

INDEPENDENT SCHOOL DISTRICT NO. I-008
SPERRY PUBLIC SCHOOLS
REGULAR BOARD MEETING AGENDA
HIGH SCHOOL COMMONS
August 12, 2024
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 12, 2024, 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. Administration of the Oath of Office to Mr. John Holmes to affirm admittance to board member position No. 5. *Mrs. Misty Fisher, Board Minutes Clerk*
8. Motion, discussion, and vote on motion to reorganize the Board of Education: Election of president, vice president, clerk, and deputy clerk. *Mr. Jeff Carter, Board President*
 - A. The Board President will call for nominations for the office of president. A vote will be taken,
 - B. The new Board President will call for nominations for the office of vice president. A vote will be taken,
 - C. The new Board President will call for nominations for the office of clerk. A vote will be taken, and
 - D. The new Board President will call for nominations for the office of deputy clerk. A vote will be taken.
9. Superintendent/Board Report. No action required.
10. Motion, discussion, and vote on motion to rescind the following policies:
 - A. *Media Center - Selection for Library Books,*
 - B. *Reading Sufficiency Act Testing and Procedures,*
 - C. *Standards of Performance and Conduct for Teachers, and*
 - D. *Student Promotion and Retention and Student Pass/Failure of a Course. Dr. Brian Beagles*
11. Motion, discussion, and vote on motion to approve or disapprove the following proposed and revised policies:
 - A. *Alcohol and Drug Testing for Bus Drivers,*
 - B. *Attendance/Activities,*
 - C. *Classroom Decoration,*
 - D. *Child Nutrition Information for Employees,*
 - E. *Child Nutrition Information for Families,*
 - F. *Graduation Attire,*
 - G. *Lactation,*
 - H. *Media Center-Selection of Library Books,*
 - I. *Observation of Minute of Silence,*
 - J. *Open Records,*
 - K. *Parents Bill of Rights,*
 - L. *Purchasing, Procurement, and Contracting,*
 - M. *Released Time Course,*
 - N. *RSA-Strong Readers Act,*
 - O. *Social Media and Social Networking,*
 - P. *Student Attendance,*
 - Q. *Student Diabetes Care and Management,*
 - R. *Student Promotion and Retention and Student Pass/Fail of a Course,*
 - S. *Student Records,*
 - T. *Student Residency,*
 - U. *Suicide Awareness, Training, and Prevention,*
 - V. *Suspension, Dismissal, and Nonreemployment of Teachers,*

- W. Transgender and Nonbinary Student Records, and*
- X. Voluntary Prayer. Dr. Brian Beagles*

BUDGET AND FINANCE

- 12. Monthly financial reports. No action required. *Mrs. Misty Fisher*
- 13. Monthly Treasurer's Report. No action required. *Mrs. Whitney Ficklin*
- 14. Monthly Activity Fund Report. No action required. *Mrs. Whitney Ficklin*

CONSENT AGENDA

Approve or disapprove items 15 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.

- 15. 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 2024-2025 fiscal year.
- 16. Renewal of the Comprehensive District Academic Plan (CDAP) and the District's Elementary and Middle School Title I Targeted Assistance Plans for the 2024-2025 fiscal year.
- 17. Renewal of contract with Tulsa Technology Center to provide transportation services for the 2024-2025 fiscal year.
- 18. Renewal of contract with the Oklahoma Department of Career and Technology Education to provide funding for a secondary Career Tech program for the 2024-2025 fiscal year.
- 19. Authorization of adjunct teacher status for Ms. Erika Cole to teach English at Sperry High School for the 2024-2025 fiscal year as permitted by the Oklahoma State Department of Education.
- 20. Authorization of non-certified adjunct teacher status for Stephanie Driskill to teach elementary education for the 2024-2025 fiscal year as permitted by the Oklahoma State Department of Education.
- 21. Post-fact approval of the request from the Sperry Cheerleading Booster Club to use the cheer facility during pre-arranged times from July 10, 2024, through November 30, 2024.
- 22. Approval of the request from the Sperry Wrestling Club to use the wrestling building and fieldhouse during pre-arranged times from August 15, 2024, through March 15, 2025.
- 23. Approval of the request from Dustin Maxwell, through Oklahoma Fire Softball, to use certain real property at the Intermediate Elementary Campus during pre-arranged times from August 12, 2024, through June 30, 2025.
- 24. Accept and approve a list of itemized property, which consists of elementary textbooks, as worn, obsolete, and/or no longer economically feasible to maintain for use in the District; declare the property as surplus; and authorize the disposition of such property in accordance with Board of Education policy.
- 25. Approval of Board of Education Minutes for July 8, 2024.
- 26. Ratification of checks and encumbrance orders for the General Fund (57-90), Building Fund (51-54), Child Nutrition Fund (None), Bond Fund 34 (1 and 2), Bond Fund 35 (1 and 2), Bond Fund 36 (None), Bond Fund 37 (1), and Bond Fund 38 (None).

27. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 34 (None), Bond Fund 35 (None), Bond Fund 36 (None), Bond Fund 37 (None), and Bond Fund 38 (None).
28. Ratification of General Fund Payroll (50,000-50,117) and Child Nutrition Payroll (50,000-50,008).
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.

EXECUTIVE SESSION

32. Consideration and vote to go into executive session, pursuant to OKLA. STAT. tit. 25, Section 307(B) (7), to discuss and deliberate on the Appeal of Denial of Transfer of Student A, the disclosure of which information would violate confidentiality requirements of state and/or federal law. *Mr. Jeff Carter, President, Sperry Board of Education*
33. Vote to acknowledge the Board of Education's return to open session. *Mr. Jeff Carter, President, Sperry Board of Education*
34. Presentation of the executive session compliance announcement. *Clerk, Sperry Board of Education*
35. Motion, discussion, and vote to deny or accept the appeal of Student A regarding the Denial of Student A's Transfer. *Mr. Jeff Carter, President, Sperry Board of Education*

NEW BUSINESS

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

VOICES OF THE COMMUNITY

37. This section is for patrons requesting to be placed on the formal board agenda to address the Board of Education on issues affecting the District. Public comment will not be taken on issues relating to (1) pending litigation against Sperry Public Schools (SPS) or employees of SPS, (2) a pending grievance, (3) an employee complaint, (4) complaints against employees of SPS, (5) disciplinary action, suspension, and/or termination of an employee, or (6) disciplinary action and/or suspension of a student. A "Request to Address the Board of Education" form may be obtained by contacting the Board Minutes Clerk. Request forms must be completed and submitted to the Board Minutes Clerk at least five business days prior to the scheduled start time of the board meeting. The Superintendent and Board President

shall determine whether the matter can and/or should be placed on the agenda of the ensuing or a subsequent board meeting. Only individuals who have properly completed and submitted a request will be recognized during this section of Voices of The Community. Each speaker will be allocated up to three minutes with a maximum of 15 total minutes established for both Voices of The Community sections. The Board President may interrupt and/or terminate any presentation during public comment that does not conform to the procedures outlined under this section. The Board President reserves and retains the right to interrupt, terminate, or postpone public comment as necessary to effectuate the management of the public meeting.

None.

ADJOURNMENT

38. 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 12, 2024, regular meeting of the Board of Education was posted in prominent view in the front entrance of the Administration Building by:

DATE: 8/09/24 TIME: 3:00 AM/PM.

(School Seal)



Misty Fisher (Minutes Clerk)

SPERRY PUBLIC SCHOOLS

July 31, 2024

		BALANCE	O/S CHECKS	FUND EQUITY
GENERAL FUND - 11	CHECKING	\$3,138,626.89	\$16,005.42	\$3,122,621.47
	CD'S	\$300,000.00		\$300,000.00
BUILDING FUND - 21	CHECKING	\$571,871.28	\$2,559.80	\$569,311.48
CHILD NUTRITION - 22	CHECKING	\$230,260.01	\$3,638.18	\$226,621.83
BOND FUND - 34	CHECKING	\$88,702.97	\$0.00	\$88,702.97
BOND FUND - 35	CHECKING	\$77,257.24	\$0.00	\$77,257.24
BOND FUND - 36	CHECKING	\$160,062.57	\$0.00	\$160,062.57
BOND FUND - 37	CHECKING	\$295,710.66	\$0.00	\$295,710.66
BOND FUND - 38	CHECKING	\$1,125,000.00	\$0.00	\$1,125,000.00
SINKING FUND - 41	CHECKING	<u>\$395,048.51</u>	<u>\$0.00</u>	<u>\$395,048.51</u>
OPERATING ACCOUNT (INCLUDES (3) CD'S TOTALING \$300,000)		\$6,382,540.13	\$22,203.40	\$6,360,336.73
TOTAL EQUITY		\$6,360,336.73		

Sperry Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 7/31/2024

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
11 GEN FUND-FOR OP	\$0.00	\$3,201,316.31	\$0.00	\$3,201,316.31	N/A	\$3,201,316.31
21 BUILDING	\$0.00	\$558,887.89	\$0.00	\$558,887.89	N/A	\$558,887.89
22 CHILD NUTRITION	\$0.00	\$219,326.13	\$0.00	\$219,326.13	N/A	\$219,326.13
34 BOND FUND 34	\$0.00	\$88,702.97	\$0.00	\$88,702.97	N/A	\$88,702.97
35 BOND FUND 35	\$0.00	\$77,257.24	\$0.00	\$77,257.24	N/A	\$77,257.24
36 BOND FUND 36	\$0.00	\$160,062.57	\$0.00	\$160,062.57	N/A	\$160,062.57
37 BOND FUND 37	\$0.00	\$295,710.66	\$0.00	\$295,710.66	N/A	\$295,710.66
38 BOND FUND 38	\$0.00	\$1,125,000.00	\$0.00	\$1,125,000.00	N/A	\$1,125,000.00
41 SINKING	\$0.00	\$395,048.51	\$0.00	\$395,048.51	N/A	\$395,048.51
Report Total	\$0.00	\$6,121,312.28	\$0.00	\$6,121,312.28	N/A	\$6,121,312.28

Sperry Public Schools Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 7/2/2024 - 7/31/2024

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
800 ATHLETICS	\$63,996.41	\$0.00	\$0.00	\$0.00	\$63,996.41	\$0.00	\$63,996.41
801 FOOTBALL	\$921.59	\$0.00	\$0.00	\$0.00	\$921.59	\$0.00	\$921.59
802 BOYS BASKETBALL	\$131.97	\$0.00	\$0.00	\$0.00	\$131.97	\$0.00	\$131.97
803 GIRLS BASKETBALL	\$3,297.08	\$0.00	\$0.00	\$0.00	\$3,297.08	\$0.00	\$3,297.08
807 WRESTLING	\$310.18	\$0.00	\$0.00	\$0.00	\$310.18	\$0.00	\$310.18
808 GOLF	\$616.53	\$5,495.00	\$0.00	\$610.44	\$5,501.09	\$0.00	\$5,501.09
810 SOFTBALL BOOSTER CLUB	\$1,939.18	\$0.00	\$0.00	\$0.00	\$1,939.18	\$0.00	\$1,939.18
817 BASKETBALL BOOSTER CLUB	\$12,025.41	\$0.00	\$0.00	\$430.66	\$11,594.75	\$0.00	\$11,594.75
820 BASEBALL BOOSTER CLUB	\$4,858.58	\$500.00	\$0.00	\$0.00	\$5,358.58	\$0.00	\$5,358.58
901 MISCELLANEOUS	\$1,771.84	\$1,000.00	\$0.00	\$122.95	\$2,648.89	\$0.00	\$2,648.89
902 FFA	\$18,687.70	\$294.00	\$0.00	\$0.00	\$18,981.70	\$0.00	\$18,981.70
903 SPECIAL OLYMPICS	\$6,518.50	\$0.00	\$0.00	\$0.00	\$6,518.50	\$0.00	\$6,518.50
904 YEARBOOK	\$4,523.63	\$175.00	\$0.00	\$0.00	\$4,698.63	\$0.00	\$4,698.63
905 BAND	\$5,584.55	\$0.00	\$0.00	\$51.65	\$5,532.90	\$0.00	\$5,532.90
906 H. S. CHEERLEADERS	\$11,279.64	\$35.00	\$0.00	\$4,117.45	\$7,197.19	\$0.00	\$7,197.19
907 HIGH SCHOOL ACCOUNT	\$1,352.88	\$598.38	\$0.00	\$49.31	\$1,901.95	\$0.00	\$1,901.95
908 INTEREST	\$3,061.05	\$155.36	\$0.00	\$0.00	\$3,216.41	\$0.00	\$3,216.41
910 BAND BOOSTER CLUB	\$6,100.20	\$5.00	\$0.00	\$425.00	\$5,680.20	\$0.00	\$5,680.20
911 ELEMENTARY	\$43,064.12	\$38.58	\$0.00	\$237.73	\$42,864.97	\$0.00	\$42,864.97
912 SHOOTING SPORTS	\$8.32	\$0.00	\$0.00	\$0.00	\$8.32	\$0.00	\$8.32
913 KEY CLUB	\$1,278.29	\$0.00	\$0.00	\$0.00	\$1,278.29	\$0.00	\$1,278.29
914 M. S. STUDENT COUNCIL	\$2,319.80	\$0.00	\$0.00	\$0.00	\$2,319.80	\$0.00	\$2,319.80
915 M. S. CHEERLEADERS	\$4,884.85	\$0.00	\$0.00	\$1,203.40	\$3,681.45	\$0.00	\$3,681.45
916 H.S. LIBRARY	\$827.27	\$0.00	\$0.00	\$0.00	\$827.27	\$0.00	\$827.27
917 CLEARING	\$2,313.63	\$0.00	\$0.00	\$2,313.63	\$0.00	\$0.00	\$0.00
918 FFA BOOSTER CLUB	\$2,613.35	\$0.00	\$0.00	\$0.00	\$2,613.35	\$0.00	\$2,613.35
919 H.S. POM	\$1,518.85	\$0.00	\$0.00	\$0.00	\$1,518.85	\$0.00	\$1,518.85
921 MIDDLE SCHOOL ACCOUNT	\$3,314.85	\$797.64	\$0.00	\$49.32	\$4,063.17	\$0.00	\$4,063.17
922 FOOTBALL FAN CLUB	\$16,718.95	\$0.00	\$0.00	\$0.00	\$16,718.95	\$0.00	\$16,718.95
923 H.S. STUDENT COUNCIL	\$1,411.63	\$0.00	\$0.00	\$0.00	\$1,411.63	\$0.00	\$1,411.63
927 ATHLETIC CONCESSION	\$5,289.50	\$0.00	\$0.00	\$0.00	\$5,289.50	\$0.00	\$5,289.50
934 NATIONAL HONOR SOCIETY	\$620.96	\$0.00	\$0.00	\$0.00	\$620.96	\$0.00	\$620.96
936 ELEM. LIBRARY	\$3,375.57	\$0.00	\$0.00	\$0.00	\$3,375.57	\$0.00	\$3,375.57
938 ACADEMIC BOWL	\$4,703.40	\$0.00	\$0.00	\$0.00	\$4,703.40	\$0.00	\$4,703.40
939 AP ACCOUNT	\$1,289.11	\$0.00	\$0.00	\$0.00	\$1,289.11	\$0.00	\$1,289.11
944 1ST ROBOTICS	\$255.04	\$0.00	\$0.00	\$0.00	\$255.04	\$0.00	\$255.04
973 CLASS OF 2024	\$3,508.07	\$0.00	\$0.00	\$0.00	\$3,508.07	\$0.00	\$3,508.07
974 CLASS OF 2025	\$8,934.48	\$0.00	\$0.00	\$0.00	\$8,934.48	\$0.00	\$8,934.48
975 CLASS OF 2026	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
976 CLASS OF 2027	\$175.00	\$0.00	\$0.00	\$0.00	\$175.00	\$0.00	\$175.00
Total	\$255,501.96	\$9,093.96	\$0.00	\$9,611.54	\$254,984.38	\$0.00	\$254,984.38

Purpose

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

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

Instructions

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

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

A. Information Page

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

CDAP Submission Dates

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

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

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

District Information

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

Alternate Authorized Contact for CDAP

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

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

District Superintendent Name (Print):	Brian Beagles
District Superintendent	

Signature: _____

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

B. Consultation Process

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

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

1. What method(s) of consultation did the LEA use?
<p>Federal programs team meets twice a year to review plans and activity and to recommend modifications.</p> <p>Back-to-School night and the annual Title I Parent meeting provide opportunities for parents and other stakeholders to voice concerns, ask questions, and learn more about the program and activities.</p> <p>Parent-Teacher Conferences held once each semester provide parents an opportunity for conversations about their child’s progress and to voice concerns and questions about the program.</p>
2. What is the date for the most recent consultation?
August 6, 2024

Consultation Team

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

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

C. Assurances

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

7. The LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensures that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

D. CDAP Requirements

Monitoring Student Progress

- | |
|--|
| <ol style="list-style-type: none">1. How does the LEA monitor students' progress in meeting state academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students? ESEA Section 1112(b)(1)(A) |
|--|

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

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

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

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

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

Sperry Public School has implemented district-wide actions to strongly align the written, taught, and assessed curriculum of the district, with direct alignment to the Oklahoma Academic Standards. District staff give specific attention to the assessment specifications of the State assessed items when developing formative and summative assessments for district objectives. Instructional practices are based on a tiered system in which teachers differentiate instruction as part of their regular instructional practice. This promotes meeting the needs of all students with all instructional activities. Vertical teams

composed of highly qualified, highly effective teachers from select core content areas and grade levels guide teacher groups in aligning the written curriculum and developing formative and summative assessments and activities aligned to the OAS and State Department of Education assessment specifications in content, context, and cognitive levels. Support in implementing and expanding the use of differentiated instruction in all classrooms has been and continues to be an important element of the team's interactions with staff. The instructional coordinator oversees and supports the activities of the Vertical Team, and continues to research and review new instructional strategies to integrate into the district's growing list. All site and district processes for aligning district curriculum and focusing instruction to meet the needs of all students are part of on-going procedures supported by professional development activities and frequent review of classroom/site/district data.

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

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

Equitable Distribution of Teachers

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

The district minimizes the number of low-income and minority students taught by ineffective, inexperienced, or out of field teachers through strategies of careful screening of applicants for all teaching positions, assigning teachers to areas for which they are highly qualified and for which past instructional performance indicates effectiveness in instruction. The district attempts to minimize the number of low-income and minority students taught by ineffective, inexperienced, or out of field teachers in all core content areas, but when this cannot be avoided, strategies are in place to monitor the effectiveness of the instruction those students are receiving. The district does not currently have any teachers identified through the TLE evaluation system as being ineffective. The district has a low percentage of inexperienced teachers at each site, and when low-income and minority students are taught by inexperienced teachers, the inexperienced teachers are assigned instructional positions where their impact will be no greater on low-income and/or minority students than it is on other students; and Federal Program teachers monitor student progress and consult with the regular classroom teacher on a regular basis. All teachers in the district's core content area classes have been highly qualified, and the district has received verification of 100% Highly Qualified Teacher Status in all assigned areas.

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

The past three years have been difficult for Sperry Elementary School as it has been for several districts in Oklahoma. The district was

forced to utilize adjunct teachers rather than certified staff for one position since the 2022-2023 school year, and for two positions the following year in addition to certified staff who adjunct one or two sections of a subject outside of their certification, but within their area of knowledge. This situation has reduced the number of experienced teachers at the site; however, site administration implemented collaborative strong grade-level team support and targeted professional development for inexperienced teachers. Site administrators and staff specializing in assistance to ELL students, Native American students, students with special needs, and students who qualify for any number of district title services assist adjunct teachers and monitor the academic progress of students in classes with adjunct teachers regularly.

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

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

School Site Name	Grade Span	CSI and ATSI Status	Percentage of Low-Income Students Aged 5-17	Percentage of Minority Students Aged 5-17	Number of Experienced Teachers	Number of Inexperienced Teachers	Number of Ineffective Teachers	Number of Out-of-Field Teachers
Sperry Elementary	PK-5	NO	72	53	32	3	0	3
Sperry Middle School	6-8	NO	70	30	14	1	0	1
Sperry High School	9-12	NO	56	41	13	0	0	2

- Definition: An *experienced teacher* is considered a teacher in a public school who has been teaching more than a total of three complete school years.
- Definition: An *inexperienced (beginning) teacher* - The term “beginning teacher” means a teacher in a public school who has been teaching less than a total of the three complete school years.
- Definition: *Minority Students* are defined as students who are American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races.
- Definition: An *ineffective teacher* is defined by the LEA’s method of teacher evaluation.

- Definition: An *out-of-field teacher* is defined as a teacher that is not certified in the subject area taught.

Poverty Criteria and Specialized Student Populations

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

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

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

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

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

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

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

When a student is identified as an English Learner, the district ELL coordinator works with site counselors and administration to determine what services may be needed to assist in the student's academic success. All students have a Home Language Survey on file, and this is used to help with initial placement, but the district ELL coordinator works with students who exhibit signs of language barrier issues in class to determine if they have need for services whether

their Home Language Survey indicates such a need or not.

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

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

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

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

Parent and Family Engagement

13. Describe the strategies the LEA will use to implement effective parent and family engagement including how the LEA determines the required reservation for parent and family engagement (if the LEA receives an allocation of \$500,000 or more). ESEA Section 1112(b)(7) and ESEA Section 1116(a)(3)

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

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

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

Effective Transitions for Students

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

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

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

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

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

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

Reducing Overuse of Disciplinary Practices

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

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

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

Coordination and Integration of Programs for Specialized Student Populations

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

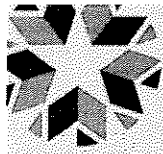
Sperry Public Schools partners with Tulsa Technology Center as a means to provide district students with a wide variety of academic, career, and technical education content that incorporates experiential learning opportunities and promotes skills attainment in a range of occupations in high demand in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

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

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

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

advanced course opportunities as part of the district's Advanced Placement program which begins in 6th grade. The Advanced Placement program is directly aligned with the skills and knowledge necessary for students to prepare for and obtain early credits in college-level courses.



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

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

2024-2025

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

8/1/2024

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

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

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

School Information	
School Name:	Sperry Elementary
School Site Code:	105
Principal Name:	Traci Taylor
Email Address:	ttaylor@sperry.k12.ok.us
*School Poverty Rate:	59%

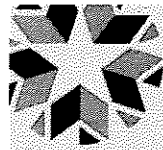
*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

Instructions

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

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

1. Parent and Family Engagement



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

Expectations

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

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

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

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

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

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

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

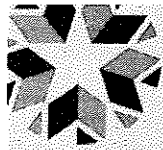
Conduct parent conferences twice a year to provide information to parents regarding each student's progress based on formative and summative assessments.

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

Involve parents to participate in a variety of committees.

2. Student Identification

By checking this box, the school principal certifies that the students identified for targeted assistance



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

Expectations

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

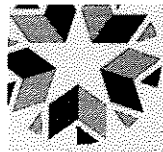
Addressing the above expectations, describe the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths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

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

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

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

Sperry Elementary utilizes state assessments, Star assessments, 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).

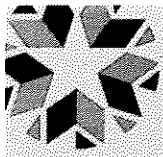
3. Targeted Assistance Plan Strategies

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 the school will:

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

Expectations

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



school personnel to improve instruction and use of data from academic assessments.

7. Evidence-based strategies as defined in ESEA Section 8101(21).

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

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

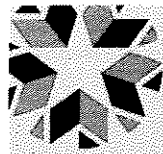
- Direct Instruction in basic reading skills using teaching methods endorsed by Literacy First, Star Early Literacy such as those identified in Words Their Way
- Individualized math and reading instruction using the computer based program Istation
- Instructional strategies from assigned readings including 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. ESEA Section 1115(b)(2)(G)

Expectations

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

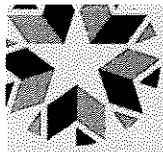
Addressing the above expectations, describe in the box below what processes are in place to enable students to successfully transition among grade levels, and, if applicable, from preschool to kindergarten, elementary to middle school, middle school to high school, and high school to career and post-secondary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

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

- Pre-Kindergarten and Kindergarten parents attend parent meetings at the beginning of the school year to meet the teacher and to be exposed to the learning environment as a way to smoothly transition into a successful school year. Assessments are given and expectations are discussed at this time.
- Kindergarten students tour the elementary building throughout the school year to provide a comfortable transition to the new building. Kindergarten teachers meet with parents at the end of the year to discuss first grade expectations and readiness for the next grade level.
- At the end of the year, third grade students are given a tour of the intermediate building and are provided an opportunity to meet their new teachers.
- Also at the end of the year, fifth grade students are given a tour of the middle school building and are provided an opportunity to meet their new teachers. Parents provide input on the selection of their child's elective classes at the end of fifth grade for the following year.
- All elementary teachers meet with the succeeding grade level teachers to discuss specific student concerns.
- Back to school night across all grade levels provides students and parents a 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 ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and the plan outlines the ways in which funds are to be braided. ESEA Section 1115(b)(2)(F)

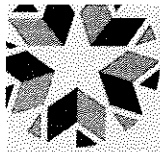
Expectations

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

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

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

In addition to the educational services offered to students in the regular education setting, our Title I program works in conjunction with all other federal programs to ensure all low achieving students and those from historically underserved populations are receiving services that enable them to become competent and confident individuals. When needed, the services provided include, but 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.
ESEA Section 1115(b)(2)(G)(iii)

Expectations

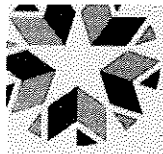
1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I plan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

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

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

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

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



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

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

2024-2025

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

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

District Information	
District Name:	Sperry Public Schools
District Number:	1008/72
County Name:	Tulsa
County Number:	
Superintendent Name:	Brian Beagles
Email Address:	bbeagles@sperry.k12.ok.us

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

School Information	
School Name:	Sperry Middle School
School Site Code:	505
Principal Name:	Mike Juby
Email Address:	mjuby@sperry.k12.ok.us
*School Poverty Rate:	

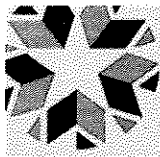
*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

Instructions

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

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

1. Parent and Family Engagement



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

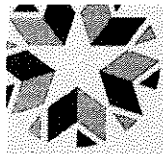
Expectations

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

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

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



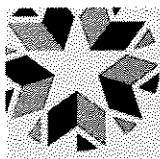
[Empty box for content]

2. Student Identification

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

Expectations

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



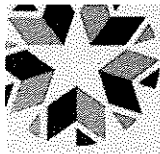
8. There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

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

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/Academic Achievement 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 decision making. In addition to daily classroom activity and participation, data from Imagine Math, Progress Learning, 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, Progress Learning, 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 the school will:

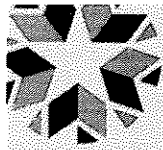
- such strategies will serve participating students identified as eligible children under ESEA Section 1115(c)(2), and help eligible children meet the challenging state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
- the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

Expectations

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance (which may include extended learning time, before school, after school and summer programs) is provided for students experiencing difficulty mastering the State’s standards.
4. The school implements a comprehensive and coherent evidence –based approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.
5. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
6. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
7. Evidence-based strategies as defined in ESEA Section 8101(21).

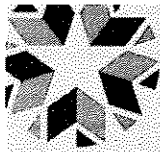
Addressing the above expectations, describe in the box below the strategies, programs and activities the school will use to serve participating students identified as eligible, to help these students meet the challenging State academic standards, and to strengthen the academic programs of the school.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

Student participation in the Middle School Title I program, when available, 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. ESEA Section 1115(b)(2)(G)

Expectations

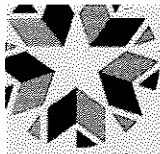
1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.
2. Clear procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Clear procedures are in place to receive new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

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

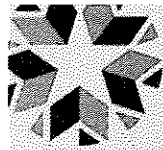
Sperry Middle School Title I program, when available, uses a variety of strategies that are derived from scientifically based research (SBR). The Title I program, when available in the middle school has access to computers with access to Pearson's computer-based program, Progress Learning, which is a 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 OKSDE 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 ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and the plan outlines the ways in which funds are to be braided. ESEA Section 1115(b)(2)(F)

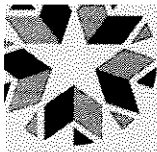
Expectations

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

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

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

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



6. Evaluation and Plan Revision

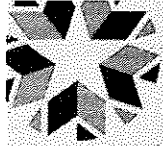
By checking this box, the school principal certifies that the progress of eligible students will be reviewed on an ongoing basis, and the targeted assistance plan will be regularly monitored and revised as necessary, to provide additional assistance to enable such children to meet the challenging state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

Expectations

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

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

Sperry Middle School Title I program, when available, uses a variety of reform strategies that are derived from scientifically based research (SBR). The Title I program, when available, in the middle school has access to computers with access to Pearson's computer-based program, Imagine Math and Progress Learning. Additionally, we have added a Title I Reading remediation/Academic Achievement 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 OKSDE 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.



STUDENT TRANSPORTATION CONTRACT

between

TULSA TECHNOLOGY CENTER SCHOOL DISTRICT NO. 18

and

SPERRY PUBLIC SCHOOL DISTRICT NO. 8

This Contract is made and entered into this 14th day of August, 2024, by and between TULSA TECHNOLOGY CENTER SCHOOL DISTRICT NO. 18 (“TTC”) and SPERRY PUBLIC SCHOOLS DISTRICT NO. 8, commonly known as Sperry Public Schools (“District”).

Recitals:

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

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

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

1. **TRANSPORTATION DATES:** The transportation to be furnished by District under this Contract will commence on August 14, 2024, the date for beginning of classes for TTC students for the 2024-2025 School Year (the “School Year”) and will terminate the last day of TTC classes for the School Year, unless terminated for cause earlier by TTC as provided in this Contract.

2. **COMPENSATION:** TTC agrees to compensate the District for provided transportation services at the rate of \$3.15 per mile driven under this Contract, provided the total amount invoiced for transportation services during the School

Year shall not exceed \$79,980.86 (which is an amount equal to the mileage rate computed at 25,390.75 miles driven by the District over 175 school days) regardless of the actual mileage performed under this Contract. The amount paid shall constitute complete compensation for all costs and fees incurred, including any expenses for labor, materials, equipment, maintenance of equipment, and rentals, if applicable. The amount may be modified on the basis of a written request for route change or other modifications submitted by TTC and agreed to by the District. Any modifications or additional services must be authorized in writing by TTC prior to performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

If to TTC:

Tulsa Technology Center School District No. 18
ATTN: Glenn Michalski, Assistant Director
5647 South 122nd East Avenue
P.O. Box 477200
Tulsa, OK 74147-7200
FAX: (918) 828-5149

If to the District:

Sperry Public Schools District No. 8
ATTN: Dr. Brian Beagles, Superintendent
P.O. Box 610
Sperry, OK 74073
FAX: (918) 288-7067

12. **TERMINATION FOR CAUSE:** TTC may immediately terminate this Contract for cause upon notice to the District upon the occurrence of any of the following events:
- (i) the failure of the District to maintain insurance coverage as required by this Contract;
 - or (ii) the District fails to remove a driver from performing services under this Contract after TTC has submitted reasonable objections to the driver's performance.
13. **FORCE MAJEURE:** Neither party shall be liable under this Contract nor shall such party be considered in breach of this Contract, for days on which the District is unable to provide transportation services under this Contract through no fault of either party, such as the occurrence of adverse weather conditions, any act of God or a public enemy or terrorist, act of any military, civil or regulatory authority, or a change in any law or regulation. Additionally, neither the District nor TTC shall be liable under this Contract or considered in breach of such contract when it is impossible or impractical to perform transportation services due to the cessation or limitation of in-person classes either at the District or at TTC's campuses. Within a reasonable time period following the occurrence of an event that makes performance under this contract impossible or impractical, the

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

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

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

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

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

TTC:

TULSA TECHNOLOGY CENTER SCHOOL DISTRICT NO. 18

By: Dr. Jim Baden

President, Board of Education
Tulsa Technology Center

DISTRICT:

SPERRY PUBLIC SCHOOL DISTRICT NO. 8

By: _____

President, Board of Education
Sperry Public Schools

**OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
CONTRACT FOR SECONDARY CAREER AND TECHNOLOGY EDUCATION PROGRAM(S) FOR SCHOOL YEAR 2024-2025**

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

It is also understood and agreed that necessary records shall be kept, and all reports required by the State Board shall be submitted to the appropriate area of ODCTE by the established due date. The Salary and Teaching Schedule, **due by September 30, 2024** is one of these reports and is considered a part of this contract in addition to CESI Enrollment and Follow-Up reports. Those programs delinquent in submitting accurate reports are subject to having reimbursement withheld or withdrawn by ODCTE.

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

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

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

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

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

This contract, once signed and completed, should be returned to renae.burke@careertech.ok.gov **no later than September 30, 2024**.

Approved:

President, Board of Education **Date**

Superintendent of Schools **Date**

Sperry School System
District Name (please print)

Brent Haken, State Director **Date**

Sperry Public Schools
Facilities Use and License Agreement

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

RECITALS:

Sperry Booster Club Cheerleading

- 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: Cheer Gym
 Designated portion: Competition floor
 Designated use: competition practice
 Designated date(s): current (7-10-24) through 11-30-24
 Designated time: various - to be determined

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 10th day of July, 2024

Licensee

Sperry Public Schools

Casie Bryant
 Printed Name

 President, Board of Education

Casie Bryant
 Signature

Attest:

 Clerk, Board of Education

Sperry Public Schools
Facilities Use and License Agreement

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

RECITALS: "SPERRY WRESTLING CLUB"

- 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: Wrestling Room / Fieldhouse

Designated portion: _____

Designated use: Field House Dec. 6th + 7th 2024

Designated date(s): Wrestling Room Aug. 15th - March 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 26th day of July, 2024.

Licensee

Sperry Public Schools

Cody Williams
Printed Name

President, Board of Education

[Signature]
Signature

Attest:

Clerk, Board of Education

Sperry Public Schools
Facilities Use and License Agreement

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

RECITALS: OK FIRE 12u softball

- 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: "Orcutt Field"

Designated use: _____

Designated date(s): Aug 12th 2024 - June 2025

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 26th day of July, 2024

Licensee

Sperry Public Schools

Dustin Maxwell

Printed Name

President, Board of Education

[Signature]

Signature

Attest:

Clerk, Board of Education



Textbook Discard Form

Reasons for Discarding Textbooks:

1. Old/out of adoption cycle
2. Damaged beyond effective instructional use

Title	ISBN	Reason for Discard	Number to be Discarded
Shurley English Level 1	978-1-58561-096-9		102
Shurley English Level 2	978-1-58561-098-3		104
Shurley English Level 3	978-1-58561-099-0		103

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

July 8, 2024
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 8, 2024, 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 April Bowman and seconded by Mechelle Beats 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. Mr. Jeff Carter, President of the Sperry Board of Education, called for a vote to accept Mr. Gary Juby’s letter of resignation from the Sperry School Board of Education effective June 30, 2024, and to hereby declare Board of Education seat #5 vacant at this time.

Motion was made by April Bowman and seconded by Jeff Carter to accept Mr. Gary Juby’s letter of resignation from the Sperry School Board of Education effective June 30, 2024, and to hereby declare Board of Education seat #5 vacant at this time.

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

Jeff Carter – aye
Motion carried – 4-0

8. Dr. Beagles presented to the Board of Education a monthly Superintendent/Board Report.
9. Dr. Beagles presented to the Board of Education for motion, discussion, and vote on motion to approve or disapprove a resolution authorizing a one-time stipend for full-time certified and support employees.

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

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

BUDGET AND FINANCE

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

CONSENT AGENDA

Approve or disapprove items 13 through 37. These items will be approved by one motion unless the Board of Education desires to have a separate vote on any or all of these items.

13. Ratification of license and service agreement with Filament Essential Services to provide Simplified Online Communication System (SOCS) web hosting and mobile app services for the 2024-2025 fiscal year.
14. Ratification of the certified, support, and miscellaneous pay salary schedules for the 2024-2025 fiscal year.
15. Ratify all contracts approved in the 2023-2024 fiscal year obligating the expenditure of 2024-2025 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 2024-2025 fiscal year as permitted by the Oklahoma State Department of Education.
17. Authorization of non-certified adjunct teacher status for Breanna (Weathers)Thomas and Alyssa Guyton to teach elementary education for the 2024-2025 fiscal year as permitted by the Oklahoma State Department of Education.
18. Ratification of the Elementary Teacher Induction Committee and committee members for the 2024-2025 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 contract with BorderLAN Cyber Security to provide internet content filtering services for the 2024-2025 fiscal year.
21. Renewal of license with Renaissance to provide online instructional services for the 2024-2025 fiscal year.
22. Renewal of the Gifted Education Plan for the 2024-2025 fiscal year.
23. Ratification of the Curriculum Advisory Committee and committee members for the 2024-2025 fiscal year.
24. Approval of the request from Sperry High School Band to travel to Dallas, Texas, from May 16, 2025, through May 17, 2025, to: 1) tour the Grassy Knoll/Dealey Plaza, 2) attend a concert by the Dallas Symphony Orchestra, and 3) go to Six Flags Over Dallas.
25. Approval of a resolution authorizing the activity fund custodian to transfer excess activity funds from the Clearing Account (917) to the General Fund.
26. Approval of a FAFSA Data Portal Completion Agreement with the Oklahoma State Regents for Higher Education for the 2024-2025 fiscal year.
27. Approval of an amendment agreement, a memorandum of lease, and a resolution with American Tower Asset Sub II, LLC, to extend the existing property lease for the purpose of operating a cellular tower. The terms of this lease are renewable for seven (7) five-year lease periods. The original lease commenced on January 25, 2000.
28. Renewal of Memorandum of Understanding with CREOKS Mental Health Services, Inc. to provide behavioral health services for the 2024-2025 fiscal year.
29. Renewal of license with PowerSchool to provide SchoolMessenger for the 2024-2025 fiscal year.
30. Renewal of license with TeleComp Holdings, Inc. to provide Mitel Partner Support for the 2024-2025 fiscal year.
31. Ratification of an interlocal agreement with the Board of County Commissioners of Osage County to assist in making District improvements for the 2024-2025 fiscal year.
32. Approval of Board of Education Minutes for June 10, 2024, and June 24, 2024.
33. Ratification of checks and encumbrance orders for the General Fund (1-56), Building Fund (1-50), Child Nutrition Fund (1-10), Bond Fund 34 (None), Bond Fund 35 (None), Bond Fund 36 (None), Bond Fund 37 (None), and Bond Fund 38 (None).
34. Ratification of change orders for the General Fund (None), Building Fund (None), Child Nutrition Fund (None), Bond Fund 34 (None), Bond Fund 35 (None), Bond Fund 36 (None), Bond Fund 37 (None), and Bond Fund 38 (None).
35. Ratification of General Fund Payroll (50,000-50,020) and Child Nutrition Payroll (None).
36. Approval of Certified Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.
37. Approval of Support Personnel-Employment, resignations, separations, leaves of absence, retirements, rescinded offers of employment, and terminations as listed in the attached Personnel Report.

Motion was made by April Bowman and seconded by Mechelle Beats to approve items 13 through 37.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

STAFF SERVICES

38. None.

EXECUTIVE SESSION

39. Mr. Jeff Carter, President of the Sperry Board of Education, presented for the Board to consider and vote to go into Executive Session pursuant to Okla. Stat. tit. 25, Section 307 (B) (1) & (7), and Okla. Stat. tit. 70, Section 5-118 to discuss the appointment of an individual volunteer to fill Board Office #5, the discussion of which matters would violate confidentiality requirements of state or federal law.

Motion was made by Jeff Carter and seconded by April Bowman to convene into Executive Session at 6:21 P.M. pursuant to Okla.Stat. tit. 25, Section 307 (B) (1) & (7), and Okla. Stat. tit. 70, Section 5-118 to discuss the appointment of an individual volunteer to fill Board Office #5, the discussion of which matters would violate confidentiality requirements of state or federal law.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

40. Mr. Jeff Carter, President of the Sperry Board of Education, asked for a vote for the Board of Education's return to open session and for the presentation of the executive session compliance announcement.

Motion was made by April Bowman and seconded by Mechelle Beats to return to open session at 6:21 P.M.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

Mrs. April Bowman presented the following executive session compliance announcement.

The Board of Education and Dr. Beagles convened in executive session at 6:21 P.M. to discuss the appointment of an individual volunteer to fill Board Office #5.

No votes or actions were taken.

41. Mr. Jeff Carter, President of the Sperry Board of Education, presented for motion, discussion, and vote to take any action deemed appropriate by the Board of Education to identify and/or appoint an individual to fill the vacant Board of Education seat #5.

Motion was made by Jeff Carter and seconded by April Bowman to appoint Johnny Holmes to fill vacant Board of Education seat #5.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

NEW BUSINESS

42. 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

43. 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

44. Adjournment.

Motion was made by April Bowman and seconded by Mechelle Beats to adjourn at 7:32 P.M.

April Bowman – aye
Mechelle Beats – aye
Michelle Brown – aye
Jeff Carter – aye
Motion carried – 4-0

Jeff Carter (Board President)

Misty Fisher (Minutes Clerk)

Budget Analysis

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2024-2025						
Fund - 11 GEN FUND-FOR OP						
000 NON-CATEGORICAL EXP	10,582,568.00	7,238,394.15	976,587.25	6,261,806.90	3,344,173.85	68.40%
001 SITE ALLOCATIONS	96,510.00	23,008.26	0.00	23,008.26	73,501.74	23.84%
010 BUS BARN	60,000.00	63,700.00	498.32	63,201.68	-3,700.00	106.17%
033 DRIVER EDUCATION LOCAL	12,000.00	0.00	0.00	0.00	12,000.00	0.00%
090 MISC PAYROLL EXPENSE	120,000.00	4,455.30	4,455.30	0.00	115,544.70	3.71%
094 RETURNING PERSONNEL	195,000.00	176,294.50	176,294.50	0.00	18,705.50	90.41%
098 GATE DUTY -ATHLETICS	8,000.00	0.00	0.00	0.00	8,000.00	0.00%
107 YEARLY EXPENSES	450,000.00	5,000.00	0.00	5,000.00	445,000.00	1.11%
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	25,647.66	0.00	25,647.66	44,352.34	36.64%
139 CERT SUB	20,000.00	0.00	0.00	0.00	20,000.00	0.00%
149 NON CERT SUB	80,000.00	0.00	0.00	0.00	80,000.00	0.00%
317 DRIVER ED	0.00	91.83	91.83	0.00	-91.83	100.00%
331 EDU. FLEX BENEFIT ALLOWANCE	0.00	8,365.20	697.10	7,668.10	-8,365.20	100.00%
332 SUPPORT FLEXIBLE BENEFIT	0.00	50,078.16	5,880.39	44,197.77	-50,078.16	100.00%
333 STATE TEXTBOOKS	0.00	63,403.20	0.00	63,403.20	-63,403.20	100.00%
334 CER MED PD BY STATE	0.00	481,170.96	44,175.30	436,995.66	-481,170.96	100.00%
335 NC MED PD BY STATE	0.00	73,398.96	8,835.06	64,563.90	-73,398.96	100.00%
367 READING SUFFICIENCY ACT (RSA)	0.00	7,745.00	0.00	7,745.00	-7,745.00	100.00%
412 VOCATIONAL PROGRAMS	0.00	4,300.00	1,268.32	3,031.68	-4,300.00	100.00%
511 PART A, BASIC PROGRAM	0.00	170,809.33	14,234.12	156,575.21	-170,809.33	100.00%
541 PART A - PRIN. TEACHER TRAIN	0.00	41,026.99	6,875.97	34,151.02	-41,026.99	100.00%
552 PART A-STUD SUPP FORM GR.	0.00	11,854.62	937.82	10,916.80	-11,854.62	100.00%
561 PART A, INDIAN EDUCATION	0.00	68,887.07	5,740.58	63,146.49	-68,887.07	100.00%
615 SP. ED. PROF. DEV. - DISTRICT	0.00	1,291.80	1,291.80	0.00	-1,291.80	100.00%
621 FLOW THRU, PL 108-446, IDEA-B	0.00	229,269.33	19,105.75	210,163.58	-229,269.33	100.00%
Total Fund - 11 GEN FUND-FOR OP	\$11,697,078.00	\$8,748,192.32	\$1,266,969.41	\$7,481,222.91	\$2,948,885.68	74.79 %
Total 2024-2025	\$11,697,078.00	\$8,748,192.32	\$1,266,969.41	\$7,481,222.91	\$2,948,885.68	74.79 %
Report Total	\$11,697,078.00	\$8,748,192.32	\$1,266,969.41	\$7,481,222.91	\$2,948,885.68	74.79 %

Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 7/31/2024, PO Range: 57 - 90, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	57	07/02/2024	80003	OSSBA	2025 MEMBERSHIP DUES	2,841.00
				2025 MEMBERSHIP DUES	000-2319-810-000-0000-000-050	07/02/2024 2,841.00
11	58	07/02/2024	19066	OKTLE	2024-2025 MEMBERSHIP RENEWAL	3,107.00
				2024-2025 MEMBERSHIP RENEWAL	000-2213-810-000-0000-000-105	07/02/2024 1,522.43
					000-2213-810-000-0000-000-505	07/02/2024 776.75
					000-2213-810-000-0000-000-705	07/02/2024 807.82
11	59	07/02/2024	36	ORGANIZATION OF RURAL OKLA. SH	2024-2025 MEMBERSHIP RENEWAL	800.00
				2024-2025 MEMBERSHIP RENEWAL	000-2340-810-000-0000-000-050	07/02/2024 800.00
11	60	07/02/2024	20850	SYLOGIST ED, INC.	2024-2025 ANNUAL USAGE FEES	22,813.72
				2024-2025 ANNUAL USAGE FEES	000-2511-346-000-0000-000-050	07/02/2024 2,281.37
					000-2511-346-000-0000-000-105	07/02/2024 10,060.85
					000-2511-346-000-0000-000-505	07/02/2024 5,133.09
					000-2511-346-000-0000-000-705	07/02/2024 5,338.41
11	61	07/02/2024	262	CCOSA, INC.	2024-2025 AGREEMENT	1,800.00
				2024-2025 AGREEMENT	000-2317-310-000-0000-000-050	07/02/2024 1,800.00
11	62	07/02/2024	16925	CRW CONSULTING, LLC	2024-2025 E-RATE CONTRACT	2,750.00
				2024-2025 E-RATE CONTRACT	125-2580-530-000-0000-000-105	07/02/2024 1,347.50
					125-2580-530-000-0000-000-505	07/02/2024 687.50
					125-2580-530-000-0000-000-705	07/02/2024 715.00
11	63	07/02/2024	18169	OKLAHOMA CORPORATION COMMISSION	2025 MONITORING WELL TECH LICENSE RENEWAL	100.00
				2025 MONITORING WELL TECH LICENSE RENEWAL	000-2640-810-000-0000-000-050	07/02/2024 100.00
11	64	07/02/2024	291	TULSA COUNTY ASSESSORS OFFICE	ANNUAL VISUAL INSPECTION	5,000.00
				ANNUAL VISUAL INSPECTION	000-2518-870-000-0000-000-105	07/02/2024 5,000.00
11	65	07/02/2024	5938	OSAGE COUNTY TREASURER	2024 REVALUATION COST	35,000.00
				2024 REVALUATION COST	000-2518-870-000-0000-000-105	07/02/2024 35,000.00
11	66	07/02/2024	19069	OKLAHOMA ASBO	MEMBERSHIP RENEWAL	675.00
				MEMBERSHIP RENEWAL	000-2573-810-000-0000-000-050	07/02/2024 675.00
11	67	07/02/2024	201	THOMPSON SCHOOL BOOK DEPOS.	MATH TEXTBOOKS	63,403.20
				MATH TEXTBOOKS	333-1000-643-100-2200-000-505	07/02/2024 63,403.20
11	68	07/02/2024	20894	SAVVAS LEARNING COMPANY LLC	ONLINE TRAINING	7,150.00
				ONLINE TRAINING	541-2212-359-100-2200-000-505	07/02/2024 1,532.15
					541-2212-359-100-2200-000-705	07/02/2024 2,042.86
					541-2212-359-100-4400-000-505	07/02/2024 1,532.14
					541-2212-359-100-4400-000-705	07/02/2024 2,042.85
11	69	07/03/2024	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	58.16
				CLASSROOM SUPPLIES	001-1000-619-100-1050-000-105	07/03/2024 58.16
11	70	07/03/2024	80003	OSSBA	CONFERENCE REGISTRATION	2,250.00
				CONFERENCE REGISTRATION	000-2319-860-000-0000-000-050	07/03/2024 450.00
					000-2321-860-000-0000-000-050	07/03/2024 1,800.00
11	71	07/08/2024	19864	HOTSY OF OKLAHOMA, INC.	POWER WASHER REPAIR	3,198.97
				POWER WASHER REPAIR	000-2640-439-000-0000-000-105	07/08/2024 1,567.50
					000-2640-439-000-0000-000-505	07/08/2024 799.74
					000-2640-439-000-0000-000-705	07/08/2024 831.73
11	72	07/08/2024	20895	THE COOL SCHOOL FOLDERS COMPANY	CLASSROOM SUPPLIES	763.20
				CLASSROOM SUPPLIES	001-1000-619-100-1050-000-105	07/08/2024 763.20

Sperry Public Schools
Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 7/31/2024, PO Range: 57 - 90, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	73	07/09/2024	6177	RENAISSANCE	SUBSCRIPTION RENEWAL	13,210.00
			001-1000-653-100-1110-000-105		07/09/2024	3,922.00
			001-1000-653-100-4000-000-705		07/09/2024	1,543.00
			367-1000-653-427-1110-000-105		07/09/2024	7,745.00
11	74	07/09/2024	20214	BORDERLAN SECURITY	CONTENT FILTER LICENSE RENEWAL	11,950.00
			125-2580-733-000-0000-000-050		07/09/2024	11,950.00
11	75	07/09/2024	19660	FES	2024-2025 WEBSITE HOSTING RENEWAL	4,160.00
			125-2560-530-000-0000-000-105		07/09/2024	2,038.40
			125-2560-530-000-0000-000-505		07/09/2024	1,040.00
			125-2560-530-000-0000-000-705		07/09/2024	1,081.60
11	76	07/11/2024	20318	POWERSCHOOL GROUP LLC	2024-2025 SCHOOL MESSENGER RENEWAL	2,882.60
			125-2560-530-000-0000-000-105		07/11/2024	1,412.47
			125-2560-530-000-0000-000-505		07/11/2024	720.65
			125-2560-530-000-0000-000-705		07/11/2024	749.48
11	77	07/11/2024	20068	TELECOMP HOLDINGS, INC.	MITEL SUPPORT RENEWAL	905.06
			125-2580-530-000-0000-000-105		07/11/2024	443.48
			125-2580-530-000-0000-000-505		07/11/2024	226.27
			125-2580-530-000-0000-000-705		07/11/2024	235.31
11	78	07/17/2024	18964	ESGI, LLC	12-MONTH LICENSE	984.00
			001-1000-653-100-1024-000-105		07/17/2024	984.00
11	79	07/17/2024	20281	IXL LEARNING INC.	IXL SITE LICENSE RENEWAL	3,600.00
			001-1000-653-100-1050-000-105		07/17/2024	3,600.00
11	80	07/17/2024	6074	THE MASTER TEACHER, INC.	ONLINE TRAINING	390.00
			541-2213-359-239-0000-000-105		07/17/2024	234.00
			541-2213-359-239-0000-000-505		07/17/2024	156.00
11	81	07/17/2024	514	RIVERSIDE INSIGHTS	TESTING MATERIALS AND SUBSCRIPTION	1,268.43
			001-2140-614-239-0000-000-105		07/17/2024	621.53
			001-2140-614-239-0000-000-505		07/17/2024	371.11
			001-2140-614-239-0000-000-705		07/17/2024	275.79
11	82	07/17/2024	20898	PROGRESS LEARNING, LLC	ONLINE INSTRUCTION	8,500.00
			001-1000-653-100-1110-000-505		07/17/2024	2,125.00
			001-1000-653-100-2200-000-505		07/17/2024	2,125.00
			001-1000-653-100-2250-000-505		07/17/2024	2,125.00
			001-1000-653-100-2300-000-505		07/17/2024	2,125.00
11	83	07/24/2024	20905	SPRINGHILL SUITES-OKC	LODGING	608.10
			412-1000-580-311-0000-000-705		07/24/2024	409.96
			412-2720-515-311-0000-000-705		07/24/2024	198.14
11	84	07/29/2024	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM FURNITURE	169.98
			001-1000-651-100-1050-000-105		07/29/2024	169.98
11	85	07/29/2024	20626	OK STATEWIDE VIRTUAL CHARTER SCHOOL	2024-2025 ONLINE LICENSES	23,205.00
			000-1000-653-100-0000-000-505		07/29/2024	11,602.50
			000-1000-653-100-0000-000-705		07/29/2024	11,602.50
11	86	07/31/2024	20454	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	69.79
			001-1000-619-100-1050-000-105		07/31/2024	69.79

Sperry Public Schools
Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 7/31/2024, PO Range: 57 - 90, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	87	07/31/2024	20907	TRUCKPRO, LLC	BLANKET	8,000.00
			010-2740-612-000-0000-000-050		07/31/2024	8,000.00
					BLANKET FOR OIL, TRANSMISSION FLUID, EXHAUST FLUID, ANITFREEZE AND PARTS FOR VEHICLE AND BUS REPAIRS	
11	88	07/31/2024	5584	SCHOOL SPECIALTY LLC	HEADPHONES	606.30
			552-1000-653-496-2200-000-505		07/31/2024	151.57
			552-1000-653-496-2200-000-705		07/31/2024	151.57
			552-1000-653-496-4400-000-505		07/31/2024	151.58
			552-1000-653-496-4400-000-705		07/31/2024	151.58
11	89	07/31/2024	20454	AMAZON CAPITAL SERVICES, INC.	TESTING SUPPLIES	2,129.70
			001-1000-644-100-2740-000-705		07/31/2024	2,129.70
					TESTING SUPPLIES	
11	90	07/31/2024	16557	MATT DICKERSON	CPR TRAINING	1,000.00
			000-2213-320-000-0000-000-050		07/31/2024	1,000.00
					CPR TRAINING	
Non-Payroll Total:						\$235,349.21
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$235,349.21

Sperry Public Schools Budget Analysis

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2024-2025						
Fund - 21 BUILDING						
000 NON-CATEGORICAL EXP	666,733.00	360,244.00	13,766.50	346,477.50	306,489.00	54.03%
318 REDBUD SCHOOL FUND ACT	0.00	2,000.00	0.00	2,000.00	-2,000.00	100.00%
Total Fund - 21 BUILDING	\$666,733.00	\$362,244.00	\$13,766.50	\$348,477.50	\$304,489.00	54.33 %
Total 2024-2025	\$666,733.00	\$362,244.00	\$13,766.50	\$348,477.50	\$304,489.00	54.33 %
Report Total	\$666,733.00	\$362,244.00	\$13,766.50	\$348,477.50	\$304,489.00	54.33 %

Sperry Public Schools
Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 7/31/2024, PO Range: 51 - 54, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	51	07/01/2024	20875	ROMANS OUTDOOR POWER, INC	BLANKET	1,000.00
			000-2620-618-000-0000-000-050		07/01/2024	1,000.00
21	52	07/02/2024	20583	WINFOX CONSTRUCTION	FLOOR REPAIRS	2,000.00
			318-2620-438-000-0000-000-505		07/02/2024	857.13
			318-2620-438-000-0000-000-705		07/02/2024	1,142.87
21	53	07/15/2024	20897	OSAGE COUNTY DISTRICT 2	ROAD REPAIRS	12,000.00
			000-2630-450-000-0000-000-105		07/15/2024	12,000.00
21	54	07/31/2024	20875	ROMANS OUTDOOR POWER, INC	BAD BOY REVOLT MOWER	5,444.00
			000-2620-736-000-0000-000-050		07/31/2024	5,444.00
Non-Payroll Total:						\$20,444.00
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$20,444.00

Sperry Public Schools Budget Analysis

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2024-2025						
Fund - 34 BOND FUND 34						
106 INSTRUCTIONAL RESOURCES	11,194.19	11,194.19	0.00	11,194.19	0.00	100.00%
120 TECHNOLOGY	77,508.78	2,452.00	0.00	2,452.00	75,056.78	3.16%
Total Fund - 34 BOND FUND 34	\$88,702.97	\$13,646.19	\$0.00	\$13,646.19	\$75,056.78	15.38 %
Total 2024-2025	\$88,702.97	\$13,646.19	\$0.00	\$13,646.19	\$75,056.78	15.38 %
Report Total	\$88,702.97	\$13,646.19	\$0.00	\$13,646.19	\$75,056.78	15.38 %

Sperry Public Schools
Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 7/31/2024, PO Range: 1 - 2, Fund Codes: 34

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
34	1	07/01/2024	19081	ARCHWAY	TEXTBOOKS	11,194.19
					TEXTBOOKS	
			106-1000-643-100-2200-000-105		07/01/2024	11,194.19
34	2	07/31/2024	20784	HIGH POINT NETWORKS	WIRELESS ACCESS POINTS	2,452.00
					WIRELESS ACCESS POINTS	
			120-2230-653-000-0000-000-050		07/31/2024	2,452.00
Non-Payroll Total:						\$13,646.19
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$13,646.19

Sperry Public Schools

Budget Analysis

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2024-2025						
Fund - 35 BOND FUND 35						
100 HVAC PROJECTS	22,132.00	9,807.00	0.00	9,807.00	12,325.00	44.31%
106 INSTRUCTIONAL RESOURCES	55,125.24	55,125.24	0.00	55,125.24	0.00	100.00%
Total Fund - 35 BOND FUND 35	\$77,257.24	\$64,932.24	\$0.00	\$64,932.24	\$12,325.00	84.05 %
Total 2024-2025	\$77,257.24	\$64,932.24	\$0.00	\$64,932.24	\$12,325.00	84.05 %
Report Total	\$77,257.24	\$64,932.24	\$0.00	\$64,932.24	\$12,325.00	84.05 %

Sperry Public Schools
Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 7/31/2024, PO Range: 1 - 2, Fund Codes: 35

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
35	1	07/01/2024	19081	ARCHWAY	TEXTBOOKS	55,125.24
			106-1000-643-100-2200-000-105		07/01/2024	55,125.24
35	2	07/29/2024	18170	DAVCO	HVAC REPLACEMENT-EC OFFICE/LOUNGE	9,807.00
			100-2620-720-000-0000-000-105		07/29/2024	9,807.00
					Non-Payroll Total:	\$64,932.24
					Payroll Total:	\$0.00
					Balance Forward:	\$0.00
					Report Total:	\$64,932.24

Budget Analysis

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2024-2025						
Fund - 37 BOND FUND 37						
100 HVAC PROJECTS	40,000.00	0.00	0.00	0.00	40,000.00	0.00%
106 INSTRUCTIONAL RESOURCES	100,650.00	25,072.57	0.00	25,072.57	75,577.43	24.91%
150 TRANSPORTATION	150,000.00	0.00	0.00	0.00	150,000.00	0.00%
164 LEASE PURCHASE 5	228.48	0.00	0.00	0.00	228.48	0.00%
170 BOND EXPENSES	4,832.18	0.00	0.00	0.00	4,832.18	0.00%
Total Fund - 37 BOND FUND 37	\$295,710.66	\$25,072.57	\$0.00	\$25,072.57	\$270,638.09	8.48 %
Total 2024-2025	\$295,710.66	\$25,072.57	\$0.00	\$25,072.57	\$270,638.09	8.48 %
Report Total	\$295,710.66	\$25,072.57	\$0.00	\$25,072.57	\$270,638.09	8.48 %

Sperry Public Schools Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 7/31/2024, PO Range: 1 - 1, Fund Codes: 37

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
37	1	07/01/2024	19081	ARCHWAY	TEXTBOOKS	25,072.57
				106-1000-643-100-2200-000-105	07/01/2024	25,072.57
Non-Payroll Total:						\$25,072.57
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$25,072.57

Sperry Public Schools

Encumbrance Register

Options: Year: 2024-2025, Date Range: 8/1/2024 - 8/1/2024, PO Range: 50000 - 60000, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50000	07/01/2024	20838	DAVID RISLEY	PAYROLL	32,977.60
11	50001	07/01/2024	5278	ERIC S WADE	PAYROLL	32,582.65
11	50002	07/01/2024	20646	HAROLD BELL	PAYROLL	37,801.05
11	50003	07/01/2024	20363	SAMUEL I BRADLEY	PAYROLL	62,396.10
11	50004	07/01/2024	19374	LESLIE W CARTER	PAYROLL	40,010.02
11	50005	07/01/2024	19835	SHIRLEY LEE	PAYROLL	29,953.69
11	50006	07/01/2024	20345	DONNIE W BUTLER	PAYROLL	38,959.68
11	50007	07/01/2024	20424	BRIAN FOSHEE	PAYROLL	64,507.31
11	50008	07/01/2024	20880	KRISTEN HUBBLE	PAYROLL	40,811.30
11	50009	07/01/2024	20491	CHRISTY R MOONEY	PAYROLL	45,532.39
11	50010	07/01/2024	20098	WHITNEY A FICKLIN	PAYROLL	54,161.28
11	50011	07/01/2024	19673	MISTY D FISHER	PAYROLL	63,647.08
11	50012	07/01/2024	19099	JOSEPH D TAYLOR	PAYROLL	86,782.77
11	50013	07/01/2024	19921	JARED W SMITH	PAYROLL	98,126.45
11	50014	07/01/2024	18455	BRIAN D BEAGLES	PAYROLL	180,073.41
11	50015	07/01/2024	18456	BRENT A CORE	PAYROLL	123,500.91
11	50016	07/01/2024	19278	DANIEL E LANDSAW	PAYROLL	74,948.28
11	50017	07/01/2024	1036	RICHARD D AKIN JR	PAYROLL	136,662.74
11	50018	07/01/2024	1416	TRACI R TAYLOR	PAYROLL	107,127.57
11	50019	07/01/2024	1653	MIKE H JUBY	PAYROLL	122,552.36
11	50020	07/01/2024	80103	AUDRA L BRIGGS	PAYROLL	84,566.19
11	50021	08/01/2024	20630	EMMA REINECKE	PAYROLL	4,306.00
11	50022	08/01/2024	19803	JAMES W TURNER	PAYROLL	21,948.02
11	50023	08/01/2024	20896	BAMBI BROCKUP	PAYROLL	30,704.93
11	50024	08/01/2024	20061	ROBERT J BUNDY	PAYROLL	8,612.00
11	50025	08/01/2024	20815	MIKAYLA DAVIES	PAYROLL	20,412.65
11	50026	08/01/2024	20686	BREANNA LORRAINE THOMAS	PAYROLL	34,470.56
11	50027	08/01/2024	20650	ALYSSA GUYTON	PAYROLL	34,297.88
11	50028	08/01/2024	20537	VALERIE BLEVINS	PAYROLL	20,663.16
11	50029	08/01/2024	19947	MARGIE A TEEL	PAYROLL	26,594.02
11	50030	08/01/2024	20018	STEPHANIE DRISKILL	PAYROLL	31,739.92
11	50031	08/01/2024	17576	TONIA C HARVEY	PAYROLL	29,048.98
11	50032	08/01/2024	5719	PAMULA S SCOTT	PAYROLL	23,581.56
11	50033	08/01/2024	5741	JAMIE D READY	PAYROLL	34,556.01
11	50034	08/01/2024	20145	TONYA D LAUGHLIN	PAYROLL	18,893.11
11	50035	08/01/2024	20354	TRINA BEELER	PAYROLL	26,432.76
11	50036	08/01/2024	19932	LEAH MCCAUSE	PAYROLL	20,810.15
11	50037	08/01/2024	1718	DEBORAH D MARTIN	PAYROLL	30,092.80
11	50038	08/01/2024	19244	CARRIE S BRUMMETT	PAYROLL	19,906.86
11	50039	08/01/2024	19210	SUSAN L GENTRY	PAYROLL	26,385.64
11	50040	08/01/2024	19484	JOWANNA WALTON	PAYROLL	32,383.24
11	50041	08/01/2024	20899	MARTHA BATTLES	PAYROLL	86,197.23
11	50042	08/01/2024	20623	CAITLYN M FREEMAN	PAYROLL	68,558.38
11	50043	08/01/2024	9611	TONYA LEANN PARK	PAYROLL	92,518.99
11	50044	08/01/2024	19926	KRISTY M HUTTON	PAYROLL	72,276.80

Encumbrance Register

Options: Year: 2024-2025, Date Range: 8/1/2024 - 8/1/2024, PO Range: 50000 - 60000, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50045	08/01/2024	18873	AMY J THROWER	PAYROLL	71,907.76
11	50046	08/01/2024	16942	TRACY FANCHER	PAYROLL	64,242.28
11	50047	08/01/2024	18978	CHELSEA PARKS	PAYROLL	71,924.75
11	50048	08/01/2024	19276	DAWN WILLIAMS	PAYROLL	76,887.33
11	50049	08/01/2024	9625	SONYA JOBE	PAYROLL	92,104.77
11	50050	08/01/2024	20900	JEFFREY HOOKER	PAYROLL	78,442.68
11	50051	08/01/2024	20903	SARAH WOODS	PAYROLL	52,631.06
11	50052	08/01/2024	20833	TOMMY MCGLASSON	PAYROLL	57,512.08
11	50053	08/01/2024	20622	BRADLEY A CRACE	PAYROLL	97,013.84
11	50054	08/01/2024	20624	MATTHEW E WARWICK	PAYROLL	81,380.92
11	50055	08/01/2024	20417	MADDISON P WEBB	PAYROLL	77,799.52
11	50056	08/01/2024	20413	PHILIP J PATZKOWSKI	PAYROLL	79,810.90
11	50057	08/01/2024	19945	KEVIN T BROWN	PAYROLL	72,891.05
11	50058	08/01/2024	17453	AMY L WOLF	PAYROLL	92,088.29
11	50059	08/01/2024	609	JACKIE J BARNETT	PAYROLL	103,816.93
11	50060	08/01/2024	16345	ELIZABETH P BRYANT	PAYROLL	73,826.44
11	50061	08/01/2024	19102	DENTON WOLF	PAYROLL	100,124.73
11	50062	08/01/2024	16258	KENI K KENNEDY	PAYROLL	102,886.73
11	50063	08/01/2024	17379	JOHN A KING	PAYROLL	92,155.51
11	50064	08/01/2024	220	DEBRA J BURCH	PAYROLL	10,552.73
11	50065	08/01/2024	19659	MICHAEL ORCUTT	PAYROLL	66,452.80
11	50066	08/01/2024	16589	KATHLEEN F REINS	PAYROLL	66,818.24
11	50067	08/01/2024	20901	REBECCA SMITHLEY	PAYROLL	48,872.26
11	50068	08/01/2024	20902	CARIE WHITAKER	PAYROLL	58,903.03
11	50069	08/01/2024	20633	DEENA MORTON	PAYROLL	76,755.43
11	50070	08/01/2024	20618	HOLLIE R BALLARD	PAYROLL	66,674.92
11	50071	08/01/2024	20631	JOHN RYAN BRETT WHITE	PAYROLL	81,855.84
11	50072	08/01/2024	20414	JULIE M GEE	PAYROLL	72,486.08
11	50073	08/01/2024	5350	MARTHA A RICKMAN	PAYROLL	71,836.89
11	50074	08/01/2024	142	ROBERT W PARK	PAYROLL	105,100.57
11	50075	08/01/2024	18880	COLE FANCHER	PAYROLL	80,359.17
11	50076	08/01/2024	80053	VICKI M GARRETT	PAYROLL	72,835.61
11	50077	08/01/2024	19071	HEATHER M DRISKILL	PAYROLL	67,711.91
11	50078	08/01/2024	80097	AMIE WHITE	PAYROLL	80,671.28
11	50079	08/01/2024	16259	ANGIE MARIE REIMER	PAYROLL	73,510.52
11	50080	08/01/2024	5528	TINA J. CRASE	PAYROLL	68,902.80
11	50081	08/01/2024	1639	TRACY E MCGUIRE	PAYROLL	82,517.55
11	50082	08/01/2024	18876	TERRI L WADE	PAYROLL	69,227.16
11	50083	08/01/2024	19657	DIANE L KRUMM	PAYROLL	78,814.19
11	50084	08/01/2024	144	SAUNDRA J PATTERSON	PAYROLL	85,163.48
11	50085	08/01/2024	18486	SHERRY L PATTON	PAYROLL	78,043.32
11	50086	08/01/2024	5923	LEAH A SZABO	PAYROLL	83,842.43
11	50087	08/01/2024	16918	CONNIE J ALSABROOK	PAYROLL	81,221.99
11	50088	08/01/2024	20775	KENDALL E BALLINGER	PAYROLL	69,658.16
11	50089	08/01/2024	20782	OLIVIA N SELLS	PAYROLL	61,917.71

Sperry Public Schools
Encumbrance Register

Options: Year: 2024-2025, Date Range: 8/1/2024 - 8/1/2024, PO Range: 50000 - 60000, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	50090	08/01/2024	20621	ERIKA L COLE	PAYROLL	76,960.16
11	50091	08/01/2024	20530	KELLY P BENHAM	PAYROLL	87,783.62
11	50092	08/01/2024	20517	PHILLIP M WEBB	PAYROLL	96,399.84
11	50093	08/01/2024	20092	DANEL L HOBSON	PAYROLL	69,361.00
11	50094	08/01/2024	19130	CHIARA M KESTER	PAYROLL	64,534.37
11	50095	08/01/2024	19925	MELISSA D BROWN	PAYROLL	74,728.00
11	50096	08/01/2024	19928	MAKAYLA M WEST	PAYROLL	80,834.56
11	50097	08/01/2024	16262	BRAD J TILLMAN	PAYROLL	95,598.72
11	50098	08/01/2024	17455	LAURA DAUGHERTY	PAYROLL	78,091.19
11	50099	08/01/2024	16990	NATALIE D SAYRE	PAYROLL	78,641.84
11	50100	08/01/2024	19485	MELODY F ANDERSON	PAYROLL	90,609.59
11	50101	08/01/2024	80033	JOHN EDGAR	PAYROLL	99,196.98
11	50102	08/01/2024	19077	LAUREN EMERY	PAYROLL	78,455.30
11	50103	08/01/2024	20777	DELANEY R FANCHER	PAYROLL	67,391.87
11	50104	08/01/2024	20906	CODY K WILLIAMS	PAYROLL	2,691.25
11	50105	08/01/2024	20798	CURTIS BRUMMETT	PAYROLL	4,306.00

Non-Payroll Total:	\$0.00
Payroll Total:	\$6,918,810.41
Balance Forward:	\$127,068.58
Report Total:	\$7,045,878.99

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50013	JARED W SMITH	641.00	1,512.00	19921	106-106
50015	BRENT A CORE	853.20	1,299.80	18456	50-DISTRICT WIDE
50016	DANIEL E LANDSAW	641.00	1,512.00	19278	705-HIGH SCHOOL
50017	RICHARD D AKIN JR	865.43	1,287.57	1036	705-HIGH SCHOOL
50018	TRACI R TAYLOR	541.00	1,612.00	1416	105-ELEMENTARY SCHOOL
50019	MIKE H JUBY	636.00	1,517.00	1653	505-MIDDdle SCHOOL
50020	AUDRA L BRIGGS	444.64	1,708.36	80103	505-MIDDdle SCHOOL
50042	CAITLYN M FREEMAN	735.61	1,417.39	20623	106-106
50043	TONYA LEANN PARK	704.42	1,448.58	9611	106-106
50044	KRISTY M HUTTON	655.20	1,497.80	19926	106-106
50045	AMY J THROWER	641.00	1,512.00	18873	106-106
50046	TRACY FANCHER	630.85	1,522.15	16942	106-106
50047	CHELSEA PARKS	601.00	1,552.00	18978	106-106
50048	DAWN WILLIAMS	641.00	1,512.00	19276	106-106
50049	SONYA JOBE	641.00	1,512.00	9625	106-106
50052	TOMMY MCGLOSSON	401.00	1,752.00	20833	705-HIGH SCHOOL
50053	BRADLEY A CRACE	641.00	1,512.00	20622	705-HIGH SCHOOL
50054	MATTHEW E WARWICK	641.00	1,512.00	20624	705-HIGH SCHOOL
50055	MADDISON P WEBB	792.08	1,360.92	20417	705-HIGH SCHOOL
50056	PHILIP J PATZKOWSKI	641.00	1,512.00	20413	705-HIGH SCHOOL
50057	KEVIN T BROWN	638.33	1,514.67	19945	705-HIGH SCHOOL
50058	AMY L WOLF	641.00	1,512.00	17453	705-HIGH SCHOOL
50059	JACKIE J BARNETT	421.00	1,732.00	609	705-HIGH SCHOOL
50060	ELIZABETH P BRYANT	591.00	1,562.00	16345	705-HIGH SCHOOL
50061	DENTON WOLF	641.00	1,512.00	19102	705-HIGH SCHOOL
50062	KENI K KENNEDY	641.00	1,512.00	16258	705-HIGH SCHOOL
50063	JOHN A KING	641.00	1,512.00	17379	705-HIGH SCHOOL
50065	MICHAEL ORCUTT	641.00	1,512.00	19659	705-HIGH SCHOOL
50069	DEENA MORTON	714.91	1,768.09	20633	105-ELEMENTARY SCHOOL
50070	HOLLIE R BALLARD	564.73	1,588.27	20618	105-ELEMENTARY SCHOOL
50071	JOHN RYAN BRETT WHITE	641.00	1,512.00	20631	105-ELEMENTARY SCHOOL
50072	JULIE M GEE	630.58	1,522.42	20414	105-ELEMENTARY SCHOOL
50073	MARTHA A RICKMAN	641.00	1,512.00	5350	105-ELEMENTARY SCHOOL
50074	ROBERT W PARK	746.00	1,407.00	142	105-ELEMENTARY SCHOOL
50075	COLE FANCHER	806.39	1,346.61	18880	105-ELEMENTARY SCHOOL
50076	VICKI M GARRETT	641.00	1,512.00	80053	105-ELEMENTARY SCHOOL
50077	HEATHER M DRISKILL	641.00	1,512.00	19071	105-ELEMENTARY SCHOOL
50078	AMIE WHITE	616.00	1,537.00	80097	105-ELEMENTARY SCHOOL
50079	ANGIE MARIE REIMER	641.00	1,512.00	16259	105-ELEMENTARY SCHOOL
50080	TINA J. CRASE	728.98	1,424.02	5528	105-ELEMENTARY SCHOOL
50081	TRACY E MCGUIRE	641.00	1,512.00	1639	105-ELEMENTARY SCHOOL
50082	TERRI L WADE	641.00	1,512.00	18876	105-ELEMENTARY SCHOOL
50083	DIANE L KRUMM	641.00	1,512.00	19657	105-ELEMENTARY SCHOOL
50084	SAUNDRA J PATTERSON	1,021.00	1,462.00	144	105-ELEMENTARY SCHOOL
50085	SHERRY L PATTON	717.40	1,435.60	18486	105-ELEMENTARY SCHOOL
50086	LEAH A SZABO	641.00	1,512.00	5923	105-ELEMENTARY SCHOOL
50087	CONNIE J ALSABROOK	616.00	1,537.00	16918	105-ELEMENTARY SCHOOL
50088	KENDALL E BALLINGER	741.74	1,411.26	20775	105-ELEMENTARY SCHOOL
50089	OLIVIA N SELLS	739.71	1,413.29	20782	505-MIDDdle SCHOOL

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
50090	ERIKA L COLE	786.05	1,366.95	20621	505-MIDDLE SCHOOL
50091	KELLY P BENHAM	441.00	1,712.00	20530	505-MIDDLE SCHOOL
50092	PHILLIP M WEBB	841.00	1,312.00	20517	505-MIDDLE SCHOOL
50093	DANELL L HOBSON	759.43	1,393.57	20092	505-MIDDLE SCHOOL
50094	CHIARA M KESTER	719.53	1,433.47	19130	505-MIDDLE SCHOOL
50095	MELISSA D BROWN	539.55	1,613.45	19925	505-MIDDLE SCHOOL
50096	MAKAYLA M WEST	841.00	1,312.00	19928	505-MIDDLE SCHOOL
50097	BRAD J TILLMAN	841.00	1,312.00	16262	505-MIDDLE SCHOOL
50098	LAURA DAUGHERTY	591.00	1,562.00	17455	505-MIDDLE SCHOOL
50099	NATALIE D SAYRE	566.00	1,587.00	16990	505-MIDDLE SCHOOL
50100	MELODY F ANDERSON	841.00	1,312.00	19485	505-MIDDLE SCHOOL
50101	JOHN EDGAR	641.00	1,512.00	80033	505-MIDDLE SCHOOL
50102	LAUREN EMERY	820.12	1,332.88	19077	505-MIDDLE SCHOOL
50103	DELANEY R FANCHER	613.07	1,539.93	20777	505-MIDDLE SCHOOL
Total Fund		42,096.95	94,202.05		
Total		\$42,096.95	\$94,202.05		

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50001	ERIC S WADE	320.00	756.50	5278	50-DISTRICT WIDE
50002	HAROLD BELL	320.27	756.23	20646	50-DISTRICT WIDE
50003	SAMUEL I BRADLEY	459.83	781.67	20363	50-DISTRICT WIDE
50004	LESLIE W CARTER	321.00	755.50	19374	50-DISTRICT WIDE
50005	SHIRLEY LEE	276.00	800.50	19835	50-DISTRICT WIDE
50006	DONNIE W BUTLER	321.00	755.50	20345	50-DISTRICT WIDE
50007	BRIAN FOSHEE	350.19	726.31	20424	50-DISTRICT WIDE
50009	CHRISTY R MOONEY	301.00	775.50	20491	50-DISTRICT WIDE
50010	WHITNEY A FICKLIN	153.00	923.50	20098	50-DISTRICT WIDE
50011	MISTY D FISHER	153.00	923.50	19673	50-DISTRICT WIDE
50012	JOSEPH D TAYLOR	320.00	756.50	19099	50-DISTRICT WIDE
50022	JAMES W TURNER	153.00	923.50	19803	50-DISTRICT WIDE
50025	MIKAYLA DAVIES	304.22	772.28	20815	105-ELEMENTARY SCHOOL
50026	BREANNA LORRAINE THOMAS	288.44	788.06	20686	105-ELEMENTARY SCHOOL
50027	ALYSSA GUYTON	267.64	808.86	20650	105-ELEMENTARY SCHOOL
50028	VALERIE BLEVINS	183.00	893.50	20537	105-ELEMENTARY SCHOOL
50029	MARGIE A TEEL	309.29	767.21	19947	105-ELEMENTARY SCHOOL
50030	STEPHANIE DRISKILL	301.00	775.50	20018	105-ELEMENTARY SCHOOL
50031	TONIA C HARVEY	233.00	843.50	17576	105-ELEMENTARY SCHOOL
50032	PAMULA S SCOTT	225.00	851.50	5719	105-ELEMENTARY SCHOOL
50033	JAMIE D READY	320.00	756.50	5741	105-ELEMENTARY SCHOOL
50034	TONYA D LAUGHLIN	162.00	914.50	20145	105-ELEMENTARY SCHOOL
50035	TRINA BEELER	172.00	904.50	20354	105-ELEMENTARY SCHOOL
50036	LEAH MCCAUSE	281.20	795.30	19932	705-HIGH SCHOOL
50037	DEBORAH D MARTIN	175.00	901.50	1718	505-MIDDdle SCHOOL
50038	CARRIE S BRUMMETT	253.00	823.50	19244	505-MIDDdle SCHOOL
50039	SUSAN L GENTRY	175.00	901.50	19210	505-MIDDdle SCHOOL
50040	JOWANNA WALTON	308.91	767.59	19484	106-106
50106	CAITLYN BEARD	153.00	923.50	20637	46-46
50107	CATHA CLARK	153.00	923.50	20431	46-46
50108	SHERRY SPEAKMAN	153.00	923.50	20492	46-46
50109	STEPHANIE M BOOTH	161.00	915.50	20432	46-46
50110	STACIE L SISK	211.00	865.50	19973	46-46
50111	JENNIFER R SISK	211.00	865.50	20116	46-46
50112	JANET L HARPER	153.00	923.50	17905	46-46
50113	MARY LOU MACARIO	161.00	915.50	1797	46-46
50114	KIMBERLY A FOSTER	153.00	923.50	19502	46-46
Total Fund		8,915.99	31,079.51		
Total		\$8,915.99	\$31,079.51		

Sperry Public Schools

Process Payroll

Options:

PO No	Vendor	Reserve	Payable	Vendor No	Location
Fund 11					
50013	JARED W SMITH	62.24	147.68	19921	106-106
50026	BREANNA LORRAINE THOMAS	137.36	353.52	20686	105-ELEMENTARY SCHOOL
50027	ALYSSA GUYTON	137.36	353.52	20650	105-ELEMENTARY SCHOOL
50030	STEPHANIE DRISKILL	206.22	499.96	20018	105-ELEMENTARY SCHOOL
50041	MARTHA BATTLES	132.60	131.70	20899	106-106
50045	AMY J THROWER	63.60	151.70	18873	106-106
50047	CHELSEA PARKS	121.74	287.33	18978	106-106
50048	DAWN WILLIAMS	320.00	756.50	19276	106-106
50050	JEFFREY HOOKER	108.78	140.45	20900	705-HIGH SCHOOL
50059	JACKIE J BARNETT	32.98	58.85	609	705-HIGH SCHOOL
50060	ELIZABETH P BRYANT	32.30	75.35	16345	705-HIGH SCHOOL
50061	DENTON WOLF	32.30	75.35	19102	705-HIGH SCHOOL
50062	KENI K KENNEDY	63.60	151.70	16258	705-HIGH SCHOOL
50065	MICHAEL ORCUTT	64.60	150.70	19659	705-HIGH SCHOOL
50066	KATHLEEN F REINS	30.60	184.70	16589	105-ELEMENTARY SCHOOL
50067	REBECCA SMITHLEY	108.78	140.45	20901	105-ELEMENTARY SCHOOL
50068	CARIE WHITAKER	96.06	153.17	20902	105-ELEMENTARY SCHOOL
50078	AMIE WHITE	63.60	151.70	80097	105-ELEMENTARY SCHOOL
50092	PHILLIP M WEBB	168.20	262.40	20517	505-MIDDdle SCHOOL
50093	DANEL L HOBSON	168.20	262.40	20092	505-MIDDdle SCHOOL
50099	NATALIE D SAYRE	32.30	75.35	16990	505-MIDDdle SCHOOL
50100	MELODY F ANDERSON	42.30	65.35	19485	505-MIDDdle SCHOOL
50101	JOHN EDGAR	192.80	453.10	80033	505-MIDDdle SCHOOL
50102	LAUREN EMERY	83.60	131.70	19077	505-MIDDdle SCHOOL
50115	DYLAN JAY FOSHEE	24.10	145.45	20490	
50116	MICHAEL G ORCUTT	341.00	1,635.45	19825	
50117	DEAN LILES	110.90	322.07	17	
Total Fund		2,978.12	7,317.60		
Total		\$2,978.12	\$7,317.60		

Sperry Public Schools
Encumbrance Register

Options: Year: 2024-2025, Date Range: 8/1/2024 - 8/1/2024, PO Range: 50000 - 60000, Fund Codes: 22

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
22	50000	08/01/2024	20637	CAITLYN BEARD	PAYROLL	18,949.92
22	50001	08/01/2024	20431	CATHA CLARK	PAYROLL	16,933.64
22	50002	08/01/2024	20432	STEPHANIE M BOOTH	PAYROLL	29,431.20
22	50003	08/01/2024	20492	SHERRY SPEAKMAN	PAYROLL	16,763.64
22	50004	08/01/2024	19973	STACIE L SISK	PAYROLL	35,073.12
22	50005	08/01/2024	20116	JENNIFER R SISK	PAYROLL	28,746.17
22	50006	08/01/2024	17905	JANET L HARPER	PAYROLL	25,374.96
22	50007	08/01/2024	1797	MARY LOU MACARIO	PAYROLL	22,043.76
22	50008	08/01/2024	19502	KIMBERLY A FOSTER	PAYROLL	29,475.60
Non-Payroll Total:						\$0.00
Payroll Total:						\$222,792.01
Balance Forward:						\$0.00
Report Total:						\$222,792.01

PERSONNEL REPORT

August 12, 2024

CERTIFIED PERSONNEL REPORT

EMPLOYMENT

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

FIRST-YEAR TEMPORARY CONTRACTS FOR 2024-2025 (Positions/duties subject to assignment by the Superintendent.)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Sarah Woods	Teacher	August 1, 2024

EXTRA DUTY ASSIGNMENTS/STIPENDS FOR 2024-2025

<u>Name</u>	<u>Extra-duty Assignments</u>	<u>Contract Amount</u>
John Edgar	Planning Period Purchase	\$8,982.00
Terri Wade	Mentor Teacher	\$500.00

CHANGE OF STATUS

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

LEAVES OF ABSENCE

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

RESIGNATIONS/RETIREMENTS/SEPARATIONS

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

RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

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

PERSONNEL REPORT

August 12, 2024

SUPPORT PERSONNEL REPORT

EMPLOYMENT

<u>Name</u>	<u>Position</u>	<u>Contract/Hourly</u>	<u>Effective Date</u>
Bambi Brockup	Secretary	\$23,979.00	July 15, 2024
Savannah Cortez	Tier I Aide	\$15,186.00	August 7, 2024
Witney Erbe	Tier I Aide	\$15,186.00	August 7, 2024
Nalleli Hutchins	Tier I Aide	\$15,186.00	August 7, 2024
Rhonda Wade	Tier I Aide	\$18,214.00	August 7, 2024

CHANGE OF STATUS

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Present Contract</u>	<u>Proposed Contract</u>	<u>Effective Date</u>
Stephanie Driskill	Tier I Aide	Adjunct Teacher	\$15,731.00	\$27,208.00	August 5, 2024
Janet Harper	Cafeteria 7 Hours	Cafeteria 6 Hours	\$18,591.00	\$15,936.00	August 5, 2024

LEAVES OF ABSENCE

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

ADJUNCT/SUPPORT EMPLOYEE VOLUNTEER COACHING CONTRACTS FOR 2024-2025

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

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Natalie Bible	Tier I Aide	July 17, 2024
Megan Fisher	Tier I Aide	July 8, 2024

RESCINDED OFFERS OF EMPLOYMENT/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Chelsea Parks	Route Driver	August 1, 2024

Sperry Schools

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

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

August 6, 2024

Ms. Natalie Bible

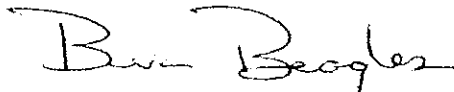
[REDACTED]
RE: Acceptance of Resignation

Dear Ms. Bible:

The purpose of this letter is to inform you that I have received and accepted your letter of resignation. Your resignation was effective on July 16, 2024. According to Board of Education policy, "A resignation may not be withdrawn after it has been accepted by the superintendent and will be considered irrevocable from that date."

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

Respectfully,




Brian Beagles, Ed.D.
Superintendent of Schools

Sperry Schools

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

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

August 6, 2024

Ms. Megan Fisher



RE: Acceptance of Resignation

Dear Ms. Fisher:

The purpose of this letter is to inform you that I have received and accepted your letter of resignation. Your resignation was effective on July 8, 2024. According to Board of Education policy, "A resignation may not be withdrawn after it has been accepted by the superintendent and will be considered irrevocable from that date."

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

Respectfully,



Brian Beagles, Ed.D.
Superintendent of Schools