficulties through the School District Reporting Site for fall RSA child count:	09/26/2023
Superintendent certifies data for Beginning-of-Year RSA report:	09/30/2023
Beginning-of-Year RSA report due (child count, goal status):	10/01/2023
Complete Academic Progress Plan (APP) for identified students.:	10/20/2023
Electronically update the district's RSA Plan using the RSA Annual District Reading Plan accessed through SSO:	09/15/2023
Electronically submit updated district RSA Plan using the RSA Annual District Reading Plan accessed through SSO:	08/30/2023
Assess students in Grades K-3 for End-of-Year Report:	04/26/2024
Enter data for the End-of-Year report for Grades K-3 in the Reading Sufficiency Act Survey accessed through SSO:	05/25/2024
Principal certifies site-level data for End-Of-Year Report:	5/25/2024 12:00:00 AM
Superintendent certifies district-level data entered for End-of-Year report and submits the End-of-Year RSA report due for Grades K-3 using the Reading Sufficiency Act Survey accessed through SSO:	05/30/2024
End-of-Year RSA report due for Grades K-3:	05/30/2024

Reading Sufficiency Funds

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

- Contact First Name: Traci
- Contact Last Name: Taylor
- Telephone: 9182887213
- Title: Principal
- Email: ttaylor@sperry.k12.ok.us

How will funds be expended?

Reading Sufficiency Funds, if available, will be used to purchase the Star Early Literacy program and accompanying Dyslexia screening program. Additionally, as fund availability allows, the district will use RSA funds to purchase the My Data First program in conjunction with Literacy First to provide essential supplemental data to support the RSA program. Ten percent of funds will be earmarked for professional development involving the science of reading. If sufficient funding is available, the district will implement a two or four week program of reading instruction through a summer reading program for 1st grade and 2nd grade students who demonstrate reading skills at risk based on data provided by the program reports and other data sources. These programs will run concurrently with the 3rd grade Summer Reading Academy. When available, funding will also be used to purchase supplementary materials for reading improvement to reduce the effects of the absence of guided instruction during summer vacation for all students on Reading Instruction Plans.

How will Summer Academy Reading Program funds be expended?

At least 10% of the available RSA funds will be used to provide professional development for some or all of the teachers assigned to prekindergarten through grade five. The district plans to utilize professional development from the State Department of Education's approved list of vendors, to include but not be limited to LTRS, Really Great Reading, and Catapult Learning West, LLC.

SPERRY ES (72-I008-105)

Site Plan

Leadership Team

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

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

Reading Team

The primary contact person appears in the first row.

Last Name	First Name	Phone	Email	Team Position Value
Smith	Jared	9182887213	jsmith@sperry.k12.ok.us	Assistant Principal
Alsabrook	Connie	9182887	calsabrook@sperry.k12.ok.us	Reading Specialist
Krumm	Diane	9182887213	dkrumm@sperry.k12.ok.us	Reading Specialist
Patterson	Saundra	9182887213	spatterson@sperry.k12.ok.us	First Grade Teacher
Reimer	Angie	9182887213	areimer@sperry.k12.ok.us	Second Grade Teacher
Wade	Terri	9182887213	twade@sperry.k12.ok.us	Third Grade Teacher
White	Amie	9182887213	awhite@sperry.k12.ok.us	Kindergarten Teacher

Core Reading Program

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

Grade	Core Reading Program Utilized	Core Program includes an Intervention Program?
First	Houghton Mifflin Harcourt: Into Reading (K-5) ©2022	Yes
Second	Houghton Mifflin Harcourt: Into Reading (K-5) ©2022	Yes
Third	Houghton Mifflin Harcourt: Into Reading (K-5) ©2022	Yes
Kindergarten	Other	Yes

Reading Block Minutes Tier 1

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

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

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

Intervention Outside the 90 Minute Reading Block

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

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

Grade: Kindergarten
Tier: 2
Type: Small Group Instruction, Star Early Literacy, and Literacy First Diagnostics
Format - During School Day Outside the 90 Minute Reading Block: Yes
Instructor: Classroom Teacher
Frequency: At least daily
Duration (in minutes): 45
If using a computer based program for intervention, describe how you are progress monitoring: Star Early Literacy Assessments to monitor student progress.

Grade: Kindergarten
Tier: 3
Type: Small Group Instruction, Star Early Literacy, and Literacy First Diagnostics
Format - During School Day Outside the 90 Minute Reading Block: Yes
Instructor: Reading Specialist
Frequency: At least daily
Duration (in minutes): 45
If using a computer based program for intervention, describe how you are progress monitoring: Star Early Literacy Assessments to monitor student progress.

Grade: First
Tier: 2
Type: Istation, Small Group Instruction, Star Early Literacy, and Literacy First Diagnostics which identifies areas of deficiency for each individual student and targets those areas for remediation.
Format - During School Day Outside the 90 Minute Reading Block: Yes
Instructor: Classroom Teacher
Frequency: At least daily
Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring:

Star Early Literacy Assessments are used to monitor student progress. In addition to Early Literacy Assessments, Istation is used to shows diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary.

Grade: First

Tier: 3

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

Format - During School Yes

Day Outside the 90

Minute Reading Block:

Instructor: Reading Specialist

Frequency: At least daily

Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring:

Star Early Literacy Assessments are used to monitor student progress. In addition to Early Literacy Assessments, Istation is used to shows diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary.

Grade: Second

Tier: 2

Type: Istation, Small Group Instruction, Star Early Literacy, Star Reading, and Literacy First Diagnostics which identifies areas of deficiency for each individual student and targets those areas for remediation.

Format - During School Yes

Day Outside the 90

Minute Reading Block:

Instructor: Classroom Teacher

Frequency: At least daily

Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring:

Star Early Literacy Assessments are used to monitor student progress. In addition to Early Literacy Assessments, Istation is used to shows diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary.

Grade: Second

Tier: 3

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

Format - During School Yes

Day Outside the 90

Minute Reading Block:

Instructor: Reading Specialist

Frequency: At least daily

Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring: Star Early Literacy Assessments are used to monitor student progress. In addition to Early Literacy Assessments, Istation is used to shows diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary.

Grade: Third

Tier: 2

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

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

Instructor: Classroom Teacher

Frequency: At least daily

Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring: Star Early Literacy Assessments are used to monitor student progress. In addition to Early Literacy Assessments, Istation is used to shows diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary.

Grade: Third

Tier: 3

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

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

Instructor: Reading Specialist

Frequency: At least daily

Duration (in minutes): 45

If using a computer based program for intervention, describe how you are progress monitoring: Star Early Literacy Assessments are used to monitor student progress. In addition to Early Literacy Assessments, Istation is used to shows diagnostic evaluation of performance for all areas of reading including; phonics, fluency, comprehension, concepts of print, grammar, phonological awareness, spelling and vocabulary.

Assessment Plan and Goals

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

Grade Level Data

Grade: K

Type of Screening Assessment: STAR Early Learning - Renaissance

Dates of Screening Assessment: 8/16/2023, 1/19/2023, 4/26/2023

Type of Progress Monitoring: Progress monitor with screening assessment identified.

Frequency of Progress Monitoring: Monthly

Type of Summative Assessments: N/A - No longer required as of FY 2019

How will the site use this data to drive instruction? Data from Star Early Literacy assessments will be used as a guide for overall reading skill focus instruction. All kindergarten students will be placed in small groups for intensive instructional level reading skills focus. The skill focus groups will meet 5 times weekly for 40 minutes for six weeks and then be reassessed. Literacy first data will also be used to determine which students need additional services from the reading specialist and reading aide. Whole group instruction will occur daily in all kindergarten classrooms. Any student scoring below the 40th percentile rank for Star Early Literacy or Star Reading at the beginning of the year will be further assessed for characteristics of dyslexia. Star Early Literacy and Star CBM Reading will be used for this purpose.

Grade: 1

Type of Screening Assessment: STAR Early Learning - Renaissance

Dates of Screening Assessment: 8/16/2023, 1/19/2023, 4/26/2023

Type of Progress Monitoring: Progress monitor with screening assessment identified.

Frequency of Progress Monitoring: Monthly

Type of Summative Assessments: N/A - No longer required as of FY 2019

How will the site use this data to drive instruction? The first grade data will be used to plan dedicated time for reading instruction in reading skill areas that are weakest and in need of remediation. It will aid in determining overall reading skill focus for first grade. The data will assist in dividing students into the reading skill instructional level focus groups that all first grade students meet with 5 times weekly for 45 minutes each session. The data also helps place students who are in need of services giving them small group differentiated instruction with the Reading Specialist, interventionist, and aide. These daily interventions in tier 3 will be given specific instruction based on the weaknesses identified in the data provided by Star Early Literacy Assessments, Istation and Literacy First. In addition, classroom progress will be taken into consideration for additional interventions. Daily instructional methods include; lessons derived from "Words Their Way, Star Early Literacy and other lessons created by a reading specialist that address and increase skills that have been identified as the individual's weakness. All students will be exposed daily to whole group instruction to ensure that all children in second grade are working on 1st grade level materials. Any student scoring below the 40th percentile rank for Star Early Literacy or Star Reading at the beginning of the year will be further assessed for characteristics of dyslexia. Star Early Literacy and Star CBM Reading will be used for this purpose.

Grade: 2

Type of Screening Assessment: STAR Early Learning - Renaissance

Dates of Screening Assessment: 8/16/2023, 1/19/2023, 4/26/2023

Type of Progress Monitoring: Progress monitor with screening assessment identified.

Frequency of Progress Monitoring: Monthly

Type of Summative Assessments: N/A - No longer required as of FY 2019

How will the site use this data to drive instruction? The data will help guide planning of reading instruction and methods and focus of reading intervention. The data will assist in dividing students into reading skill instructional level focus groups. All second grade students rotate 5 times weekly for 45 minutes each session. The data also helps in identifying and placing students in reading smaller intensive intervention groups with the reading specialist, reading interventionist or reading aide. These daily interventions in tier 3 will be given specific instruction based on the weaknesses identified in the data provided by Star Early Literacy Assessments, Istation and Literacy First. In addition, classroom progress will be taken into consideration for additional interventions. Daily instructional methods include; lessons derived from "Words Their Way, Star Early Literacy and other lessons created by a reading specialist that address and increase skills that have been identified as the individual's weakness. All students will be exposed daily to whole group instruction to ensure that all children in second grade are working on 2nd grade level materials. Any student scoring below the 40th percentile rank for Star Early Literacy or Star Reading at the beginning of the year will be further assessed for characteristics of dyslexia. Star Early Literacy and Star CBM Reading will be used for this purpose.

Grade: 3

Type of Screening Assessment: STAR Early Learning - Renaissance

Dates of Screening Assessment: 8/16/2023, 1/19/2023, 4/26/2023

Type of Progress Monitoring: Progress monitor with screening assessment identified.

Frequency of Progress Monitoring: Monthly

Type of Summative Assessments: N/A - No longer required as of FY 2019

How will the site use this data to drive instruction? The data will guide planning of reading instruction and methods and focus of reading intervention. The data will assist in dividing students into reading skill instructional level focus groups. All third grade students will rotate 5 times weekly for 45 minutes each session. The data also aids in identifying and placing students in reading intervention groups for smaller group intensive interventions with the reading specialist, reading interventionist and reading aides. These daily interventions in tier 3 will be given specific instruction based on the weaknesses identified in the data provided by Star Early Literacy Assessments, Istation and Literacy First. All children will receive daily whole group instruction which is at grade level. These interventions will include centers which are both teacher led as well as student led centers. Any student scoring below the 40th percentile rank for Star Early Literacy or Star Reading at the beginning of the year will be further assessed for characteristics of dyslexia. Star Early Literacy and Star CBM Reading will be used for this purpose.

Professional Development

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

Reading

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

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

Parent Guardian Communication

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

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

Yes

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

Written notices will be given during parent teacher conferences a minimum of twice yearly with more as needed based on individual student's needs. This may need to occur virtually or in person. Other means of communication include phone communication, email correspondence, message through the Remind app, agenda notes, virtual conferences and progress reports every four weeks.

Sperry Public Schools
Facilities Use and License Agreement

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

Cody Williams "Sperry Wrestling Club"
RECITALS:

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

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

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

Sperry Public Schools
Facilities Use and License Agreement

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

RECITALS: *Cody Williams "OKLAHOMA JAZZ"*

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

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

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

6.

Designated building: Field of DREAMS

Designated portion: PRACTICE fields

Designated use: _____

Designated date(s): Aug 15th 2023 - Aug 15th 2024

Designated time: VARIOUS TIMES

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

DATED this 7th day of August, 2023

Licensee

Sperry Public Schools

Cody Williams
Printed Name

President, Board of Education

[Signature]
Signature

Attest:

Clerk, Board of Education

**Pre-Employment Transition Services Coordination
Pre-ETS
COLLABORATIVE AGREEMENT
FY 2024**

SECTION I - PURPOSE

This Collaborative Agreement (“Agreement”), effective as of the latest date of signature of all Parties or the 1st day of July, 2023 whichever is later, is entered into by and between the following Parties, also referred to herein as “Team Members” to promote collaboration in the delivery of Pre-Employment Transition Services (also referred to herein as Pre-ETS) for students with a documented disability transitioning from secondary school to post-secondary education programs and/or competitive employment; for individuals with disabilities who are enrolled in secondary education and are eligible, or potentially eligible, to receive vocational rehabilitation services (VR) provided by Oklahoma Department of Rehabilitation Services (DRS).

- **Sperry Public School** (also referred to herein as “Host School”);
- The Board of Regents of the University of Oklahoma, by and through University Outreach/College of Continuing Education’s **National Center for Disability Education and Training** (also referred to herein as “NCDET” or “University”).

The Rehabilitation Act of 1973 (Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act (WIOA), and the Individuals with Disabilities Education Act (IDEA), as amended, all require a formal mechanism in place to ensure coordination of transition services that are needed to provide a free appropriate public education to students with a documented disability and to ultimately transition students with a documented disability to competitive integrated employment or post-secondary education.

Pre-ETS activities are available to students with a documented disability. Students, ages 14-21, do not have to have an IEP (individual education program), a 504 plan or be a Vocational Rehabilitation client. Pre-ETS activities are an action step or service to assist students to achieve their transition goals.

The OBJECTIVE of this Agreement seeks to:

- Increase coordination between the Parties to identify and prepare students with a documented disability to move to post-secondary education and/or competitive integrated employment; based on student need, considering strength, preferences, and interests.
- Improve transition planning by DRS and local education agencies (LEAs) for a student with disabilities to facilitate the development and implementation of that individual’s education program.
- Strengthen the relationship between the Oklahoma State Department of Education (OSDE), Oklahoma Office of Workforce Development (OOWD), LEAs, higher education entities, and businesses to facilitate successful outcomes for students with a documented disability.

- Engage, involve and educate families to increase student success in post-school activities.
- Increase the number of students reaching their individual education plan (IEP) and the DRS individual plan for employment (IPE) goals.
- Increase professional learning opportunities and share resources.
- Increase job training and education opportunities for people who have traditionally faced barriers.

TERM

The Parties agree that the effective period of this Agreement shall be the latest date of signature of all Parties, or July 1, 2023, whichever is the latter, through June 30, 2024.

This Agreement may be renewed for two (2) additional twelve-month periods. Any renewals are contingent upon the Department of Rehabilitation Services renewing the Pre-Employment Transition Services Agreement with the University and University's approval of such renewal. Notice of renewal to be provided by an authorized representative of the Host School to the NCDET contact in hardcopy or email.

NCDET contact: Judi Goldston, jgoldston@ou.edu or Dr. Annie Baghdayan, abaghda1@ou.edu

SECTION 2 – DEFINITIONS (for the purpose of this agreement):

2.1 Workforce Innovation and Opportunity Act (WIOA): Reauthorizes the Rehabilitation Act of 1973 as amended, that established VR (29 U.S.C. § 701 et seq.) and creates the Pre-ETS set-aside (29 U.S.C. § 730 (d)).

2.2 Vocational Rehabilitation (VR): a federal program which promotes, assesses, plans, develops and provides services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice, so they may prepare for and engage in gainful employment, as required by the Rehabilitation Act.

2.3 Oklahoma Office of Workforce Development (OOWD): carries out the vision of the Governor's Council for Workforce and Economic Development, provides technical assistance and coordinates strategic priorities and plans across education, training and economic agencies. Works to align and connect education and workforce resources, remove workforce barriers and better support Oklahoma employers and jobseeker.

2.4 Individual Education Plan (IEP): a written statement of the educational program required by IDEA for a student with a disability designed to meet the student's individual needs. The IEP has two general purposes: to set appropriate, measurable goals for the student and to describe the specialized instruction and services the school district will provide for the student.

2.5 Individual Plan for Employment (IPE): is required by the Rehabilitation Act, and is the roadmap developed jointly by the student and the Vocational Rehabilitation counselor to help the student with a disability reach a specific competitive, integrated employment goal.

2.6 Individuals with Disabilities Education Act (IDEA): is designed to ensure that all students with a documented disability have available to them a Free and Appropriate

Public Education (FAPE) that provides special education and related services designed to meet their unique needs and to prepare them for further education, employment and independent living; federal act codified at 20 U.S.C. § 1400 et seq.

2.7 Local Education Agency (LEA): a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district or counties recognized in a state as an administrative agency for its public elementary schools or secondary schools; codified at 20 U.S.C. §1401 (19).

2.8 A student with a disability: is an individual who is in an educational program; and meets certain age requirements; and is eligible for and receiving special education or related services under IDEA; or is an individual with a disability for purposes of section 504 of the Rehabilitation Act.

2.9 Potentially Eligible: students with a documented disability, including individuals ages 14-21 who have not applied or been determined eligible for VR services.

2.10 Competitive Integrated Employment: employment for an individual with a disability that is, among other things, compensated at a rate not lower than the minimum wage and is customary for the occupation and where the individual interacts with other persons without disabilities.

2.11 Pre-Employment Transition Services (Pre-ETS): activities provided through a subset of transition services, in partnership with LEAs, to help students, and potentially eligible students, with disabilities develop skills leading to success in employment and independent living after high school. These learning experiences are designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, financial literacy, and self-advocacy education to improve social and independent living skills. Pre-ETS are defined and authorized in accordance with 29 U.S.C. § 733.

The following are examples of activities that fall into the five required *Pre-ETS* categories:

- **Job Exploration Counseling:** discussion, activities, vocational evaluations, or assessments on in-demand job opportunities intended to foster motivation and informed decision-making.
- **Work-Based Learning** – research and knowledge of work site tours, job shadowing, mentoring, internships, apprenticeships, short-term employment, volunteering, and on-the-job trainings.
- **Counseling on Post-Secondary Opportunities**—discussion and activities regarding college and other -post-secondary opportunities, academic and occupational training needed to succeed in the workplace, and providing resources that may be used to support individual student success in education and training, such as disability support services and financial aid.
- **Workplace Readiness Training** (can be in a simulated or "real" work setting) - teaching social skills and independent living skills necessary to prepare for eventual employment, such as communication and interpersonal skills, financial literacy, transportation options, job-seeking skills, understanding employer expectations, and other "soft" skills necessary for employment; and
- **Self-advocacy**—training on rights and responsibilities; how to request accommodations or services and supports; communicating thoughts, concerns, and

needs; peer-mentoring opportunities; and participating in leadership activities offered in educational or community settings.

SECTION 3 – RESPONSIBILITIES:

The Host School:

The school plays a significant role in the success of providing and coordinating transition services, specifically employment readiness instruction for students with a documented disability. Schools are bound by the specific content in the Individuals with Disabilities Education Act (IDEA) for the provision of secondary transition services and by coordinating services with other agencies who will pay for or provide transition services. *Pre-Employment Transition Services are not meant to reduce the responsibility of schools to provide transition services. The intent is to enhance the resources available to students with a documented disability through collaboration. Host School understands and agrees that they will not be reimbursed by the University for any costs incurred as part of the Pre-ETS program.*

The Host School will:

- Upon receipt of proof from NCDDET that all NCDDET personnel participant under this Agreement have passed the criminal background record check, allow the NCDDET Pre-ETS staff access to DRS potentially eligible students with a documented disability and/or DRS clients (in a group setting or one-on-one) to whom they can provide Pre-ETS instructional activities;
- work with the local DRS counselors to identify, recruit, and refer students for vocational rehabilitation services;
- be responsible for collecting signed parent authorization to allow their student to participate in Pre-ETS activities.
 - If parent signed authorization is unavailable, provide University a copy of the front page and/or Student identification page, transition goal page(s) and signature page(s) of the IEP (individual education program).
 - If parent signed authorization form is unavailable, provide University a copy of the student 504 plan or other documentation to identify the student having a documented disability.
- ensure school staff and/or a classroom teacher is present and assisting to ensure the highest engagement of the students;
- communicate to the NCDDET Pre-ETS staff and DRS (if applicable) any concerns brought forth by a student;
- provide information to assist staff providing Pre-ETS activities that will support the learning needs, adaptations, and/or modifications of program participants;
- assist with outreach to identify students with a documented disability and assessment of their potential need for transition services and pre-employment transition services;
- share career assessment and planning information with DRS and Pre-ETS staff;
- work collaboratively to increased number of students obtaining their IEP and IPE goals;

- assist with the development of additional school sites by speaking with potential school leadership; and
- maintain confidentiality regarding program participants.

NCDDET:

The University of Oklahoma Outreach is a lifelong learning organization dedicated to helping individuals, businesses, groups, and communities transform themselves through knowledge. *Established in 1965*, the **National Center for Disability Education and Training** seeks to advance independent living, employment, and career opportunities for people with disabilities through innovative training and direct service.

NCDDET will:

- work in collaboration with DRS counselor, school transition personnel, and other persons supporting DRS potentially eligible students with a documented disability and/or DRS clients to provide Pre-ETS instructional activities in groups and/or individually;
- ensure its staff are trained and experienced in working with students with a documented disability as well as developing business relationships;
- ensure its staff have successfully passed a criminal background check; and will provide the Host School proof prior to providing Pre-ETS activities;
- support the host school staff in planning for the transition of students with a documented disability from school to post-school activities;
- work in collaboration with the teacher and current transition curriculum;
- work to increase employment and/or post-secondary student success;
- work with local school districts to create greater access for students with a documented disability and remove barriers into transition programs and activities;
- assist with outreach to identify students with a documented disability and assessment of their potential need for transition services and pre-employment transition services;
- encourage community work experiences that provide the opportunity for students with a documented disability to participate in skill development in community settings;
- share career assessment and planning information with DRS and school staff;
- work with the local DRS counselors to identify, recruit, and refer students for vocational rehabilitation services;
- communicate to Host School staff and DRS (if applicable) any concerns brought forth by a student;
- assist with the development of additional school sites by speaking with potential school leadership; and
- maintain confidentiality regarding program participants.

Section 4 Special Terms and Assurances

A. Insurance

Each Party is hereby required to carry liability insurance or State of Oklahoma self-insurance adequate to compensate, in accordance with the limits of the Oklahoma Governmental Tort Claims Act, 51 O.S. 1991, sec 151, et seq., as amended, persons for injury to their person or property occasioned by an act of negligence by the party to be bound, its agents or employees. The Parties shall timely renew the policies to be carried pursuant to this section throughout the term of the Agreement and provide evidence of such insurance and renewals upon request.

B. Equal Opportunity/Non-Discrimination

Each Party shall at all times comply with all federal laws relating to nondiscrimination, including, but not limited to, Presidential Executive Order 11246, as amended, and the Civil Rights Act of 1964, 42 U.S.C. §2000 *et seq.*; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794.; the Americans With Disabilities Act of 1990, 42 U.S.C. §12101 *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*; the Age Discrimination in Employment Act, 42 U.S.C. §6101 *et seq.*; and all amendments to these acts, and all requirements imposed by the regulations issued pursuant to these acts, including, but not limited to, providing equal opportunity, both to those seeking employment and those seeking services, without regard to race, color, religion, sex, national origin, age, or handicap.

Each Party are an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended and Executive orders 11246 and 11375. The Host School represents compliance with the Americans with Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant to this act.

C. Drug-Free Workplace

Each Party represents compliance in providing or continuing to provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part § 85.600 *et seq.*

D. Modification

The Agreement may only be modified by mutual consent of the Parties in writing.

E. Cancellation

1. With Cause: In the event the Host School fails to meet the terms and conditions of the Agreement, or fails to provide services in accordance with the provisions of the Agreement, the University may, upon written notice of default transmitted via Certified Mail to the Host School, cancel the Agreement effective upon receipt of notice or at 5:00 PM on the fifth calendar day from the date the University mailed the notice, whichever occurs first. Such

cancellation shall not be an exclusive remedy but shall be in addition to any other rights and remedies provided for by law.

2. Without Cause: It is further agreed that the Agreement may be canceled by either Party by providing thirty (30) days prior written notice.

F. Access to and Retention of Records

The Host School shall maintain adequate records regarding the Pre-ETS program and student participation. Authorized personnel of the University, U.S. Department of Education or other pertinent federal agencies, authorized personnel of the Oklahoma Department of Rehabilitation Services, and other appropriate state entities shall have the right of access to records of Host School which are pertinent to the performance of the Agreement, in order to audit, examine, make excerpts and/or transcripts. The Host School shall be required to maintain all records for three (3) years after all pending matters are closed.

G. Compliance with State and Federal Laws

Each Party to this Agreement shall comply with all applicable state and federal laws, rules and regulations relevant to the performance of the Agreement. Compliance shall be the responsibility of each Party, without reliance on or direction by the other.

Each Party hereto agrees to be responsible for its own negligent acts and omissions and those of its employees and agents as provided by the Oklahoma Governmental Tort Claims Act, 51 O.S. 1991, sec 151, et seq., as amended.

If the University notifies the Host School of a possible compliance issue, the Host School must submit an explanation to the University within forty-five (45) days of the notification. If upon receipt of the explanation the University determines the Host School is out of compliance, the Host School will have 30 days to remedy the non-compliance. If after that time the University determines the Host School has not resolved the compliance issue, the University may take any or all, but not limited to, the following options:

1. suspension of the Agreement;
2. withholding of additional Agreements;
3. requiring an immediate audit of all records pertaining to the Agreement;
4. the University, within 21 days of receipt of reports, shall complete review;
5. the University may choose to make an allowance on any compliance issue if appropriate documentation for the non-compliance action can be furnished.

Neither Party shall be liable for any damages resulting from any delay in delivery or failure to give notice of delay that directly or indirectly results from the elements, acts of God, delays in transportation, or delays in delivery by any cause beyond the reasonable control of the Parties.

H. FERPA

Each Party to this Agreement agrees to abide by the limitations on redisclosure of personally identifiable information from education records as set forth in the Family Educational Rights and Privacy Act (34 CFR 99.33(a)(2))

I. Clean Air Act

Each Party agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. § 7401 *et seq.* The Host School agrees to report each violation to the University, and understands and agrees that the University will, in turn, report each violation as required to assure notification to the appropriate Environmental Protection Agency Regional Office.

J. Employment Relationship

This Agreement does not create an employment relationship. Individuals performing services required by the Agreement are not considered employees of the University. The Host School's employees shall not be considered employees of the University for any purpose, and as such shall not be eligible for benefits accruing to University employees.

The University shall provide access to staff as needed to meet the requirements contained herein.

K. Contract Jurisdiction

The Agreement will be governed in all respects by the laws of the State of Oklahoma. The District Court of Cleveland County, State of Oklahoma will be the exclusive venue in the event any legal action is filed by the Host School or the University to enforce or to interpret provisions of the Agreement.

This Agreement is the product of negotiations between the Parties, each of which has had the opportunity to consult counsel prior to the execution hereof. Therefore, the Parties agree that if this Agreement needs to be interpreted by any court (or other tribunal) having jurisdiction, no conclusions or inferences of the law shall be drawn in favor of or against either Party on the basis of which Party drafted the term or provision at issue.

L. Severability

The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

M. Ownership and Copyrights

All curriculum, instructional materials, software, reports, and videos (hereinafter "Intellectual Property") are being developed exclusively for the University or purchased by the University and shall be the property of the University. Intellectual Property created and copyrighted or trademarked by the other Party outside of the Agreement shall be retained by same. This article shall not be construed to alter or diminish ownership rights provided under state or federal law or regulations.

N. Accessibility

Pursuant to Title 74, Section 85.7d and OAC 580:15-6-22 electronic and information technology procurements, agreements, and contracts shall comply with applicable Oklahoma Information Technology Accessibility Standards issued by the Oklahoma Office of State Finance. EIT Standards may be found at www.ok.gov/DCS/Central_Purchasing

Upon request, the Host School shall provide a description of conformance with the applicable Oklahoma Information Technology Accessibility Standards for the proposed product, system or application development/customization by means of either a Voluntary Product Accessibility Template (VPAT) or other comparable document.

O. Entire Agreement

This Agreement constitutes the entire Agreement and understanding between the Parties and supersedes all prior and/or contemporaneous discussions, representations, or contracts, whether written or oral, of the Parties relating to the work to be performed.

Section 5 Signatures

The Parties hereto agree that they may conduct the transaction by electronic means and hereby state that electronic signature shall have the same force and effect as an original signature.

THE HOST SCHOOL REPRESENTS THAT IT HAS READ AND UNDERSTOOD THE TERMS OF THIS AGREEMENT AND MADE NO CHANGES TO THE TERMS OF THIS AGREEMENT. BY PLACING THE SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, THE HOST SCHOOL AGREES TO BE BOUND BY THIS AGREEMENT.

Host School

Signature

Date

Print Name and Signatory Title

INDEPENDENT SCHOOL DISTRICT NO. I-008
SPERRY PUBLIC SCHOOLS
REGULAR BOARD MEETING AGENDA
HIGH SCHOOL COMMONS
July 10, 2023
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 10, 2023, at 6:00 o'clock P.M. in the High School Commons located at 400 West Main Street, Sperry, Oklahoma.

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

PROCEDURAL ITEMS

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

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

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

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

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

Gary Juby – aye
April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 5-0

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

FORMAL ADOPTION OF THE AGENDA

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

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

Gary Juby – aye
April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 5-0

VOICES OF THE COMMUNITY

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

There were no public comments.

SUPERINTENDENT/BOARD OF EDUCATION/REPORTS TO THE BOARD

7. Dr. Beagles presented to the Board of Education a monthly Superintendent/Board Report.
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.

Gary Juby – aye
April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye

Jeff Carter – aye
Motion carried – 5-0

BUDGET AND FINANCE

9. Mrs. Misty Fisher presented to the Board of Education the monthly financial reports.
10. Mrs. Whitney Ficklin presented to the Board of Education a monthly Treasurer's Report.
11. Mrs. Whitney Ficklin presented to the Board of Education a monthly Activity Fund Report.

CONSENT AGENDA

Approve or disapprove items 12 through 29. These items will be approved by one motion, unless the Board of Education desires to have a separate vote on any or all of these items.

12. Ratification of license and service agreement with Filament Essential Services to provide Simplified Online Communication System (SOCS) web hosting and mobile app services for the 2023-2024 fiscal year.
13. Ratification of the certified, support, and miscellaneous pay salary schedules for the 2023-2024 fiscal year.
14. Renewal of contract with Ann Moburg to provide financial management consulting for the 2023-2024 fiscal year.
15. Ratify all contracts approved in the 2022-2023 fiscal year obligating the expenditure of 2023-2024 funds.
16. Authorization of adjunct teacher status for Mr. Brad Crace to teach chemistry at Sperry High School and Mrs. Natalie Sayre to teach 7th/8th grade mathematics at Sperry Middle School for the 2023-2024 fiscal year as permitted by the Oklahoma State Department of Education.
17. Ratification of the Attendance Committee/Internal Activities Review Committee and committee members for the 2023-2024 fiscal year.
18. Ratification of the Curriculum Advisory Committee and committee members for the 2023-2024 fiscal year.
19. Renewal of contract with Tulsa Technology Center to provide transportation services for the 2023-2024 fiscal year.
20. Renewal of contract with BorderLAN Cyber Security to provide internet content filtering services for the 2023-2024 fiscal year.
21. Renewal of the District's membership with the Organization of Rural Oklahoma Schools (OROS) for the 2023-2024 fiscal year.
22. Renewal of the Gifted Education Plan for the 2023-2024 fiscal year.
23. Renewal of license with Renaissance to provide online instructional services for the 2023-2024 fiscal year.
24. Approval of Board of Education Minutes for June 12, 2023, and June 26, 2023.
25. Ratification of checks and encumbrance orders for the General Fund (1-55), Building Fund (1-42), Child Nutrition Fund (1-11), Bond Fund 31 (None), Bond Fund 34 (None), Bond Fund 35 (None), Bond Fund 36 (None), and Bond Fund 37 (None).

26. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 31 (None), Bond Fund 34 (None), Bond Fund 35 (None), Bond Fund 36 (None), and Bond Fund 37 (None).
27. Ratification of General Fund Payroll (50,000-50,018), Child Nutrition Payroll (None), and Building Fund Payroll (None).
28. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
29. Approval of Support Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.

Motion was made by Gary Juby and seconded by April Bowman to approve items 12 through 29.

Gary Juby – aye
April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 5-0

STAFF SERVICES

30. None.

NEW BUSINESS

31. 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

32. 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

33. Adjournment.

Motion was made by Gary Juby and seconded by Mechelle Beats to adjourn at 6:20 P.M.

Gary Juby – aye
April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 5-0

Jeff Carter (Board President)

Misty Fisher (Minutes Clerk)

Sperry Public Schools

Budget Analysis

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2023-2024						
Fund - 11 GEN FUND-FOR OP						
000 NON-CATEGORICAL EXP	9,888,824.00	6,278,000.98	557,211.44	5,720,789.54	3,610,823.02	63.49%
001 SITE ALLOCATIONS	96,510.00	18,922.23	0.00	18,922.23	77,587.77	19.61%
010 BUS BARN	60,000.00	54,413.58	0.00	54,413.58	5,586.42	90.69%
033 DRIVER EDUCATION LOCAL	16,000.00	0.00	0.00	0.00	16,000.00	0.00%
090 MISC PAYROLL EXPENSE	110,000.00	3,611.51	3,611.51	0.00	106,388.49	3.28%
094 RETURNING PERSONNEL	195,000.00	178,447.50	178,447.50	0.00	16,552.50	91.51%
098 GATE DUTY -ATHLETICS	8,000.00	0.00	0.00	0.00	8,000.00	0.00%
107 YEARLY EXPENSES	450,000.00	324,226.00	317,226.00	7,000.00	125,774.00	72.05%
114 TEACHER OF THE YEAR	3,000.00	0.00	0.00	0.00	3,000.00	0.00%
125 TECHNOLOGY EXPENSES	70,000.00	53,463.21	0.00	53,463.21	16,536.79	76.38%
139 CERT SUB	15,000.00	0.00	0.00	0.00	15,000.00	0.00%
149 NON CERT SUB	75,000.00	129.18	129.18	0.00	74,870.82	0.17%
317 DRIVER ED	0.00	2,225.02	2,225.02	0.00	-2,225.02	100.00%
331 EDU. FLEX BENEFIT ALLOWANCE	0.00	10,874.76	975.94	9,898.82	-10,874.76	100.00%
332 SUPPORT FLEXIBLE BENEFIT	0.00	45,525.60	5,311.32	40,214.28	-45,525.60	100.00%
334 CER MED PD BY STATE	0.00	430,268.16	39,057.08	391,211.08	-430,268.16	100.00%
335 NC MED PD BY STATE	0.00	69,150.24	8,323.64	60,826.60	-69,150.24	100.00%
367 READING SUFFICIENCY ACT (RSA)	0.00	7,072.75	0.00	7,072.75	-7,072.75	100.00%
412 VOCATIONAL PROGRAMS	0.00	4,300.00	1,121.29	3,178.71	-4,300.00	100.00%
511 PART A, BASIC PROGRAM	0.00	182,425.72	15,202.13	167,223.59	-182,425.72	100.00%
541 PART A - PRIN. TEACHER TRAIN	0.00	29,393.22	3,277.78	26,115.44	-29,393.22	100.00%
552 PART A-STUD SUPP FORM GR.	0.00	11,332.33	931.37	10,400.96	-11,332.33	100.00%
561 PART A, INDIAN EDUCATION	0.00	55,817.63	4,651.46	51,166.17	-55,817.63	100.00%
615 SP. ED. PROF. DEV. - DISTRICT	0.00	1,291.32	1,291.32	0.00	-1,291.32	100.00%
621 FLOW THRU, PL 108-446, IDEA-B	0.00	225,091.41	22,191.85	202,899.56	-225,091.41	100.00%
795 ARP ESSER	0.00	472,151.92	41,359.72	430,792.20	-472,151.92	100.00%
Total Fund - 11 GEN FUND-FOR OP	\$10,987,334.00	\$8,458,134.27	\$1,202,545.55	\$7,255,588.72	\$2,529,199.73	76.98 %
Total 2023-2024	\$10,987,334.00	\$8,458,134.27	\$1,202,545.55	\$7,255,588.72	\$2,529,199.73	76.98 %
Report Total	\$10,987,334.00	\$8,458,134.27	\$1,202,545.55	\$7,255,588.72	\$2,529,199.73	76.98 %

Sperry Public Schools
Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 56 - 97, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	56	07/02/2023	20068	TELECOMP HOLDINGS, INC.	MITEL SUPPORT RENEWAL	779.98
					MITEL SUPPORT RENEWAL	
			125-2580-530-000-0000-000-105		07/02/2023	382.19
			125-2580-530-000-0000-000-505		07/02/2023	195.00
			125-2580-530-000-0000-000-705		07/02/2023	202.79
11	57	07/02/2023	20068	TELECOMP HOLDINGS, INC.	WIRELESS CONTROLLER RENEWAL	4,296.60
					WIRELESS CONTROLLER RENEWAL	
			125-2580-530-000-0000-000-050		07/02/2023	4,296.60
11	58	07/02/2023	80003	OSSBA	2024 MEMBERSHIP DUES	2,785.00
					2024 MEMBERSHIP DUES	
			000-2319-810-000-0000-000-050		07/02/2023	2,785.00
11	59	07/02/2023	80003	OSSBA	CONFERENCE REGISTRATIONS	2,700.00
					CONFERENCE REGISTRATIONS	
			000-2319-860-000-0000-000-050		07/02/2023	2,250.00
			000-2321-860-000-0000-000-050		07/02/2023	450.00
11	60	07/02/2023	19066	OKTLE	2023-2024 MEMBERSHIP RENEWAL	2,996.50
					2023-2024 MEMBERSHIP RENEWAL	
			000-2213-000-810-0000-000-105		07/02/2023	1,468.29
			000-2213-000-810-0000-000-505		07/02/2023	749.13
			000-2213-000-810-0000-000-705		07/02/2023	779.08
11	61	07/02/2023	36	ORGANIZATION OF RURAL OKLA. SH	2023-2024 MEMBERSHIP RENEWAL	600.00
					2023-2024 MEMBERSHIP RENEWAL	
			000-2340-810-000-0000-000-050		07/02/2023	600.00
11	62	07/02/2023	37	MUNICIPAL ACCOUNTING SYSTEMS, INC.	2023-2024 ANNUAL USAGE FEES	21,866.68
					2023-2024 ANNUAL USAGE FEES	
			000-2511-346-000-0000-000-050		07/02/2023	2,186.67
			000-2511-346-000-0000-000-105		07/02/2023	9,643.20
			000-2511-346-000-0000-000-505		07/02/2023	4,920.00
			000-2511-346-000-0000-000-705		07/02/2023	5,116.81
11	63	07/02/2023	20409	INTRADO INTERACTIVE SERVICES CORP	2023-2024 SCHOOL MESSENGER RENEWAL	2,767.38
					2023-2024 SCHOOL MESSENGER RENEWAL	
			125-2560-530-000-0000-000-105		07/02/2023	1,356.02
			125-2560-530-000-0000-000-505		07/02/2023	691.85
			125-2560-530-000-0000-000-705		07/02/2023	719.51
11	64	07/02/2023	262	CCOSA, INC.	2023-2024 AGREEMENT	1,800.00
					2023-2024 AGREEMENT	
			000-2317-310-000-0000-000-050		07/02/2023	1,800.00
11	65	07/02/2023	19660	FES	2023-2024 WEBSITE HOSTING RENEWAL	4,160.00
					2023-2024 WEBSITE HOSTING RENEWAL	
			125-2560-530-000-0000-000-105		07/02/2023	2,038.40
			125-2560-530-000-0000-000-505		07/02/2023	1,040.00
			125-2560-530-000-0000-000-705		07/02/2023	1,081.60
11	66	07/02/2023	16925	CRW CONSULTING, LLC	2023-2024 E-RATE CONTRACT	2,750.00
					2023-2024 E-RATE CONTRACT	
			125-2580-530-000-0000-000-105		07/02/2023	1,347.50
			125-2580-530-000-0000-000-505		07/02/2023	687.50
			125-2580-530-000-0000-000-705		07/02/2023	715.00
11	67	07/02/2023	18855	DIRSEC	FIREWALL LICENSE RENEWAL	8,984.25
					FIREWALL LICENSE RENEWAL	
			125-2580-530-000-0000-000-050		07/02/2023	8,984.25
11	68	07/02/2023	20214	BORDERLAN SECURITY	CONTENT FILTER LICENSE RENEWAL	11,505.00
					CONTENT FILTER LICENSE RENEWAL	
			125-2580-733-000-0000-000-050		07/02/2023	11,505.00

Sperry Public Schools Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 56 - 97, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	69	07/02/2023	18963	TWOTREES TECHNOLOGIES, LLC	SOPHOS LICENSE RENEWAL	15,220.00
					SOPHOS LICENSE RENEWAL	
			125-2580-530-000-0000-000-105		07/02/2023	7,457.80
			125-2580-530-000-0000-000-505		07/02/2023	3,805.00
			125-2580-530-000-0000-000-705		07/02/2023	3,957.20
11	70	07/02/2023	201	THOMPSON SCHOOL BOOK DEPOS.	REGISTRATION	3,300.00
					REGISTRATION	
			795-2213-860-100-1110-000-505		07/02/2023	330.00
			795-2213-860-100-1110-000-705		07/02/2023	1,320.00
			795-2213-860-100-4100-000-505		07/02/2023	330.00
			795-2213-860-100-4100-000-705		07/02/2023	1,320.00
11	71	07/02/2023	19789	E3 DIAGNOSTICS	OAE CALIBRATION AND EAR PIECES	452.72
					OAE CALIBRATION AND EAR PIECES	
			001-1000-614-239-1050-000-105		07/02/2023	452.72
11	72	07/02/2023	20626	OK STATEWIDE VIRTUAL CHARTER SCHOOL	2023-2024 ONLINE LICENSES	24,480.00
					2023-2024 ONLINE LICENSES	
			795-1000-653-100-0000-000-505		07/02/2023	12,240.00
			795-1000-653-100-0000-000-705		07/02/2023	12,240.00
11	73	07/02/2023	37	MUNICIPAL ACCOUNTING SYSTEMS, INC.	REGISTRATION FEES	161.00
					REGISTRATION FEES	
			000-2511-860-000-0000-000-050		07/02/2023	161.00
11	74	07/02/2023	18169	OKLAHOMA CORPORATION COMMISSION	2024 MONITORING WELL TECH LICENSE RENEWAL	100.00
					2024 MONITORING WELL TECH LICENSE RENEWAL	
			000-2640-810-000-0000-000-050		07/02/2023	100.00
11	75	07/05/2023	265	EXCHANGE BANK OF SKIATOOK	LEASE PAYMENT	96,175.27
					LEASE PAYMENT 2 OF 3 FOR FIELD LIGHTING	
			000-1000-731-800-0000-000-705		07/05/2023	96,175.27
11	76	07/07/2023	80003	OSSBA	REGISTRATION	60.00
					REGISTRATION	
			000-2511-860-000-0000-000-050		07/07/2023	60.00
11	77	07/11/2023	1948	TULSA ZOO MANAGEMENT, INC.	SUMMER SCHOOL ZOO FIELD TRIP	323.00
					SUMMER SCHOOL ZOO FIELD TRIP	
			795-2199-683-441-1050-000-105		07/11/2023	323.00
11	78	07/11/2023	195	OFFICE DEPOT BUSINESS SOLUTIONS	CLASSROOM FURNITURE	779.98
					CLASSROOM FURNITURE	
			001-1000-651-100-1050-000-105		07/11/2023	779.98
11	79	07/11/2023	1352	OTC BRANDS, INC.	CLASSROOM SUPPLIES	155.93
					CLASSROOM SUPPLIES	
			552-1000-681-496-1050-000-105		07/11/2023	155.93
11	80	07/12/2023	6177	RENAISSANCE	SUBSCRIPTION RENEWAL	16,768.07
					SUBSCRIPTION RENEWAL	
			001-1000-653-100-1110-000-105		07/12/2023	8,175.32
			001-1000-653-100-4000-000-705		07/12/2023	1,520.00
			367-1000-653-427-1110-000-105		07/12/2023	7,072.75
11	81	07/12/2023	20520	ACELLUS EDUCATION CENTER	BLANKET	12,000.00
					BLANKET FOR CYBERSCHOOL LICENSES	
			795-1000-653-100-0000-000-105		07/12/2023	12,000.00
11	82	07/12/2023	2109	TULSA WORLD	JOB POSTINGS	955.00
					JOB POSTING	
			000-2571-540-000-0000-000-105		07/12/2023	955.00
11	83	07/12/2023	1896	CARD SERVICE CENTER	LODGING AND PARKING	592.00
					LODGING AND PARKING	
			000-2511-580-000-0000-000-050		07/12/2023	592.00
11	84	07/24/2023	20780	ELLIPSIS EDUCATION	COMPUTER SCIENCE AND STEM COURSE	3,800.00
					COMPUTER SCIENCE AND STEM COURSE	
			001-1000-653-100-1320-000-505		07/24/2023	3,800.00

Sperry Public Schools
Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 56 - 97, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	85	07/24/2023	1036	RICHARD D AKIN JR	FUEL REIMBURSEMENT	30.00
					FUEL REIMBURSEMENT	30.00
					07/24/2023	30.00
11	86	07/24/2023	195	OFFICE DEPOT BUSINESS SOLUTIONS	CLASSROOM FURNITURE	779.98
					CLASSROOM FURNITURE	779.98
					07/24/2023	779.98
11	87	07/24/2023	20525	IMAGINATION STATION	ONLINE INSTRUCTION	17,084.83
					ONLINE INSTRUCTION	8,542.42
					07/24/2023	8,542.42
					07/24/2023	8,542.41
11	88	07/24/2023	17884	NCS PEARSON, INC.	CLASSROOM SUPPLIES	2,103.80
					CLASSROOM SUPPLIES	1,030.86
					07/24/2023	1,030.86
					07/24/2023	525.95
					07/24/2023	546.99
11	89	07/24/2023	20281	IXL LEARNING INC.	IXL SITE LICENSE RENEWAL	4,113.00
					IXL SITE LICENSE RENEWAL	4,113.00
					07/24/2023	4,113.00
11	90	07/25/2023	19673	MISTY D FISHER	TRAVEL REIMBURSEMENT	288.36
					TRAVEL REIMBURSEMENT	288.36
					07/25/2023	288.36
11	91	07/25/2023	20098	WHITNEY A FICKLIN	TRAVEL REIMBURSEMENT	146.95
					TRAVEL REIMBURSEMENT	146.95
					07/25/2023	146.95
11	92	07/25/2023	17354	CDW GOVERNMENT, INC.	DOCUMENT CAMERAS	878.00
					DOCUMENT CAMERAS	878.00
					07/25/2023	878.00
11	93	07/31/2023	5299	L & M OFFICE	OFFICE FURNITURE	603.08
					OFFICE FURNITURE	603.08
					07/31/2023	603.08
11	94	07/31/2023	20281	IXL LEARNING INC.	IXL SITE LICENSE RENEWAL	6,958.00
					IXL SITE LICENSE RENEWAL	1,739.50
					07/31/2023	1,739.50
					07/31/2023	1,739.50
					07/31/2023	1,739.50
					07/31/2023	1,739.50
11	95	07/31/2023	6068	SAM'S CLUB DIRECT	CLASSROOM SUPPLIES	362.78
					CLASSROOM SUPPLIES	362.78
					07/31/2023	362.78
11	96	07/31/2023	195	OFFICE DEPOT BUSINESS SOLUTIONS	CLASSROOM SUPPLIES	69.65
					CLASSROOM SUPPLIES	69.65
					07/31/2023	69.65
11	97	07/31/2023	819	UNITED ENGINES, LLC	BUS REPAIRS	8,713.58
					BUS REPAIRS	8,713.58
					07/31/2023	8,713.58

Non-Payroll Total:	\$285,446.37
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$285,446.37

Sperry Public Schools Budget Analysis

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2023-2024						
Fund - 21 BUILDING						
000 NON-CATEGORICAL EXP	519,920.00	276,827.25	16,092.92	260,734.33	243,092.75	53.24%
318 REDBUD SCHOOL FUND ACT	0.00	7,628.33	0.00	7,628.33	-7,628.33	100.00%
Total Fund - 21 BUILDING	\$519,920.00	\$284,455.58	\$16,092.92	\$268,362.66	\$235,464.42	54.71 %
Total 2023-2024	\$519,920.00	\$284,455.58	\$16,092.92	\$268,362.66	\$235,464.42	54.71 %
Report Total	\$519,920.00	\$284,455.58	\$16,092.92	\$268,362.66	\$235,464.42	54.71 %

Sperry Public Schools Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 43 - 47, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	43	07/19/2023	18449	REGAL CHEMICAL COMPANY	FERTILIZER	1,720.30
				000-2630-420-000-0000-000-105	07/19/2023	842.95
				000-2630-420-000-0000-000-505	07/19/2023	430.08
				000-2630-420-000-0000-000-705	07/19/2023	447.27
21	44	07/25/2023	20781	EVERLINE COATINGS & SERVICES-TULSA	PARKING LOT STRIPING	6,431.95
				000-2670-490-000-0000-000-050	07/25/2023	6,431.95
21	45	07/26/2023	18967	4 STATE MAINTENANCE SUPPLY	FLOOR REFINISHING	6,333.33
				318-2620-438-000-0000-000-050	07/26/2023	6,333.33
21	46	07/26/2023	20783	RODIE CONSTRUCTION LLC	BLANKET	5,000.00
				000-2620-450-000-0000-000-050	07/26/2023	5,000.00
21	47	07/31/2023	19757	CONCRETE SOLUTIONS	CONCRETE WORK	11,975.00
				000-2630-000-000-0000-000-050	07/31/2023	11,975.00
Non-Payroll Total:						\$31,460.58
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$31,460.58

Sperry Public Schools

Budget Analysis

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2023-2024						
Fund - 22 CHILD NUTRITION						
000 NON-CATEGORICAL EXP	905,274.00	300.00	300.00	0.00	904,974.00	0.03%
332 SUPPORT FLEXIBLE BENEFIT	0.00	15,933.96	1,327.83	14,606.13	-15,933.96	100.00%
335 NC MED PD BY STATE	0.00	23,050.08	1,920.84	21,129.24	-23,050.08	100.00%
764 BREAKFASTS	0.00	473,385.80	15,849.91	457,535.89	-473,385.80	100.00%
Total Fund - 22 CHILD NUTRITION	\$905,274.00	\$512,669.84	\$19,398.58	\$493,271.26	\$392,604.16	56.63 %
Total 2023-2024	\$905,274.00	\$512,669.84	\$19,398.58	\$493,271.26	\$392,604.16	56.63 %
Report Total	\$905,274.00	\$512,669.84	\$19,398.58	\$493,271.26	\$392,604.16	56.63 %

Sperry Public Schools
Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 12 - 12, Fund Codes: 22

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	12	07/31/2023	20454	AMAZON CAPITAL SERVICES, INC.	KEYPADS	437.83
	KEYPADS		764-3120-653-700-0000-000-050		07/31/2023	437.83
Non-Payroll Total:						\$437.83
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$437.83

Sperry Public Schools Budget Analysis

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2023-2024						
Fund - 31 BOND FUND 31						
120 TECHNOLOGY	144,497.14	12,100.00	0.00	12,100.00	132,397.14	8.37%
Total Fund - 31 BOND FUND 31	\$144,497.14	\$12,100.00	\$0.00	\$12,100.00	\$132,397.14	8.37 %
Total 2023-2024	\$144,497.14	\$12,100.00	\$0.00	\$12,100.00	\$132,397.14	8.37 %
Report Total	\$144,497.14	\$12,100.00	\$0.00	\$12,100.00	\$132,397.14	8.37 %

Sperry Public Schools

Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 1 - 1, Fund Codes: 31

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
31	1	07/31/2023	20784	HIGH POINT NETWORKS	SERVERS	12,100.00
				120-2580-733-000-0000-000-050	07/31/2023	12,100.00
					Non-Payroll Total:	\$12,100.00
					Payroll Total:	\$0.00
					Balance Forward:	\$0.00
					Report Total:	\$12,100.00

Budget Analysis

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2023-2024						
Fund - 34 BOND FUND 34						
106 INSTRUCTIONAL RESOURCES	63,941.60	45,794.01	0.00	45,794.01	18,147.59	71.62%
120 TECHNOLOGY	88,675.00	0.00	0.00	0.00	88,675.00	0.00%
Total Fund - 34 BOND FUND 34	\$152,616.60	\$45,794.01	\$0.00	\$45,794.01	\$106,822.59	30.01 %
Total 2023-2024	\$152,616.60	\$45,794.01	\$0.00	\$45,794.01	\$106,822.59	30.01 %
Report Total	\$152,616.60	\$45,794.01	\$0.00	\$45,794.01	\$106,822.59	30.01 %

Sperry Public Schools Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 1 - 1, Fund Codes: 34

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
34	1	07/10/2023	201	THOMPSON SCHOOL BOOK DEPOS.	TEXTBOOKS	45,794.01
				ENGLISH LANGUAGE ARTS	106-1000-643-100-4100-000-705	45,794.01
				TEXTBOOKS	07/10/2023	

Non-Payroll Total:	\$45,794.01
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$45,794.01

Sperry Public Schools Budget Analysis

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2023-2024						
Fund - 35 BOND FUND 35						
100 HVAC PROJECTS	30,340.00	8,208.00	0.00	8,208.00	22,132.00	27.05%
106 INSTRUCTIONAL RESOURCES	55,125.24	0.00	0.00	0.00	55,125.24	0.00%
150 TRANSPORTATION	99,135.00	99,135.00	0.00	99,135.00	0.00	100.00%
Total Fund - 35 BOND FUND 35	\$184,600.24	\$107,343.00	\$0.00	\$107,343.00	\$77,257.24	58.15 %
Total 2023-2024	\$184,600.24	\$107,343.00	\$0.00	\$107,343.00	\$77,257.24	58.15 %
Report Total	\$184,600.24	\$107,343.00	\$0.00	\$107,343.00	\$77,257.24	58.15 %

Sperry Public Schools
Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 1 - 2, Fund Codes: 35

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
35	1	07/10/2023	20598	HOLT TRUCK CENTERS OF OKLAHOMA, LLC	2024 1C BUS, 83 PASSENGER ROUTE BUS	99,135.00
			150-2720-760-000-0000-000-050	2024 1C BUS, 83 PASSENGER ROUTE BUS	07/10/2023	99,135.00
35	2	07/31/2023	18170	DAVCO	HVAC REPLACEMENT	8,208.00
			100-2620-000-433-0000-000-050	HVAC REPLACEMENT AT DAYCARE BUILDING	07/31/2023	4,104.00
			100-2620-000-435-0000-000-050		07/31/2023	4,104.00
Non-Payroll Total:						\$107,343.00
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$107,343.00

Sperry Public Schools

Budget Analysis

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2023-2024						
Fund - 36 BOND FUND 36						
100 HVAC PROJECTS	66,101.57	0.00	0.00	0.00	66,101.57	0.00%
120 TECHNOLOGY	75,000.00	0.00	0.00	0.00	75,000.00	0.00%
150 TRANSPORTATION	150,000.00	131,039.00	0.00	131,039.00	18,961.00	87.36%
170 BOND EXPENSES	14,073.10	0.00	0.00	0.00	14,073.10	0.00%
Total Fund - 36 BOND FUND 36	\$305,174.67	\$131,039.00	\$0.00	\$131,039.00	\$174,135.67	42.94 %
Total 2023-2024	\$305,174.67	\$131,039.00	\$0.00	\$131,039.00	\$174,135.67	42.94 %
Report Total	\$305,174.67	\$131,039.00	\$0.00	\$131,039.00	\$174,135.67	42.94 %

Sperry Public Schools Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 7/31/2023, PO Range: 1 - 1, Fund Codes: 36

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
36	1	07/10/2023	20598	HOLT TRUCK CENTERS OF OKLAHOMA, LLC	2024 1C BUS, 83 PASSENGER ROUTE BUS	131,039.00
				2024 1C BUS, 83 PASSENGER ROUTE BUS	150-2720-760-000-0000-000-050	131,039.00

Non-Payroll Total:	\$131,039.00
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$131,039.00

Sperry Public Schools

Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, PO Range: 50000 - 60000, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50000	07/01/2023	5278	ERIC S WADE	PAYROLL	33,336.81
11	50001	07/01/2023	20646	HAROLD BELL	PAYROLL	38,556.20
11	50002	07/01/2023	20363	SAMUEL I BRADLEY	PAYROLL	66,481.97
11	50003	07/01/2023	19374	LESLIE W CARTER	PAYROLL	40,950.58
11	50004	07/01/2023	19835	SHIRLEY LEE	PAYROLL	31,182.96
11	50005	07/01/2023	20345	DONNIE W BUTLER	PAYROLL	39,803.01
11	50006	07/01/2023	20424	BRIAN FOSHEE	PAYROLL	67,886.19
11	50007	07/01/2023	20675	ASHLEY DELK	PAYROLL	45,861.71
11	50008	07/01/2023	20491	CHRISTY R MOONEY	PAYROLL	47,981.04
11	50009	07/01/2023	20098	WHITNEY A FICKLIN	PAYROLL	57,223.71
11	50010	07/01/2023	19673	MISTY D FISHER	PAYROLL	67,653.52
11	50011	07/01/2023	19099	JOSEPH D TAYLOR	PAYROLL	87,167.10
11	50012	07/01/2023	19921	JARED W SMITH	PAYROLL	105,422.15
11	50013	07/01/2023	18455	BRIAN D BEAGLES	PAYROLL	188,368.69
11	50014	07/01/2023	18456	BRENT A CORE	PAYROLL	132,361.63
11	50015	07/01/2023	19278	DANIEL E LANDSAW	PAYROLL	82,731.07
11	50016	07/01/2023	1036	RICHARD D AKIN JR	PAYROLL	145,456.67
11	50017	07/01/2023	1416	TRACI R TAYLOR	PAYROLL	110,492.66
11	50018	07/01/2023	1653	MIKE H JUBY	PAYROLL	130,571.79
11	50019	07/31/2023	19803	JAMES W TURNER	PAYROLL	22,415.11
11	50020	07/31/2023	20686	BREANNA LORRAINE THOMAS	PAYROLL	32,800.60
11	50021	07/31/2023	20537	VALERIE BLEVINS	PAYROLL	20,115.32
11	50022	07/31/2023	19947	MARGIE A TEEL	PAYROLL	25,557.50
11	50023	07/31/2023	20018	STEPHANIE DRISKILL	PAYROLL	18,962.93
11	50024	07/31/2023	17576	TONIA C HARVEY	PAYROLL	28,033.40
11	50025	07/31/2023	5719	PAMULA S SCOTT	PAYROLL	23,093.94
11	50026	07/31/2023	5741	JAMIE D READY	PAYROLL	33,206.62
11	50027	07/31/2023	20145	TONYA D LAUGHLIN	PAYROLL	18,516.02
11	50028	07/31/2023	20354	TRINA BEELER	PAYROLL	20,045.36
11	50029	07/31/2023	20630	EMMA REINECKE	PAYROLL	3,229.50
11	50030	07/31/2023	20061	ROBERT J BUNDY	PAYROLL	7,535.50
11	50031	07/31/2023	20650	ALYSSA GUYTON	PAYROLL	30,198.36
11	50032	07/31/2023	1718	DEBORAH D MARTIN	PAYROLL	29,154.14
11	50033	07/31/2023	19244	CARRIE S BRUMMETT	PAYROLL	19,483.90
11	50034	07/31/2023	19210	SUSAN L GENTRY	PAYROLL	20,266.46
11	50035	07/31/2023	5104	PAULA A HOLLAND	PAYROLL	29,281.88
11	50036	07/31/2023	17593	TRACEY JUBY	PAYROLL	33,904.03
11	50037	07/31/2023	19484	JOWANNA WALTON	PAYROLL	31,059.50
11	50038	07/31/2023	18913	TERRY W SIMPSON	PAYROLL	38,753.96
11	50039	07/31/2023	20633	DEENA MORTON	PAYROLL	83,810.12
11	50040	07/31/2023	20618	HOLLIE R BALLARD	PAYROLL	67,760.31
11	50041	07/31/2023	20631	JOHN RYAN BRETT WHITE	PAYROLL	80,042.89
11	50042	07/31/2023	20414	JULIE M GEE	PAYROLL	74,767.69
11	50043	07/31/2023	5350	MARTHA A RICKMAN	PAYROLL	74,057.29
11	50044	07/31/2023	142	ROBERT W PARK	PAYROLL	104,453.04

Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, PO Range: 50000 - 60000, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50045	07/31/2023	18880	COLE FANCHER	PAYROLL	89,898.54
11	50046	07/31/2023	19073	RHONDA ESTEP	PAYROLL	66,747.62
11	50047	07/31/2023	80053	VICKI M GARRETT	PAYROLL	73,840.20
11	50048	07/31/2023	19071	HEATHER M DRISKILL	PAYROLL	69,765.25
11	50049	07/31/2023	80097	AMIE WHITE	PAYROLL	83,702.31
11	50050	07/31/2023	16259	ANGIE MARIE REIMER	PAYROLL	74,521.36
11	50051	07/31/2023	80103	AUDRA L BRIGGS	PAYROLL	82,156.89
11	50052	07/31/2023	5528	TINA J. CRASE	PAYROLL	74,298.97
11	50053	07/31/2023	1639	TRACY E MCGUIRE	PAYROLL	78,799.48
11	50054	07/31/2023	18876	TERRI L WADE	PAYROLL	69,635.20
11	50055	07/31/2023	19657	DIANE L KRUMM	PAYROLL	79,960.91
11	50056	07/31/2023	144	SAUNDRA J PATTERSON	PAYROLL	86,847.84
11	50057	07/31/2023	18486	SHERRY L PATTON	PAYROLL	77,948.67
11	50058	07/31/2023	5923	LEAH A SZABO	PAYROLL	78,385.82
11	50059	07/31/2023	20775	KENDALL E BALLINGER	PAYROLL	66,213.04
11	50060	07/31/2023	20778	JESSICA L MAYFIELD	PAYROLL	53,966.08
11	50061	07/31/2023	20779	AMANDA J WARD	PAYROLL	49,381.64
11	50062	07/31/2023	20619	CHRISTOPHER W BENNETT	PAYROLL	63,722.86
11	50063	07/31/2023	20623	CAITLYN M FREEMAN	PAYROLL	67,930.26
11	50064	07/31/2023	9611	TONYA LEANN PARK	PAYROLL	84,853.28
11	50065	07/31/2023	19926	KRISTY M HUTTON	PAYROLL	74,412.90
11	50066	07/31/2023	18873	AMY J THROWER	PAYROLL	73,021.34
11	50067	07/31/2023	16942	TRACY FANCHER	PAYROLL	63,568.08
11	50068	07/31/2023	18978	CHELSEA PARKS	PAYROLL	76,430.98
11	50069	07/31/2023	19276	DAWN WILLIAMS	PAYROLL	79,070.24
11	50070	07/31/2023	9625	SONYA JOBE	PAYROLL	81,825.73
11	50071	07/31/2023	16918	CONNIE J ALSABROOK	PAYROLL	84,978.52
11	50072	07/31/2023	20776	ANGELA DAVIS	PAYROLL	57,521.84
11	50073	07/31/2023	20621	ERIKA L COLE	PAYROLL	79,607.09
11	50074	07/31/2023	20530	KELLY P BENHAM	PAYROLL	70,905.50
11	50075	07/31/2023	20517	PHILLIP M WEBB	PAYROLL	90,158.19
11	50076	07/31/2023	20092	DANEL L HOBSON	PAYROLL	69,869.88
11	50077	07/31/2023	19130	CHIARA M KESTER	PAYROLL	66,099.10
11	50078	07/31/2023	19925	MELISSA D BROWN	PAYROLL	75,674.16
11	50079	07/31/2023	19928	MAKAYLA M WEST	PAYROLL	75,538.42
11	50080	07/31/2023	16262	BRAD J TILLMAN	PAYROLL	93,394.94
11	50081	07/31/2023	17455	LAURA DAUGHERTY	PAYROLL	80,000.00
11	50082	07/31/2023	16990	NATALIE D SAYRE	PAYROLL	80,042.65
11	50083	07/31/2023	19485	MELODY F ANDERSON	PAYROLL	91,344.58
11	50084	07/31/2023	80033	JOHN EDGAR	PAYROLL	98,492.72
11	50085	07/31/2023	17461	DANNA SMART	PAYROLL	79,967.00
11	50086	07/31/2023	19077	LAUREN EMERY	PAYROLL	79,609.63
11	50087	07/31/2023	20777	DELANEY R FANCHER	PAYROLL	57,256.07
11	50088	07/31/2023	20622	BRADLEY A CRACE	PAYROLL	95,734.95
11	50089	07/31/2023	20624	MATTHEW E WARWICK	PAYROLL	71,695.86

Sperry Public Schools
Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, PO Range: 50000 - 60000, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50090	07/31/2023	20417	MADDISON P WEBB	PAYROLL	74,872.02
11	50091	07/31/2023	20413	PHILIP J PATZKOWSKI	PAYROLL	77,123.26
11	50092	07/31/2023	19945	KEVIN T BROWN	PAYROLL	71,364.08
11	50093	07/31/2023	17453	AMY L WOLF	PAYROLL	87,384.24
11	50094	07/31/2023	609	JACKIE J BARNETT	PAYROLL	96,194.09
11	50095	07/31/2023	16345	ELIZABETH P BRYANT	PAYROLL	87,404.96
11	50096	07/31/2023	19102	DENTON WOLF	PAYROLL	99,988.53
11	50097	07/31/2023	18124	TONY WINEFIELD	PAYROLL	83,781.50
11	50098	07/31/2023	19395	MADISON BAY	PAYROLL	67,225.41
11	50099	07/31/2023	16258	KENI K KENNEDY	PAYROLL	104,023.57
11	50100	07/31/2023	17379	JOHN A KING	PAYROLL	86,577.20
11	50101	07/31/2023	220	DEBRA J BURCH	PAYROLL	11,266.73
11	50102	07/31/2023	19659	MICHAEL ORCUTT	PAYROLL	66,187.33
11	50103	08/02/2023	20637	CAITLYN BEARD	PAYROLL	1,076.50
11	50104	08/02/2023	20431	CATHA CLARK	PAYROLL	1,076.50
11	50105	08/02/2023	19671	ELVIRA RODRIGUEZ GUARDADO	PAYROLL	1,076.50
11	50106	08/02/2023	20492	SHERRY SPEAKMAN	PAYROLL	1,076.50
11	50107	08/02/2023	20432	STEPHANIE M BOOTH	PAYROLL	1,076.50
11	50108	08/02/2023	19973	STACIE L SISK	PAYROLL	1,076.50
11	50109	08/02/2023	20116	JENNIFER R SISK	PAYROLL	1,076.50
11	50110	08/02/2023	17905	JANET L HARPER	PAYROLL	1,076.50
11	50111	08/02/2023	1797	MARY LOU MACARIO	PAYROLL	1,076.50
11	50112	08/02/2023	19502	KIMBERLY A FOSTER	PAYROLL	1,076.50
11	50113	08/08/2023	20490	DYLAN JAY FOSHEE	PAYROLL	209.92
11	50114	08/08/2023	19825	MICHAEL G ORCUTT	PAYROLL	2,615.90
11	50115	08/08/2023	17	DEAN LILES	PAYROLL	535.40
11	50116	08/08/2023	20782	OLIVIA N SELLS	PAYROLL	129.18
11	50117	08/08/2023	20787	SKYLAR R HALL	PAYROLL	2,153.00
Non-Payroll Total:						\$0.00
Payroll Total:						\$6,938,592.74
Balance Forward:						\$0.00
Report Total:						\$6,938,592.74

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50012	JARED W SMITH	641.00	1,512.00	19921	106-106
50014	BRENT A CORE	857.77	1,295.23	18456	50-DISTRICT WIDE
50015	DANIEL E LANDSAW	641.00	1,512.00	19278	705-HIGH SCHOOL
50016	RICHARD D AKIN JR	831.60	1,321.40	1036	705-HIGH SCHOOL
50017	TRACI R TAYLOR	541.00	1,612.00	1416	105-ELEMENTARY SCHOOL
50018	MIKE H JUBY	654.93	1,498.07	1653	505-MIDDLE SCHOOL
50039	DEENA MORTON	726.00	1,757.00	20633	105-ELEMENTARY SCHOOL
50040	HOLLIE R BALLARD	735.12	1,417.88	20618	105-ELEMENTARY SCHOOL
50041	JOHN RYAN BRETT WHITE	641.00	1,512.00	20631	105-ELEMENTARY SCHOOL
50042	JULIE M GEE	637.05	1,515.95	20414	105-ELEMENTARY SCHOOL
50043	MARTHA A RICKMAN	641.00	1,512.00	5350	105-ELEMENTARY SCHOOL
50044	ROBERT W PARK	746.00	1,407.00	142	105-ELEMENTARY SCHOOL
50045	COLE FANCHER	841.00	1,312.00	18880	105-ELEMENTARY SCHOOL
50046	RHONDA ESTEP	633.71	1,519.29	19073	105-ELEMENTARY SCHOOL
50047	VICKI M GARRETT	641.00	1,512.00	80053	105-ELEMENTARY SCHOOL
50048	HEATHER M DRISKILL	641.00	1,512.00	19071	105-ELEMENTARY SCHOOL
50049	AMIE WHITE	616.00	1,537.00	80097	105-ELEMENTARY SCHOOL
50050	ANGIE MARIE REIMER	641.00	1,512.00	16259	105-ELEMENTARY SCHOOL
50051	AUDRA L BRIGGS	446.00	1,707.00	80103	105-ELEMENTARY SCHOOL
50052	TINA J. CRASE	748.97	1,404.03	5528	105-ELEMENTARY SCHOOL
50053	TRACY E MCGUIRE	641.00	1,512.00	1639	105-ELEMENTARY SCHOOL
50054	TERRI L WADE	641.00	1,512.00	18876	105-ELEMENTARY SCHOOL
50055	DIANE L KRUMM	641.00	1,512.00	19657	105-ELEMENTARY SCHOOL
50056	SAUNDRA J PATTERSON	1,021.00	1,462.00	144	105-ELEMENTARY SCHOOL
50057	SHERRY L PATTON	732.69	1,420.31	18486	105-ELEMENTARY SCHOOL
50058	LEAH A SZABO	641.00	1,512.00	5923	105-ELEMENTARY SCHOOL
50062	CHRISTOPHER W BENNETT	629.45	1,523.55	20619	106-106
50063	CAITLYN M FREEMAN	744.70	1,408.30	20623	106-106
50064	TONYA LEANN PARK	676.77	1,476.23	9611	106-106
50065	KRISTY M HUTTON	675.59	1,477.41	19926	106-106
50066	AMY J THROWER	641.00	1,512.00	18873	106-106
50067	TRACY FANCHER	632.25	1,520.75	16942	106-106
50068	CHELSEA PARKS	601.00	1,552.00	18978	106-106
50069	DAWN WILLIAMS	641.00	1,512.00	19276	106-106
50070	SONYA JOBE	641.00	1,512.00	9625	106-106
50071	CONNIE J ALSABROOK	616.00	1,537.00	16918	106-106
50073	ERIKA L COLE	807.25	1,345.75	20621	505-MIDDLE SCHOOL
50074	KELLY P BENHAM	441.00	1,712.00	20530	505-MIDDLE SCHOOL
50075	PHILLIP M WEBB	841.00	1,312.00	20517	505-MIDDLE SCHOOL
50076	DANELL L HOBSON	770.83	1,382.17	20092	505-MIDDLE SCHOOL
50077	CHIARA M KESTER	718.60	1,434.40	19130	505-MIDDLE SCHOOL
50078	MELISSA D BROWN	603.86	1,549.14	19925	505-MIDDLE SCHOOL
50079	MAKAYLA M WEST	841.00	1,312.00	19928	505-MIDDLE SCHOOL
50080	BRAD J TILLMAN	841.00	1,312.00	16262	505-MIDDLE SCHOOL
50081	LAURA DAUGHERTY	591.00	1,562.00	17455	505-MIDDLE SCHOOL
50082	NATALIE D SAYRE	566.00	1,587.00	16990	505-MIDDLE SCHOOL
50083	MELODY F ANDERSON	841.00	1,312.00	19485	505-MIDDLE SCHOOL
50084	JOHN EDGAR	641.00	1,512.00	80033	505-MIDDLE SCHOOL
50085	DANNA SMART	619.52	1,533.48	17461	505-MIDDLE SCHOOL

Sperry Public Schools

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
50086	LAUREN EMERY	834.31	1,318.69	19077	505-MIDDdle SCHOOL
50088	BRADLEY A CRACE	641.00	1,512.00	20622	705-HIGH SCHOOL
50089	MATTHEW E WARWICK	641.00	1,512.00	20624	705-HIGH SCHOOL
50090	MADDISON P WEBB	785.77	1,367.23	20417	705-HIGH SCHOOL
50091	PHILIP J PATZKOWSKI	641.00	1,512.00	20413	705-HIGH SCHOOL
50092	KEVIN T BROWN	628.23	1,524.77	19945	705-HIGH SCHOOL
50093	AMY L WOLF	641.00	1,512.00	17453	705-HIGH SCHOOL
50094	JACKIE J BARNETT	421.00	1,732.00	609	705-HIGH SCHOOL
50095	ELIZABETH P BRYANT	591.00	1,562.00	16345	705-HIGH SCHOOL
50096	DENTON WOLF	641.00	1,512.00	19102	705-HIGH SCHOOL
50097	TONY WINEFIELD	716.00	1,437.00	18124	705-HIGH SCHOOL
50098	MADISON BAY	621.00	1,532.00	19395	705-HIGH SCHOOL
50099	KENI K KENNEDY	641.00	1,512.00	16258	705-HIGH SCHOOL
50100	JOHN A KING	638.66	1,514.34	17379	705-HIGH SCHOOL
50102	MICHAEL ORCUTT	641.00	1,512.00	19659	705-HIGH SCHOOL
Total Fund		43,164.63	95,287.37		
Total		\$43,164.63	\$95,287.37		

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50000	ERIC S WADE	321.00	755.50	5278	50-DISTRICT WIDE
50001	HAROLD BELL	317.49	759.01	20646	50-DISTRICT WIDE
50002	SAMUEL I BRADLEY	469.89	771.61	20363	50-DISTRICT WIDE
50003	LESLIE W CARTER	320.00	756.50	19374	50-DISTRICT WIDE
50004	SHIRLEY LEE	276.00	800.50	19835	50-DISTRICT WIDE
50005	DONNIE W BUTLER	320.00	756.50	20345	50-DISTRICT WIDE
50006	BRIAN FOSHEE	354.95	721.55	20424	50-DISTRICT WIDE
50007	ASHLEY DELK	201.00	875.50	20675	50-DISTRICT WIDE
50008	CHRISTY R MOONEY	300.00	776.50	20491	50-DISTRICT WIDE
50009	WHITNEY A FICKLIN	181.00	895.50	20098	50-DISTRICT WIDE
50010	MISTY D FISHER	169.00	907.50	19673	50-DISTRICT WIDE
50011	JOSEPH D TAYLOR	321.00	755.50	19099	50-DISTRICT WIDE
50019	JAMES W TURNER	153.00	923.50	19803	50-DISTRICT WIDE
50021	VALERIE BLEVINS	181.00	895.50	20537	105-ELEMENTARY SCHOOL
50022	MARGIE A TEEL	308.01	768.49	19947	105-ELEMENTARY SCHOOL
50023	STEPHANIE DRISKILL	260.29	816.21	20018	105-ELEMENTARY SCHOOL
50024	TONIA C HARVEY	253.00	823.50	17576	105-ELEMENTARY SCHOOL
50025	PAMULA S SCOTT	224.00	852.50	5719	105-ELEMENTARY SCHOOL
50026	JAMIE D READY	320.00	756.50	5741	105-ELEMENTARY SCHOOL
50027	TONYA D LAUGHLIN	160.00	916.50	20145	105-ELEMENTARY SCHOOL
50028	TRINA BEELER	176.00	900.50	20354	105-ELEMENTARY SCHOOL
50032	DEBORAH D MARTIN	176.00	900.50	1718	505-MIDDLE SCHOOL
50033	CARRIE S BRUMMETT	253.00	823.50	19244	505-MIDDLE SCHOOL
50034	SUSAN L GENTRY	195.72	880.78	19210	505-MIDDLE SCHOOL
50035	PAULA A HOLLAND	153.00	923.50	5104	705-HIGH SCHOOL
50036	TRACEY JUBY	251.00	825.50	17593	705-HIGH SCHOOL
50037	JOWANNA WALTON	307.24	769.26	19484	106-106
50103	CAITLYN BEARD	154.00	922.50	20637	46-46
50104	CATHA CLARK	153.00	923.50	20431	46-46
50105	ELVIRA RODRIGUEZ GUARDADO	153.00	923.50	19671	46-46
50106	SHERRY SPEAKMAN	153.00	923.50	20492	46-46
50107	STEPHANIE M BOOTH	161.00	915.50	20432	46-46
50108	STACIE L SISK	217.25	859.25	19973	46-46
50109	JENNIFER R SISK	217.25	859.25	20116	46-46
50110	JANET L HARPER	153.00	923.50	17905	46-46
50111	MARY LOU MACARIO	161.00	915.50	1797	46-46
50112	KIMBERLY A FOSTER	153.00	923.50	19502	46-46
Total Fund		8,598.09	31,397.41		
Total		\$8,598.09	\$31,397.41		

Sperry Public Schools

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50012	JARED W SMITH	74.48	175.81	19921	106-106
50017	TRACI R TAYLOR	1,266.81	1,233.48	1416	105-ELEMENTARY SCHOOL
50042	JULIE M GEE	491.60	633.53	20414	105-ELEMENTARY SCHOOL
50043	MARTHA A RICKMAN	491.60	633.53	5350	105-ELEMENTARY SCHOOL
50046	RHONDA ESTEP	31.30	76.35	19073	105-ELEMENTARY SCHOOL
50048	HEATHER M DRISKILL	287.70	681.15	19071	105-ELEMENTARY SCHOOL
50049	AMIE WHITE	523.90	708.88	80097	105-ELEMENTARY SCHOOL
50065	KRISTY M HUTTON	576.30	548.83	19926	106-106
50066	AMY J THROWER	31.30	76.35	18873	106-106
50068	CHELSEA PARKS	32.30	75.35	18978	106-106
50069	DAWN WILLIAMS	37.76	91.42	19276	106-106
50070	SONYA JOBE	492.60	632.53	9625	106-106
50073	ERIKA L COLE	50.76	78.42	20621	505-MIDDLE SCHOOL
50081	LAURA DAUGHERTY	37.76	91.42	17455	505-MIDDLE SCHOOL
50084	JOHN EDGAR	492.60	632.53	80033	505-MIDDLE SCHOOL
50089	MATTHEW E WARWICK	38.76	90.42	20624	705-HIGH SCHOOL
50094	JACKIE J BARNETT	891.80	1,461.80	609	705-HIGH SCHOOL
50098	MADISON BAY	38.76	90.42	19395	705-HIGH SCHOOL
50099	KENI K KENNEDY	32.30	75.35	16258	705-HIGH SCHOOL
50100	JOHN A KING	37.76	91.42	17379	705-HIGH SCHOOL
50102	MICHAEL ORCUTT	32.30	75.35	19659	705-HIGH SCHOOL
50113	DYLAN JAY FOSHEE	29.84	180.08	20490	
50114	MICHAEL G ORCUTT	526.57	2,089.33	19825	50-DISTRICT WIDE
50115	DEAN LILES	137.14	398.26	17	
50116	OLIVIA N SELLS	18.36	110.82	20782	505-MIDDLE SCHOOL
Total Fund		6,702.36	11,032.83		
Total		\$6,702.36	\$11,032.83		

Sperry Public Schools
Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50046	RHONDA ESTEP	32.30	75.35	19073	105-ELEMENTARY SCHOOL
50049	AMIE WHITE	32.30	75.35	80097	105-ELEMENTARY SCHOOL
50066	AMY J THROWER	32.30	75.35	18873	106-106
50068	CHELSEA PARKS	32.30	75.35	18978	106-106
50099	KENI K KENNEDY	32.30	75.35	16258	705-HIGH SCHOOL
50102	MICHAEL ORCUTT	32.30	75.35	19659	705-HIGH SCHOOL
Total Fund		193.80	452.10		
Total		\$193.80	\$452.10		

Sperry Public Schools

Encumbrance Register

Options: Year: 2023-2024, Date Range: 7/1/2023 - 6/30/2024, PO Range: 50000 - 60000, Fund Codes: 22

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	50000	07/31/2023	20637	CAITLYN BEARD	PAYROLL	17,424.56
22	50001	07/31/2023	20431	CATHA CLARK	PAYROLL	15,626.76
22	50002	07/31/2023	20432	STEPHANIE M BOOTH	PAYROLL	23,576.16
22	50003	07/31/2023	20492	SHERRY SPEAKMAN	PAYROLL	15,455.64
22	50004	07/31/2023	19973	STACIE L SISK	PAYROLL	32,687.88
22	50005	07/31/2023	20116	JENNIFER R SISK	PAYROLL	26,550.12
22	50006	07/31/2023	19671	ELVIRA RODRIGUEZ GUARDADO	PAYROLL	20,845.17
22	50007	07/31/2023	17905	JANET L HARPER	PAYROLL	26,152.48
22	50008	07/31/2023	1797	MARY LOU MACARIO	PAYROLL	20,679.80
22	50009	07/31/2023	19502	KIMBERLY A FOSTER	PAYROLL	25,684.44
Non-Payroll Total:						\$0.00
Payroll Total:						\$224,683.01
Balance Forward:						\$0.00
Report Total:						\$224,683.01

PERSONNEL REPORT

August 14, 2023

CERTIFIED PERSONNEL REPORT

EMPLOYMENT

FIRST-YEAR TEMPORARY CONTRACTS FOR 2023-2024 (Positions/duties subject to assignment by the Superintendent.)

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

EXTRA DUTY ASSIGNMENTS/STIPENDS FOR 2023-2024

<u>Name</u>	<u>Extra-duty Assignments</u>	<u>Contract Amount</u>
Kelly Benham	Planning Period Purchase	\$9,048.00
John King	H.S. Coed Track Assistant	\$2,000.00
Phillip Webb	7 & 8 Assistant Fastpitch	\$2,000.00

CHANGE OF STATUS

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

LEAVES OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective Date</u>
Kristy Hutton	Certified Teacher	FMLA	August 7, 2023- September 12, 2023

RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

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

PERSONNEL REPORT

August 14, 2023

SUPPORT PERSONNEL REPORT

EMPLOYMENT

<u>Name</u>	<u>Position</u>	<u>Contract/Hourly</u>	<u>Effective Date</u>
Shasta Carmack	Tier I Aide	\$14,157.00	August 9, 2023
Megan Fisher	Tier I Aide	\$12,917.00	August 24, 2023
Alyssa Guyton	Adjunct Teacher	\$25,776.00	August 7, 2023

CHANGE OF STATUS

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Present Contract</u>	<u>Proposed Contract</u>	<u>Effective Date</u>
Breanna Thomas	Tier I Aide	Adjunct Teacher	\$15,247.00	\$25,776.00	August 7, 2023

LEAVES OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective Date</u>
Janet Harper	Child Nutrition	Intermittent FMLA	August 7, 2023- May 20, 2024

ADJUNCT/SUPPORT EMPLOYEE VOLUNTEER COACHING CONTRACTS FOR 2023-2024

<u>Name</u>	<u>Assignment</u>	<u>Contract Amount</u>
Curtis Brummett	7 & 8 Assistant Baseball Coaches Dues	\$2,000.00 \$75.00
Skylar Hall	HS Assistant Volleyball Coaches Dues	\$2,000.00 \$75.00

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>
None		