



STILLWATER BOARD OF EDUCATION
Tuesday, November 11, 2025

5:30 PM Regular Meeting
Stillwater Public Schools Administration Building
314 South Lewis Street
Stillwater, OK 74074

1. CALL TO ORDER AND ROLL CALL
2. PLEDGE OF ALLEGIANCE
3. COMMUNICATIONS/PUBLIC INTEREST
 - A. Recognitions:
 1. Kameoka Japan, Sister City Post-Trip
 - B. Superintendent's Report
 - C. Board Communication
 - D. Public Comments - *Patrons who wish to address the Board of Education shall be required to submit form BED-E prior to the start of the meeting*
4. CONSENT AGENDA (Action)

All of the following items, which concern reports and items of a routine nature normally approved at a board meeting, will be approved by one board vote, unless any board member desires to have a separate vote on any or all of these items. The consent agenda consists of the discussion, consideration, and approval of the following items:

 - A. October 14, 2025, Regular Meeting Minutes
 - B. Approval of Non-Exclusive Trademark License Agreements:
 2. The Ribbon Boutique
 3. KellisKreations
 - C. Change Orders, Encumbrances and Accounts Payable (approval of encumbrance numbers as listed): (Finance)

2025-2026 General Fund (11) Encumbrances #2026-11-410 – 2026-11-472 totaling \$78,106.40
2025-2026 Child Nutrition Fund (22) Encumbrances #2026-22-62 - 2026-22-65 totaling \$1,523.63
2025-2026 Bond 31 Fund Encumbrances #2026-31-23 – 2026-31-25 totaling \$13,006.46
2025-2026 Bond 32 Fund Encumbrances #2026-32-35 – 2026-32-40 totaling \$20,512.00
2025-2026 Bond 33 Fund Encumbrances #2026-33-192 – 2026-33-207 totaling \$3,002,873.03
 - D. Transfer and Summary of Activity Account Funds (Finance)
 - E. Activity Account Fundraising Projects (Finance)
 - F. Annual Activity Fund Planning and Approval Packages (Finance)
 - G. Approval of the following FY 25-26 contracts:
 4. Our Daily Bread (Ed Services)

- 5. Walden University (Ed Services)
- 6. The Oklahoma Purchasing System (TOPS) (Finance)
- H. Consider and Vote to Approve or Not Approve Willowbrook, Inc. use of CM Contingency and Allowances for the SPS Bond 2023 HS Phase I Construction Project
- I. Consider and Vote to Approve or Not Approve Willowbrook, Inc. use of Owner Contingency and Allowances for the SPS Bond 2023 HS Phase I Construction Project
- J. Consider and Vote to Approve or Not Approve a Memorandum of Agreements between Stillwater Public Schools and Green Energy Solutions (GES) LLC.
- K. Consider and Vote to Declare District Vehicle and Equipment Surplus
- L. Change Order No. 2 to return unused funds from the SPS New High School Early Package
- M. The Land Order Agreement with Nabholz Construction Corporation
- N. Receive Title 1 Site School-wide Plans Report
- 5. BUSINESS/FINANCE - Chief Financial Officer, Kristie Newby
 - A. Consider and Vote to Approve the Treasurer's Report to include the Bond Expenditures and Revenues Report
 - B. Second Revised Budget
- 6. OPERATIONS - Assistant Superintendent, Bo Gamble
 - A. Receive Bond 2023 Update
- 7. Other Business
 - A. Review and Approve or Not Approve the following updated SPS policies: (Sup)

B. CHC	C. Bids and Quotations
D. CFB	E. Activity Funds
F. DMB-R1	G. Professional Growth and Development of Certified Personnel (Regulation)
H. EHBB	I. Gifted Child Educational Program
J. FFG	K. Abuse, Neglect, Exploitation and Trafficking
L. FL-R	M. Compliance with Family Educational Rights and Privacy Act (FERPA) of 1974 (Regulation)

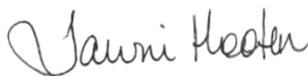
N. Proposed Removal of the Following Stillwater Public School Policies:

O. CFB-E2	P. School Organization Fundraiser Form
Q. FJ	R. Fundraising by In-School Organizations

- 8. Proposed Executive Session to Discuss the Following:
 - A. Proposed executive session to discuss the employment of those employees listed on attached Exhibit A. 25 O.S. Section 307(B)(1)
 - B. Evaluation of the Superintendent (a routine evaluation session that the Board may conduct monthly) Pursuant to Executive Session Authority – OKLA. STAT. tit. 25 sect 307(B)(1) and (7).
- 9. Vote to Convene in Executive Session (**Action**)
- 10. President's Acknowledgment of the Return of the Board to Open Session
- 11. Statement of Executive Session Minutes
- 12. Consider and Vote to Approve or Not Approve the Appointments, Resignations and Employment Recommendations Listed on Exhibit A of the Agenda.
- 13. ADJOURNMENT
 - A. Vote to Adjourn (**Action**)

This agenda was posted on the inside of the front door (visible from outside the building) of the Administration Building (314 S. Lewis), and on the School District's website located www.stillwaterschools.com on November 10, 2025, at 4:00p.m. Notice of this regular meeting was given to the Payne County Clerk prior to December 15, 2024, and amended on August 22, 2025, at 1:00 p.m. (which meets the required ten (10) day notice to be filed with the county clerk's office to change the date, time, or location of a regular meeting. Reference: 25 O.S. 311(A); S.L.O. 533 (A)(1).

STILLWATER BOARD OF EDUCATION



Tawni Hooten, Clerk



Stillwater Public Schools Administration
Building
314 South Lewis Street
Stillwater, OK 74074

Minutes of Regular Meeting

Tuesday, October 14, 2025 5:30 PM Central

Attendance Taken at 5:32 PM.

Dr Marshall Baker: Present
Rachel Dillin: Present
Roberta Douglas: Present
Timothy Riley: Absent
Gay Washington: Present

1. CALL TO ORDER AND ROLL CALL

President Douglas called the meeting to order at 5:32 p.m. The roll call was taken by Annette Turley Board/Minutes clerk. Attendance confirms there is a quorum of the board to proceed. President Douglas acknowledged board member Riley attending at 5:38pm.

2. PLEDGE OF ALLEGIANCE

President Douglas asked everyone to stand for the Pledge of Allegiance.

3. COMMUNICATIONS/PUBLIC INTEREST

A. Recognitions

• 8 SHS Students named National Merit Semi-Finalists:

- Alexander Kearns-Shook
- Alex Kidan-Gathazhe
- Yejoon (Aiden) Kim
- Jonathan Ku
- William Lin
- Katherine Lin
- Caleb Weiman
- Stephen Zhang

Walter Howell High School Principal introduced and recognized 8 SHS named National Merit Semi-Finalists. These students were recognized for their high scores on the PSAT/NMSQT and

will now have the opportunity to compete for one of the 7,500 National Merit Scholarships. These students are exceptional students and have worked very hard at accomplishing their goals.

B. Superintendent's Report, Tyler Bridges

Mr. Bridges gave his Superintendent report. He began by giving an Enrollment update on our October 1 important timeframe that drives our funding. He provided an update on enrollment numbers by grade, school site and district.

District Highlights were mentioned:

- Volleyball Regionals at Piedmont this week
- SHS Softball plays in the state tournament Thursday at 2pm at Devon Park
- Google donates \$600,000 to Stillwater PS for energy conservation and technology
- SHS annual Pink Out fundraising events are in full swing
- October 16th HS vs Choctaw will be Military and First Responders Night
- Special Olympics Cheer Team places 1st at State qualifying competition in Broken Arrow
- OSU Follies fundraising is going well at businesses all over town. Proceeds benefit SPS Fine Arts
- SHS Band has had 3 finals appearances thus far this marching season
- Harvest II Community Food Drive was a huge success districtwide
- Lincoln Academy Principal George Horton presented at the National Alternative Education Conference alongside OK State Alternative Ed Directors
- SHS Stella Khu recently made the 2025 OSDTDA OK All State Dance Team
- SPEF awarded over \$29,000 in SPS teacher grants, fall grant cycle

He also spoke about our Legacy of Experience & Expertise. Our SPS team is exceptionally qualified to provide the best education for our students.

- 10 Nationally Board-Certified Teachers
- 211 Certified Staff Members w/ Advanced Degrees
- 6,892 yrs of combined experience for Certified Staff
- 3,585 yrs of combined experience for Support Staff
- 141 Certified Staff Members with 20+ yrs of experience
- 66 Support Staff with 20+ yrs of experience

C. Board Communication

President Douglas mentioned and offered thoughts and prayers to our SRO, Officer Hooten and his family. She also spoke about our band at a recent concert and how well they did and how she enjoyed them very much.

President Douglas mentions that she is excited that all of the board members are wearing, “Support Public Schools” t-shirts. The t-shirts are from a fundraiser that SPEF has going on. She mentioned that SPEF has raised over \$40,000 at the Celebration of Education and just voted to give away over \$29,000 in teacher grants.

Rachel Dillon mentioned that on September 23rd that last year’s grant winners were showcased and the event was great.

D. Public Comments - Patrons who wish to address the Board of Education shall be required to submit form BED-E prior to the start of the meeting

There were no public comments at this meeting.

4. CONSENT AGENDA (Action)

All of the following items, which concern reports and items of a routine nature normally approved at a board meeting, will be approved by one board vote, unless any board member desires to have a separate vote on any or all of these items. The consent agenda consists of the discussion, consideration, and approval of the following items:

I move to approve the Consent Agenda as presented. This motion, made by Dr. Baker and seconded by Rachel Dillin, **Carried.**

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

A. September 9, 2025, Regular Meeting Minutes

B. Stillwater Board of Education Notice of Regular Meeting Schedule for Calendar Year 2026

C. Out of State Travel Requests:

1. **Stillwater FFA** is traveling to Kansas City, MO as the Reserve Champion State team to compete at the American Royal Judging Contest from Oct 18, 2025, through October 19, 2025.
2. **Stillwater Junior High School Cheer** is traveling to Fort Worth, TX to compete at NCA Nationals from January 23, 2026, through January 26, 2026.
3. **Stillwater High School Pioneer Robotics** is traveling to Irving, TX to compete at Robot Rodeo with the intent of qualifying for Worlds from Jan. 17 2026 through Jan 18, 2026.

4. **Stillwater Junior High School Pioneer Robotics** is traveling to Wichita, KS from Nov 6, 2025 through Nov 8, 2025 to compete at the Air Capital Showdown with the intent of qualifying for Worlds.
5. **Stillwater High School Girls Wrestling** is traveling to Columbia, MO to compete at the Wonder Woman Wrestling tournament from Dec 28, 2025 to Dec 31, 2025.
6. **Stillwater Junior High School Band** is traveling to North Richardland Hills, TX to compete at the North Texas festival from April 24, 2026 through April 25, 2026.
7. **Stillwater High School Pioneer Robotics** is traveling to Colorado Springs, CO to compete at the AFCEA Pikes Peak Robotics Signature Event in qualifying for Worlds from February 2, 2026, to February 4, 2026.
8. **Stillwater High School Pioneer Robotics (Second Team)** is traveling to Irving, T to compete at Robot Rodeo with the intent of qualifying for Worlds from January 17, 2026 through January 18, 2026.

D. Approval of the 2026 School Board Election Resolution

E. Approval of the Fee Agreement with Local Attorney, John Bartley, for the FY 25-26 School Year

F. Change Orders, Encumbrances and Accounts Payable (approval of encumbrance numbers as listed): (Finance)

2025-2026 General Fund (11) Encumbrances #2026-11-309– 2026-11-409 -2026-11- Totaling \$123,130.93

2025-2026 Child Nutrition Fund (22) Encumbrances #2026-22-55 - 2026-22-61 totaling \$597,145.32

2025-2026 Bond 31 Fund Encumbrances #2026-31-20 – 2026-31-22 totaling \$17,077.97

2025-2026 Bond 32 Fund Encumbrances #2026-32-26 - 2026-32-34 totaling \$304,626.51

2025-2026 Bond 33 Fund Encumbrances #2026-33-172 – 2026-33-191 totaling \$675,701.54

G. Transfer and Summary of Activity Account Funds (Finance)

H. Activity Fundraising Requests (Finance)

I. Annual Activity Fund Planning and Approval Packages (Finance)

J. Sanctioned Organizations Approval Packages for FY 2025-2026 (Finance)

K. Approval of the following contracts for FY 2025-2026: Educational Services

1. Golden Step (Ed Ser)
2. Oklahoma State University Department of Nutritional Sciences (Ed Ser)

3. CASA (Ed Ser)

L. Appointment of the 2025-2026 Local Advisory Committee for Gifted Education (Ed Ser)

M. Consider and vote to approve or not approve Willowbrook, Inc. use of CM Contingency and Allowances for the SPS Bond 2023 HS Phase I Construction Project (Operations)

N. Consider and vote to approve or not approve Willbrook, Inc. use of Owner Contingency and Allowances for the SPS Bond 2023 HS Phase I Construction Project (Operations)

O. Vote to approve an increase to Adult and Visitor Meal Prices

P. Consider and Vote to Approve or Not Approve Service Order 30 for SPS Virtual Academy Locker Room Remodel Project (Operations)

Q. Consider and Vote to Approve or Not Approve Change Order 03 for Stillwater Public Schools Sangre Ridge, Middle School, High School Fieldhouse, and PAC Roof and HVAC Replacements Project

5. BUSINESS/FINANCE

A. Consider and Vote to Approve or Not Approve the Treasurer's Report to include the Bond Expenditures and Revenues Report

I move to approve the Treasurer's report as presented. This motion, made by Rachel Dillin and seconded by Gay Washington, **Carried.**

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

Consider and Vote to Approved or Not Approve the presentation of the 2024-2025 Audit Report by Jenkins & Kemper

I move to approve the Presentation of the 24-25 Audit Report as presented. This motion, made by Gay Washington and seconded by Dr. Baker, **Carried**.

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

6. OPERATIONS

A. Consider and Vote to Declare or Not Declare Equipment at Stillwater High School West Gym as Surplus Property

I move to approve declaring equipment at Stillwater HS West Gym as surplus property. This motion, made by Dr. Baker and seconded by Rachel Dillin, **Carried**.

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Dr Marshall Baker: Yes

B. Consider and Vot to Declare or Not Declare Equipment at Stillwater High School City Gym as Surplus

I move to approve declaring equipment at Stillwater HS City Gym as surplus property. This motion, made by Dr. Baker and seconded by Rachel Dillin, **Carried**.

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

C. Consider and Vote to Declare or Not Declare Inventory at Stillwater Pioneer Virtual Academy as Surplus Property

I move to approve declaring inventory at Stillwater Pioneer Virtual Academy as surplus property. This motion, made by Gay Washington and seconded by Tim Riley, **Carried**.

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

D. Consider and Vote to Award Bids for the Stillwater Public Schools Bond 2023 High School Phase I and II furniture, fixtures, and equipment (FF&E) project to the following bidders:

I move to approve awarding of the bids for the Stillwater Public Schools Bond 2023 HS Phase I and II FF&E project. This motion, made by Dr. Baker and seconded by Rachel Dillin, **Carried**.

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

E. Consider and Vote to Approve or Not Approve Change Order 01 for Stillwater Public Schools Bond 2023 High School Phase I & II FF&E Package

I move to approve change order 01 for the Stillwater Public Schools Bond 2023 HS Phase I & II FF&E Package. This motion, made by Gay Washington and seconded by Tim Riley. **Carried**.

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

F. Consider and Vote to Approve or Not Approve Schematic Design for Construction of New Stillwater High School Athletics Phase 1 Project and Authorization to Proceed with the Design Development Phase

I move to approve the Schematic Design for the New Stillwater High School Athletics Phase 1 Project to proceed with design development. This motion, made by Tim Riley and seconded by Rachel Dillin. **Carried**.

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

6. Receive Bond 2023 Update

Brian Thomas provided the update.

7. Proposed Executive Session to Discuss the Following:

A. Proposed executive session to discuss the employment of those employees listed on attached Exhibit A. 25 O.S. Section 307(B)(1)

B. Proposed executive session to discuss the employment status of James Vestal pursuant to Okla. Stat. tit.25, § 307(B)(1) and 7

C. Evaluation of the Superintendent (a routine evaluation session that the Board may conduct monthly) Pursuant to Executive Session Authority – OKLA. STAT. tit. 25 sect 307(B)(1) and (7).

8. Vote to Convene in Executive Session (Action)

I move to convene into Executive Session at 6:45 p.m. This motion, made by Rachel Dillin and seconded by Gay Washington, **Carried.**

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

9. President's Acknowledgment of the Return of the Board to Open Session

President Douglas acknowledged the Board back to open session at 7:07 p.m.

10. Statement of Executive Session Minutes

The following statement was provided by MARSHALL BAKER. The Executive Session convened at 6:45 p.m. During the Executive Session, the following people were present: Roberta Douglas (6:45 p.m.-7:07 p.m.), Rachel Dillin (6:45 p.m.-7:07 p.m.), Tim Riley (6:45 p.m.-7:07 p.m.), Dr. Gay Washington (6:45 p.m.-7:07 p.m.), Dr. Marshall Baker (6:45 p.m.-7:07 p.m.), Mr. Tyler Bridges (6:45 p.m.-7:07 p.m.), and Dr. Trent Swanson (6:45 p.m.-6:55 p.m.). In the Executive Session, the Board discussed the appointments, resignations, and employment recommendations listed on Exhibit A of the agenda as authorized by OKLA. STAT. tit. 25 Section 307(B)(1), and the evaluation of the Superintendent as authorized by OKLA. STAT. tit. 25 Section 307(B)(1) and (7). Nothing else was discussed in the Executive Session. No votes were taken in the Executive Session. This will constitute the minutes of the Executive Session.

11. Discuss and Vote to Approve or Not Approve the Resignation Agreement with James Vestal.

I move to approve the Resignation Agreement with James Vestal. This motion, made by Tim Riley and seconded by Rachel Dillin, **Carried.**

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

12. Consider and Vote to Approve or Not Approve the Appointments, Resignations and Employment Recommendations Listed on Exhibit A of the Agenda.

I move to approve the Appointments, Resignations and Employment Recommendations Listed on Exhibit A of the Agenda. This motion, made by Rachel Dillin and seconded by Gay Washington, **Carried.**

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

13. ADJOURNMENT

A. Vote to Adjourn (Action)

I move to adjourn at 7:14 p.m. This motion, made by Timothy Riley and seconded by Dr. Baker, **Carried.**

Roberta Douglas: Yes, Rachel Dillin: Yes, Timothy Riley: Yes, Gay Washington: Yes, Marshall Baker: Yes

STILLWATER BOARD OF EDUCATION

Roberta Douglas, President

STILLWATER BOARD OF EDUCATION

Annette Turley, Deputy Minutes Clerk

(SEAL)

These minutes were officially approved by the Stillwater Board of Education on November 11, 2025.

**STILLWATER PUBLIC SCHOOLS
NON-EXCLUSIVE
TRADEMARK LICENSE AGREEMENT**

THIS AGREEMENT is entered into, this 10/23/25 between INDEPENDENT SCHOOL DISTRICT NO. 16 OF PAYNE COUNTY, OKLAHOMA, a/k/a/ STILLWATER PUBLIC SCHOOLS, an Oklahoma political subdivision ("LICENSOR") and Amanda Mehlert / Nancy Taylor The Ribbon Boutique. ("LICENSEE").

TRADEMARKS, LOGOS AND TRADE NAMES - Stillwater Public Schools recognizes the importance of protecting its trademarks, logos and trade names from unauthorized use. Therefore, the board actively defends their trademark status in order to achieve the following objectives:

- Protect the school district's trademarks and logos through licensing and enforcement and
- Protect and promote the school district's positive image.

All of the names, trademarks, logos, and/or symbols of Stillwater Public Schools, as identified on Exhibit "A," including but not limited to the names "Stillwater Public Schools" and "Stillwater Pioneers" are trademarks registered with the Oklahoma Secretary of State or are otherwise entitled to protection under Oklahoma and federal law (collectively "Licensor's Marks"). Any use of Licensor's Marks must have prior written approval from Stillwater Public Schools, be subject to this agreement, and must be produced, manufactured or sold under license from Stillwater Public Schools. The board delegates to the Superintendent authority to enter into contracts for licensing of Licensor's Marks.

LICENSOR is the sole and exclusive owner of Licensor's Marks and has the power and authority to grant to LICENSEE the right, privilege and license to use the Licensor's Marks on or in association with the goods and/or services covered by the agreement (the "Licensed Products").

The parties, each intending to be legally bound hereby, and in consideration of the mutual promises herein contained, agree as follows:

- 1) LICENSE GRANT: LICENSOR hereby grants to LICENSEE a non-exclusive, non-transferable license to use the Licensed Marks on or in association with Licensed Products, as well as on packaging, promotional and advertising material associated therewith. LICENSOR further grants to LICENSEE the non-exclusive, non-transferable right and license to use, manufacture, have manufactured, sell, distribute, and advertise the Licensed Products. All rights not specifically granted and licensed to LICENSEE hereunder are reserved by LICENSOR.
- 2) TERM OF THE AGREEMENT: The initial term of this agreement shall be for one (1) year. Thereafter, this agreement will automatically renew for consecutive one (1) year periods, unless either party notifies the other not less than thirty (30) days prior to the end of the initial or subsequent renewal term of that party's intention not to renew the agreement for an additional year.

NON-EXCLUSIVE TRADEMARK LICENSE AGREEMENT (Cont.)

- 3) **FUNDRAISING:** When participating in the manufacture or sale of Licensed Products for purposes of fundraising for Stillwater Public Schools and its schools, departments, or sanctioned organizations, no royalty fee for items sold under that fundraising effort shall be paid to the LICENSOR. All funds generated, over and above the LICENSEE'S agreed upon expenses and costs for that fundraiser will be given directly to the affiliated organization, which represents other good and valuable consideration in exchange for the license granted herein. LICENSOR shall have the right to inspect, at reasonable times, LICENSEE'S financial records to confirm that proceeds of the sales are being used solely for the purpose of supporting Stillwater Public Schools and its schools, departments, and sanctioned organizations.
- 4) **USE OF LICENSED MARKS:** No fee shall be assessed to LICENSEES for approved use of signs, sculptures, or other items that bear Licensor's Marks for purposes such as display in yards or other locations.
- 5) **COMPENSATION:** The LICENSEE shall pay the LICENSOR a royalty of **Eight Percent (8%)** (the "Royalty") of the revenue received from all sales by the LICENSEE of Licensed Products. Royalties shall be paid to the LICENSOR thirty (30) days after each quarter end (or within thirty (30) days of March 31, June 30, September 30, and December 31). All royalty payments shall be accompanied by an accounting that sets forth in reasonable detail all sales by the LICENSEE employing Licensee's Marks during the period. LICENSOR shall have the right, at reasonable times, to inspect LICENSEE's records of sales of Licensed Products to determine if correct and accurate royalty payments are being made. Any product that is sold directly to LICENSOR will be exempted from licensing royalty.
- 6) **LICENSED PRODUCTS:** "Licensed Products" shall mean men's, women's, and children's and youth t-shirts, long sleeve, crews and hoodies, headwear, decals, drinkware, notebooks, and writing utensils. The production of any item that endorses or promotes illegal activity or the consumption of drugs or alcohol, including glassware such as pilsner, cocktail, wine, and shot glasses, shall not be allowed and will result in the immediate termination of this agreement. Additional items may be added with a mutually agreed addendum to this agreement.
- 7) **OWNERSHIP AND TITLE:** LICENSEE hereby acknowledges the validity of the LICENSOR's title and ownership of the Licensor's Marks and agrees not to contest or in any way dispute said title and ownership. LICENSEE acknowledges the existence and value of LICENSOR's goodwill in the Licensor's Marks and the goodwill generated by LICENSEE shall insure to the benefit of LICENSOR and shall be the exclusive property of LICENSOR, regardless of duration of this license, or the extent of use of the Licensor's Marks by LICENSEE.
- 8) **NOTICE AND PAYMENT:** Any notice required to be given pursuant to this agreement shall be in writing and delivered personally to the other designated party at the below stated address or mailed by certified or registered mail, return receipt requested, or delivered by a recognized national overnight courier service, except e-mail may be used for day-to-day operations and contacts but not for 'notice' or other communications required under this agreement or by law. Either party may change the address to which notice or payment is to be sent by written notice to the other in accordance with the provisions of this paragraph.

NON-EXCLUSIVE TRADEMARK LICENSE AGREEMENT (Cont.)

If to LICENSOR: Stillwater Public Schools
Attn: Superintendent
314 South Lewis Street
Stillwater, Oklahoma 74074

If to LICENSEE: The Ribbon Boutique
609 N. 9th St.
Perry, OK 73077

- 9) INDEMNIFICATION AND HOLD HARMLESS PROVISION. LICENSEE shall defend, indemnify, and hold harmless LICENSOR, its officers, employees, board members, insurers, attorneys, and agents from and against any losses and expenses (including attorneys' fees, expert witness fees, and other costs and expenses), claims, suits, or other liability, including claims based on product liability, resulting from injury to or death of any person or damage to property arising out of or in any way connected with the use of the license granted by this agreement, provided such injuries to persons or damage to property are due to the acts or omissions of LICENSEE, its officers, employees, or agents, or the products manufactured or sold by LICENSEE.
- 10) JURISDICTION AND DISPUTES: In any action to enforce the terms and conditions of this agreement or to recover damages for its breach, the prevailing party shall be entitled to recover its attorneys' fees expended, expert witness fees, mediation fees and all other costs and expenses associated with the claim or cause of action from the non-prevailing party. Furthermore, this agreement shall be construed, interpreted and enforced in accordance with the laws of the State of Oklahoma, and any claim or cause of action, of any nature, relating to this agreement, shall be brought in any court of competent jurisdiction having Stillwater, Oklahoma, within its judicial circuit or district.
- 11) NON-ASSIGNMENT. This agreement may not be assigned by LICENSEE to any person, firm, corporation, trustee, receiver or any other person capable of receiving an assignment, without the prior written consent of the LICENSOR.
- 12) SEVERABILITY: If any term, clause, or provision hereof is held invalid or unenforceable by a court of competent jurisdiction, such provision shall be modified or deleted in such a manner as to render this agreement, as modified, legal and enforceable to the maximum extent permitted by law.
- 13) NO AGENCY OR ENDORSEMENT: LICENSEE agrees that it will not state or imply that Licensee's Products are endorsed, supported by, or sponsored by LICENSOR. Nothing contained herein shall be deemed to create an agency, joint venture, franchise or partnership relationship between the parties and neither party shall hold itself out as such.
- 14) INTEGRATION: This agreement constitutes the entire understanding of the parties, and revokes and supersedes all prior agreements between the parties, and is intended as a final expression of their agreement. It shall not be modified or amended except in writing signed by the parties hereto and specifically referring to this agreement. This agreement shall take precedence over any other documents which may be in conflict with said agreement.

NON-EXCLUSIVE TRADEMARK LICENSE AGREEMENT (Cont.)

- 15) **QUALITY CONTROL:** LICENSEE shall only use the Licensor's Marks in connection with products meeting the standards, specifications, and qualities established by, or reasonably acceptable to, LICENSOR. LICENSOR shall have the right at reasonable times, to inspect LICENSEE's goods employing Licensor's Marks to determine that they are of proper and acceptable quality. Before initial printing of the Licensor's Marks on any product, LICENSEE shall be required to deliver a sample copy or prototype of the Licensed Products to LICENSOR's Superintendent or designee for LICENSOR's prior approval. No use of Licensor's Marks or sale of Licensee's Products shall be made prior to receipt of such approval. Depictions of the Licensor's Marks which are based on registered trademarks or servicemarks of Stillwater Public Schools shall be exhibited with a notification of trademark, where practical.
- 16) **INFRINGEMENT:** LICENSEE agrees to inform LICENSOR of any known use of Licensor's Marks by any third party which is not using the Licensor's Marks under a license with LICENSOR.
- 17) **TERMINATION:** LICENSOR shall have the right to terminate this agreement upon breach of any of its terms by LICENSEE, and such termination shall be effective immediately upon occurrence of the breach. LICENSOR may terminate the agreement immediately upon the occurrence of any of the following, including (i) the insolvency (however expressed or indicated), or bankruptcy of the LICENSEE; (ii) any assignments or receivership of, whether in or out of court, or any proceedings in bankruptcy or for the relief of debtors or readjustment of debts filed by or against LICENSEE; (iii) any use of the Licensor's Marks in a manner which does not meet the standards of the LICENSOR or which are unacceptable to LICENSOR; or (iv) upon failure of the Licensee to keep and perform any covenant herein contained. LICENSOR and LICENSEE shall have the right to terminate this agreement at any time, with or without cause, by providing ninety (90) days' prior written notice to the other party. Upon termination, LICENSEE shall immediately cease all use of the Licensor's Marks and all further sale of Licensed Products.
- 18) **AUTHORITY TO ENTER INTO AGREEMENT:** LICENSOR and LICENSEE represent that the representative signing this agreement on its behalf is duly authorized and has full authority to execute and deliver this agreement.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound hereby, have each caused to be affixed hereto its or his/her hand and seal the day indicated.

LICENSOR	LICENSEE
Stillwater Public Schools 314 S. Lewis St Stillwater, OK 74074 By: _____ Printed: _____ Title: <u>President, Board of Education</u>	<u>The Ribbon Practice</u> <u>1009 N. 4th St.</u> <u>Permy, OK 73077</u> By: <u>Amanda Mellott</u> Printed: <u>Amanda Mellott</u> Title: <u>owner</u>

**STILLWATER PUBLIC SCHOOLS
NON-EXCLUSIVE
TRADEMARK LICENSE AGREEMENT**

THIS AGREEMENT is entered into, this 10-23-25, between INDEPENDENT SCHOOL DISTRICT NO. 16 OF PAYNE COUNTY, OKLAHOMA, a/k/a/ STILLWATER PUBLIC SCHOOLS, an Oklahoma political subdivision ("LICENSOR") and Kelli Smith
Kellisthreations ("LICENSEE").

TRADEMARKS, LOGOS AND TRADE NAMES - Stillwater Public Schools recognizes the importance of protecting its trademarks, logos and trade names from unauthorized use. Therefore, the board actively defends their trademark status in order to achieve the following objectives:

- Protect the school district's trademarks and logos through licensing and enforcement and
- Protect and promote the school district's positive image.

All of the names, trademarks, logos, and/or symbols of Stillwater Public Schools, as identified on Exhibit "A," including but not limited to the names "Stillwater Public Schools" and "Stillwater Pioneers" are trademarks registered with the Oklahoma Secretary of State or are otherwise entitled to protection under Oklahoma and federal law (collectively "Licensor's Marks"). Any use of Licensor's Marks must have prior written approval from Stillwater Public Schools, be subject to this agreement, and must be produced, manufactured or sold under license from Stillwater Public Schools. The board delegates to the Superintendent authority to enter into contracts for licensing of Licensor's Marks.

LICENSOR is the sole and exclusive owner of Licensor's Marks and has the power and authority to grant to LICENSEE the right, privilege and license to use the Licensor's Marks on or in association with the goods and/or services covered by the agreement (the "Licensed Products").

The parties, each intending to be legally bound hereby, and in consideration of the mutual promises herein contained, agree as follows:

- 1) LICENSE GRANT: LICENSOR hereby grants to LICENSEE a non-exclusive, non-transferable license to use the Licensed Marks on or in association with Licensed Products, as well as on packaging, promotional and advertising material associated therewith. LICENSOR further grants to LICENSEE the non-exclusive, non-transferable right and license to use, manufacture, have manufactured, sell, distribute, and advertise the Licensed Products. All rights not specifically granted and licensed to LICENSEE hereunder are reserved by LICENSOR.
- 2) TERM OF THE AGREEMENT: The initial term of this agreement shall be for one (1) year. Thereafter, this agreement will automatically renew for consecutive one (1) year periods, unless either party notifies the other not less than thirty (30) days prior to the end of the initial or subsequent renewal term of that party's intention not to renew the agreement for an additional year.

NON-EXCLUSIVE TRADEMARK LICENSE AGREEMENT (Cont.)

- 3) **FUNDRAISING:** When participating in the manufacture or sale of Licensed Products for purposes of fundraising for Stillwater Public Schools and its schools, departments, or sanctioned organizations, no royalty fee for items sold under that fundraising effort shall be paid to the LICENSOR. All funds generated, over and above the LICENSEE'S agreed upon expenses and costs for that fundraiser will be given directly to the affiliated organization, which represents other good and valuable consideration in exchange for the license granted herein. LICENSOR shall have the right to inspect, at reasonable times, LICENSEE's financial records to confirm that proceeds of the sales are being used solely for the purpose of supporting Stillwater Public Schools and its schools, departments, and sanctioned organizations.
- 4) **USE OF LICENSED MARKS:** No fee shall be assessed to LICENSEES for approved use of signs, sculptures, or other items that bear Licensor's Marks for purposes such as display in yards or other locations.
- 5) **COMPENSATION:** The LICENSEE shall pay the LICENSOR a royalty of **Eight Percent (8%)** (the "Royalty") of the revenue received from all sales by the LICENSEE of Licensed Products. Royalties shall be paid to the LICENSOR thirty (30) days after each quarter end (or within thirty (30) days of March 31, June 30, September 30, and December 31). All royalty payments shall be accompanied by an accounting that sets forth in reasonable detail all sales by the LICENSEE employing Licensee's Marks during the period. LICENSOR shall have the right, at reasonable times, to inspect LICENSEE's records of sales of Licensed Products to determine if correct and accurate royalty payments are being made. Any product that is sold directly to LICENSOR will be exempted from licensing royalty.
- 6) **LICENSED PRODUCTS:** "Licensed Products" shall mean men's, women's, and children's and youth t-shirts, long sleeve, crews and hoodies, headwear, decals, drinkware, notebooks, and writing utensils. The production of any item that endorses or promotes illegal activity or the consumption of drugs or alcohol, including glassware such as pilsner, cocktail, wine, and shot glasses, shall not be allowed and will result in the immediate termination of this agreement. Additional items may be added with a mutually agreed addendum to this agreement.
- 7) **OWNERSHIP AND TITLE:** LICENSEE hereby acknowledges the validity of the LICENSOR's title and ownership of the Licensor's Marks and agrees not to contest or in any way dispute said title and ownership. LICENSEE acknowledges the existence and value of LICENSOR's goodwill in the Licensor's Marks and the goodwill generated by LICENSEE shall insure to the benefit of LICENSOR and shall be the exclusive property of LICENSOR, regardless of duration of this license, or the extent of use of the Licensor's Marks by LICENSEE.
- 8) **NOTICE AND PAYMENT:** Any notice required to be given pursuant to this agreement shall be in writing and delivered personally to the other designated party at the below stated address or mailed by certified or registered mail, return receipt requested, or delivered by a recognized national overnight courier service, except e-mail may be used for day-to-day operations and contacts but not for 'notice' or other communications required under this agreement or by law. Either party may change the address to which notice or payment is to be sent by written notice to the other in accordance with the provisions of this paragraph.

NON-EXCLUSIVE TRADEMARK LICENSE AGREEMENT (Cont.)

If to LICENSOR: Stillwater Public Schools
Attn: Superintendent
314 South Lewis Street
Stillwater, Oklahoma 74074

If to LICENSEE: Kelli Smith
1912 Hillside Dr
Kerry, OK 73077

- 9) INDEMNIFICATION AND HOLD HARMLESS PROVISION. LICENSEE shall defend, indemnify, and hold harmless LICENSOR, its officers, employees, board members, insurers, attorneys, and agents from and against any losses and expenses (including attorneys' fees, expert witness fees, and other costs and expenses), claims, suits, or other liability, including claims based on product liability, resulting from injury to or death of any person or damage to property arising out of or in any way connected with the use of the license granted by this agreement, provided such injuries to persons or damage to property are due to the acts or omissions of LICENSEE, its officers, employees, or agents, or the products manufactured or sold by LICENSEE.
- 10) JURISDICTION AND DISPUTES: In any action to enforce the terms and conditions of this agreement or to recover damages for its breach, the prevailing party shall be entitled to recover its attorneys' fees expended, expert witness fees, mediation fees and all other costs and expenses associated with the claim or cause of action from the non-prevailing party. Furthermore, this agreement shall be construed, interpreted and enforced in accordance with the laws of the State of Oklahoma, and any claim or cause of action, of any nature, relating to this agreement, shall be brought in any court of competent jurisdiction having Stillwater, Oklahoma, within its judicial circuit or district.
- 11) NON-ASSIGNMENT. This agreement may not be assigned by LICENSEE to any person, firm, corporation, trustee, receiver or any other person capable of receiving an assignment, without the prior written consent of the LICENSOR.
- 12) SEVERABILITY: If any term, clause, or provision hereof is held invalid or unenforceable by a court of competent jurisdiction, such provision shall be modified or deleted in such a manner as to render this agreement, as modified, legal and enforceable to the maximum extent permitted by law.
- 13) NO AGENCY OR ENDORSEMENT: LICENSEE agrees that it will not state or imply that Licensee's Products are endorsed, supported by, or sponsored by LICENSOR. Nothing contained herein shall be deemed to create an agency, joint venture, franchise or partnership relationship between the parties and neither party shall hold itself out as such.
- 14) INTEGRATION: This agreement constitutes the entire understanding of the parties, and revokes and supersedes all prior agreements between the parties, and is intended as a final expression of their agreement. It shall not be modified or amended except in writing signed by the parties hereto and specifically referring to this agreement. This agreement shall take precedence over any other documents which may be in conflict with said agreement.

NON-EXCLUSIVE TRADEMARK LICENSE AGREEMENT (Cont.)

- 15) **QUALITY CONTROL:** LICENSEE shall only use the Licensor's Marks in connection with products meeting the standards, specifications, and qualities established by, or reasonably acceptable to, LICENSOR. LICENSOR shall have the right at reasonable times, to inspect LICENSEE's goods employing Licensor's Marks to determine that they are of proper and acceptable quality. Before initial printing of the Licensor's Marks on any product, LICENSEE shall be required to deliver a sample copy or prototype of the Licensed Products to LICENSOR's Superintendent or designee for LICENSOR's prior approval. No use of Licensor's Marks or sale of Licensee's Products shall be made prior to receipt of such approval. Depictions of the Licensor's Marks which are based on registered trademarks or servicemarks of Stillwater Public Schools shall be exhibited with a notification of trademark, where practical.
- 16) **INFRINGEMENT:** LICENSEE agrees to inform LICENSOR of any known use of Licensor's Marks by any third party which is not using the Licensor's Marks under a license with LICENSOR.
- 17) **TERMINATION:** LICENSOR shall have the right to terminate this agreement upon breach of any of its terms by LICENSEE, and such termination shall be effective immediately upon occurrence of the breach. LICENSOR may terminate the agreement immediately upon the occurrence of any of the following, including (i) the insolvency (however expressed or indicated), or bankruptcy of the LICENSEE; (ii) any assignments or receivership of, whether in or out of court, or any proceedings in bankruptcy or for the relief of debtors or readjustment of debts filed by or against LICENSEE; (iii) any use of the Licensor's Marks in a manner which does not meet the standards of the LICENSOR or which are unacceptable to LICENSOR; or (iv) upon failure of the Licensee to keep and perform any covenant herein contained. LICENSOR and LICENSEE shall have the right to terminate this agreement at any time, with or without cause, by providing ninety (90) days' prior written notice to the other party. Upon termination, LICENSEE shall immediately cease all use of the Licensor's Marks and all further sale of Licensed Products.
- 18) **AUTHORITY TO ENTER INTO AGREEMENT:** LICENSOR and LICENSEE represent that the representative signing this agreement on its behalf is duly authorized and has full authority to execute and deliver this agreement.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound hereby, have each caused to be affixed hereto its or his/her hand and seal the day indicated.

LICENSOR	LICENSEE
Stillwater Public Schools 314 S. Lewis St Stillwater, OK 74074 By: _____ Printed: _____ Title: <u>President, Board of Education</u>	<u>Kelli Smith Kellis Kreationz</u> <u>102 Hillside Dr</u> <u>Perry, Ok, 73077</u> By: <u>Kelli Smith</u> Printed <u>Kelli Smith</u> Title: <u>Owner</u>



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Mrs. Kristie Newby, MBA, CFE, Chief Financial Officer
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11 2025

AGENDA ITEM:

Change Orders, Encumbrances, and Accounts Payable (approval of encumbrance numbers as listed)

BOARD ACTION REQUESTED:

Motion to Approve Encumbrance Clerk's report as of November 1, 2025

BACKGROUND INFORMATION:

This monthly report is highlighting changes to existing Purchase Orders and activity through November 1, 2025.

Change Order Listing

Options: Fund(s): GENERAL FUND, Year: 2025-2026, ReferenceDate: PO Date, Date Range: 7/28/2025 - 6/28/2026, PO Range: 73 - 73, Minimum Amount Change: \$10,000.00, Minimum Percentage Change: 25.00%, Include Negative Changes: False

PO No	Date	Vendor No	Vendor	Description	Amount
73	07/01/2025	53114	ADVANCED THERAPY SOLUTIONS LLC	SPEECH LANGUAGE SERVICES	2,800.00
Non-Payroll Total:					\$2,800.00
Payroll Total:					\$0.00
Report Total:					\$2,800.00

Change Order Listing

Options: Fund(s): BOND FUND 32, Year: 2025-2026, ReferenceDate: PO Date, Date Range: 10/28/2025 - 10/28/2025, PO Range: 24 - 24, Include Negative Changes: False

PO No	Date	Vendor No	Vendor	Description	Amount
24	07/30/2025	247	AMERICAN ROOFING & CONSTRUCTION LLC	SR, MS, HS PAC & FIELDHOUSE	37,063.00

Non-Payroll Total:	<u>\$37,063.00</u>
Payroll Total:	<u>\$0.00</u>
Report Total:	<u><u>\$37,063.00</u></u>

Change Order Listing

Options: Fund(s): BOND FUND 33, Year: 2025-2026, ReferenceDate: PO Date, Date Range: 10/28/2025 - 10/28/2025, PO Range: 24 - 27, Minimum Amount Change: \$10,000.00, Minimum Percentage Change: 25.00%, Include Negative Changes: False

PO No	Date	Vendor No	Vendor	Description	Amount
24	07/01/2025	2432	LOWE'S HOME IMPROVEMENT CENTER	MAINTENANCE AND GROUNDS SUPPLIES	3,000.00
27	07/01/2025	3249	P & K EQUIPMENT, INC	GROUNDS PARTS, REPAIRS, & SERVICES	5,800.00
Non-Payroll Total:					\$8,800.00
Payroll Total:					\$0.00
Report Total:					\$8,800.00

Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, PO Range: 410 - 472, Fund(s): GENERAL FUND

Fund	PO No	Date	Vendor	Description	Amount
GENERAL FUND	410	09/30/2025	WALMART LOCAL	SECONDARY HEALTH SUPPLIES	500.00
GENERAL FUND	411	10/02/2025	STILLWATER STEEL & SUPPLY, LLC	AG SHOP SUPPLIES	3,360.70
GENERAL FUND	412	10/02/2025	BUSINESS PROFESSIONALS OF AMERICA	STUDENT BPA AFFILLIATION FEE	420.00
GENERAL FUND	413	10/02/2025	NATIONAL FCCLA	FCCLA MEMBERSHIP	444.00
GENERAL FUND	414	10/03/2025	AMAZON CAPITAL SERVICES	FACS CLASSROOM SUPPLIES	261.45
GENERAL FUND	415	10/03/2025	ADVANCED THERAPY SOLUTIONS LLC	SPEECH SERVICES	4,000.00
GENERAL FUND	416	10/06/2025	GOODWILL INDUSTRIES OF CENTRAL OK	FASHION CLASS LAB SUPPLIES	250.00
GENERAL FUND	417	10/06/2025	AMAZON CAPITAL SERVICES	SUPPLIES FOR LIBRARY	528.34
GENERAL FUND	418	10/06/2025	VWR FUNDRAISING INC	GRASSFROGS SCIENCE	416.00
GENERAL FUND	419	10/06/2025	BOUND TO STAY BOUND BOOKS, INC.	BOOKS FOR SMS LIBRARY	575.27
GENERAL FUND	420	10/06/2025	AMAZON CAPITAL SERVICES	DUAL USB CHARGER CAMERA	105.96
GENERAL FUND	421	10/06/2025	WALMART LOCAL	CLASSROOM SUPPLIES	311.90
GENERAL FUND	422	10/06/2025	RELATIONSHIPWARE LLC	AVIATION/STEM SUPPLIES	749.13
GENERAL FUND	423	10/06/2025	AMAZON CAPITAL SERVICES	TONER FOR PRINTER	419.98
GENERAL FUND	424	10/06/2025	Pitsco Education, LLC	TWO LITER PLASTIC BOTTLES	91.49
GENERAL FUND	425	10/06/2025	WALMART LOCAL	INTERIOR DESIGN	200.00
GENERAL FUND	426	10/06/2025	AMAZON CAPITAL SERVICES	SUPPLIES FOR RED RIBBON WEEK	2,530.99
GENERAL FUND	427	10/06/2025	OK CAREER TECH	PRINTING	250.00
GENERAL FUND	428	10/06/2025	OK CAREER TECH	PRINTING	300.00
GENERAL FUND	429	10/08/2025	IXL LEARNING	IXL UPGRADE GRADES 3-5	1,537.50
GENERAL FUND	430	10/08/2025	JONIE L OLMSTEAD	REIMBURSEMENT FOR FUEL	30.00
GENERAL FUND	431	10/08/2025	CAYLA D KILBY	REIMBURSEMENT FOR DEF	18.99
GENERAL FUND	432	10/08/2025	COUGHLAN COMPANIES LLC	PEBBLE GO SUBSCRIPTION	2,106.72
GENERAL FUND	433	10/10/2025	RHONDA RINGER-RILEY	PIANO TUNING FOR PAC	250.00
GENERAL FUND	434	10/10/2025	RHONDA RINGER-RILEY	PIANO TUNING FOR PAC	250.00
GENERAL FUND	435	10/10/2025	D AND G FENCE LLC	PERIMETER FENCE AT SR	5,475.00
GENERAL FUND	436	10/10/2025	INTERMOUNTAIN LOCK & SECURITY	VESTIBULE SECONDARY SITES	4,732.43
GENERAL FUND	437	10/13/2025	B&H FOTO & ELECTRONICS CORP.	WIRELESS ACCESS EQUIPMENT	1,372.94
GENERAL FUND	438	10/13/2025	JUSTIN REEDY	SECURITY FOR BOARD MEETING	150.00
GENERAL FUND	439	10/13/2025	PEARSON ASSESSMENTS	WISC ONLINE SCORING	55.00
GENERAL FUND	440	10/13/2025	OKLAHOMA SOCIETY TECH. EDUCATION	OKSTE EDTECH CONFRENCE	800.00
GENERAL FUND	441	10/13/2025	MERIDIAN TECHNOLOGY CENTER	REGISTRATION	140.00
GENERAL FUND	442	10/13/2025	OKLAHOMA ASBO	REGISTRATION	40.00
GENERAL FUND	443	10/14/2025	WALMART LOCAL	SCIENCE KIT SUPPLIES	70.00
GENERAL FUND	444	10/14/2025	CAROLINA BIOLOGICAL SUPPLY	SCIENCE KIT SUPPLIES	340.24
GENERAL FUND	445	10/14/2025	LEE ALLMAN	PERCUSSION ARRANGEMENT	5,000.00
GENERAL FUND	446	10/14/2025	AMAZON CAPITAL SERVICES	SCIENCE KIT SUPPLIES	130.00
GENERAL FUND	447	10/16/2025	CNHI LLC	LEGAL NOTICE FOR ELECTION	300.00
GENERAL FUND	448	10/21/2025	AMAZON CAPITAL SERVICES	LIBRARY BOOKS FOR SMS	39.34
GENERAL FUND	449	10/21/2025	BERTELSMANN PUBLISHING GROUP INC	LIBRARY BOOKS FOR RICHMOND	426.94

Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, PO Range: 410 - 472, Fund(s): GENERAL FUND

Fund	PO No	Date	Vendor	Description	Amount
GENERAL FUND	450	10/21/2025	HERTZBERG-NEW METHOD INC	LIBRARY BOOKS FOR RICHMOND	1,566.63
GENERAL FUND	451	10/21/2025	MOBILE COMMUNICATIONS AMERICA, INC	WALKIE TALKIE	56.00
GENERAL FUND	452	10/21/2025	MOBILE COMMUNICATIONS AMERICA, INC	WALKIE TALKIE	1,000.00
GENERAL FUND	453	10/21/2025	GARRETT BOOK COMPANY	LIBRARY BOOKS FOR SKYLINE	2,402.26
GENERAL FUND	454	10/21/2025	HERTZBERG-NEW METHOD INC	LIBRARY BOOKS FOR SKYLINE	792.74
GENERAL FUND	455	10/21/2025	KIDSHINE INTERNATIONAL LLC	MAD SCIENCE	3,148.00
GENERAL FUND	456	10/22/2025	ZANER-BLOSER INC	MATH RESOURCE GRADES K-5	6,368.84
GENERAL FUND	457	10/22/2025	IXL LEARNING	IXL UPGRADE GRADES 3-5	1,537.50
GENERAL FUND	458	10/22/2025	JBHS LLC	3D PRINTER HEAD ASSEMBLY	79.98
GENERAL FUND	459	10/22/2025	NTL ASSOC EDUC OF HOMELESS CHILDREN	REGISTRATION NAEHCY CONFERENCE	950.00
GENERAL FUND	460	10/22/2025	OK CAREER TECH	PRINTING	435.00
GENERAL FUND	461	10/22/2025	CARE SOLACE INC	ANNUAL DISTRICT SUBSCRIPTION	14,250.00
GENERAL FUND	462	10/23/2025	HERTZBERG-NEW METHOD INC	FALL 2025 LIBRARY BOOKS	2,305.50
GENERAL FUND	463	10/23/2025	HAC INCORPORATED	SJHS FCS FOOD LABS	400.00
GENERAL FUND	464	10/23/2025	FOLLETT SOFTWARE COMPANY	BARCODE LABELS FOR LIBRARY	240.00
GENERAL FUND	465	10/23/2025	HAC INCORPORATED	SJHS FCS FOOD LABS	300.00
GENERAL FUND	466	10/27/2025	OMNI OKC LLC	LODGING	1,845.00
GENERAL FUND	467	10/27/2025	MICHELLE RIEFF	PER DIEM MICHELLE RIEFF	240.00
GENERAL FUND	468	10/27/2025	MANDI L BRIDGES	PER DIEM MANDI BRIDGES	240.00
GENERAL FUND	469	10/27/2025	MICHELLE L SCHAECHER	PER DIEM MICHELLE SCHAECHER	240.00
GENERAL FUND	470	10/27/2025	JACKIE M JACKSON	PER DIEM JACKIE JACKSON	240.00
GENERAL FUND	471	10/27/2025	AMANDA C MORRISON	PER DIEM AMANDA MORRISON	240.00
GENERAL FUND	472	10/27/2025	KINNUNEN SALES & RENTALS	OIL FOR MOWERS	248.64
Non-Payroll Total:					\$78,106.40
Payroll Total:					\$0.00
Balance Forward:					\$0.00
Report Total:					\$78,106.40

Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, PO Range: 62 - 65, Fund(s): CHILD NUTRITION PROGRAMS FUND

Fund	PO No	Date	Vendor	Description	Amount
CHILD NUTRITION PROGRAMS FUND	62	10/09/2025	LINDSAY FIELDING	CN MEAL REIMBURSEMENT - SKYLINE ELEMENTARY	200.00
CHILD NUTRITION PROGRAMS FUND	63	10/09/2025	TEDDY HAMPTON	CN MEAL REIMBURSEMENT - LINCOLN ACADEMY	129.00
CHILD NUTRITION PROGRAMS FUND	64	10/20/2025	PT INTERMEDIATE HOLDINGS IV, LLC	THERMOSTAT - HIGHLAND PARK ELEMENTARY	1,154.98
CHILD NUTRITION PROGRAMS FUND	65	10/27/2025	TARA L ELLIOTT	CN MEAL REIMBURSEMENT - HIGHLAND PARK ELEMENTARY	39.65
Non-Payroll Total:					\$1,523.63
Payroll Total:					\$0.00
Balance Forward:					\$0.00
Report Total:					\$1,523.63

Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, PO Range: 23 - 25, Fund(s): BOND FUND 31

Fund	PO No	Date	Vendor	Description	Amount
BOND FUND 31	23	10/10/2025	RAM PRODUCTS CHEMICALS	INSTALL GREASE OIL AND RELOCATE MACHINES STANDS	12,106.53
BOND FUND 31	24	10/27/2025	AMAZON CAPITAL SERVICES	OFFICE TABLE FOR ASSISTANT SUPERINTENDENT	305.99
BOND FUND 31	25	10/27/2025	MERRIFIELD OFFICE SOLUTIONS, LLC	OFFICE CHAIR FOR ASSISTANT SUPERINTENDENT	593.94
Non-Payroll Total:					\$13,006.46
Payroll Total:					\$0.00
Balance Forward:					\$0.00
Report Total:					\$13,006.46

Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, PO Range: 35 - 40, Fund(s): BOND FUND 32

Fund	PO No	Date	Vendor	Description	Amount
BOND FUND 32	35	10/07/2025	DUPREE SPORTS	10 SETS GIRLS BB UNIFORMS	1,020.00
BOND FUND 32	36	10/08/2025	TYLER TECHNOLOGIES INC	TYLER DRIVE SAAS	7,875.00
BOND FUND 32	37	10/14/2025	DEARINGERS PRINTING & TROPHY INC	PIONEER CIRCLE DECALS	70.00
BOND FUND 32	38	10/21/2025	DEARINGERS PRINTING & TROPHY INC	PIONEER CIRCLE DECALS	70.00
BOND FUND 32	39	10/22/2025	TYLER TECHNOLOGIES INC	GO DATA PLAN	477.00
BOND FUND 32	40	10/22/2025	WILLIAM BRIAN THOMAS	VIRTUAL ACADEMY REMODEL	11,000.00
Non-Payroll Total:					\$20,512.00
Payroll Total:					\$0.00
Balance Forward:					\$0.00
Report Total:					\$20,512.00

Encumbrance Register

Options: Year: 2025-2026, Date Range: 7/1/2025 - 6/30/2026, PO Range: 192 - 300, Fund(s): BOND FUND 33

Fund	PO No	Date	Vendor	Description	Amount
BOND FUND 33	192	09/30/2025	CAPSTONE ROOFING LLC	ROOF REPAIR HS LOCKER ROOMS	785.00
BOND FUND 33	193	10/03/2025	TYLER TECHNOLOGIES INC	TYLER DRIVE SaaS FOR 6/1/2025 - 6/30/2025	656.25
BOND FUND 33	194	10/06/2025	REEDER DISTRIBUTORS INC	HEAVY DUTY LIFT STANDS WITH ACCESSORIES VEHICLES	60,886.85
BOND FUND 33	195	10/07/2025	UNITED RENTALS	PARKING LOT LIGHT RENTAL	382.14
BOND FUND 33	196	10/07/2025	THE REPAIR DEPOT LLC	COMPUTER REPAIR	2,347.63
BOND FUND 33	197	10/14/2025	VANCE CBG OF MIAMI, INC	2025 CHEVROLET EQUINOX FWD	29,110.00
BOND FUND 33	198	10/16/2025	BRETT MCKEE DEVELOPMENT INC	JH RESTROOM REPAIR- EMERGENCY	2,470.00
BOND FUND 33	199	10/20/2025	HOLT TRUCK CENTERS OF OKLAHOMA, LLC	2027 IC BUS, 65 PASSENGER/W AIR BRAKES	135,163.00
BOND FUND 33	200	10/20/2025	UNITED RENTALS	PARKING LOT LIGHT RENTAL	400.00
BOND FUND 33	201	10/20/2025	UNITED RENTALS	PARKING LOT LIGHT RENTAL	400.00
BOND FUND 33	202	10/23/2025	ACCURATE HEAT-AIR & PLUMBING, LLC	WW CONDENSER FAN TRANSDUCER & FAN CONTROLLER	2,272.05
BOND FUND 33	203	10/24/2025	BRONCO EQUIPMENT RENTAL & SALES LLC	WATER PUMP RENTAL	286.95
BOND FUND 33	204	10/27/2025	SWIFT OFFICE SOLUTIONS INC	HIGH SCHOOL FURNITURE	86,675.11
BOND FUND 33	205	10/27/2025	KRUEGER INTERNATIONAL, INC.	HIGH SCHOOL FURNITURE	389,324.07
BOND FUND 33	206	10/27/2025	L&M OFFICE FURNITURE LLC	HIGH SCHOOL FURNITURE	2,190,356.43
BOND FUND 33	207	10/27/2025	OFFICE INTERIORS LLC	HIGH SCHOOL OFFICE INTERIORS	101,357.55
Non-Payroll Total:					\$3,002,873.03
Payroll Total:					\$0.00
Balance Forward:					\$0.00
Report Total:					\$3,002,873.03



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Mrs. Kristie Newby, MBA, CFE, Chief Financial Officer
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11 2025

AGENDA ITEM:

Transfer and Summary of Activity Account Funds

BOARD ACTION REQUESTED:

Motion to Approve Transfer and Summary of Activity Account Funds as Reconciled

BACKGROUND INFORMATION:

The activity fund transfer report reflects requested transfers of funds between sub-accounts as indicated.

The attached summary of individual site activity fund accounts reveals the name of the itemized accounts, opening balances, debits, credits, activity, and balances of the accounts year-to-date. All accounts are reconciled with bank statements at the closing of each week.

Stillwater Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 7/2/2025 - 10/31/2025

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
800 CLEARING/SWEEP	\$141,990.51	\$29,249.70	\$0.00	\$23,469.46	\$147,770.75	\$140.99	\$147,629.76
801 STUDENT SUPPLIES	\$188,875.85	\$262,966.14	\$0.00	\$181,835.40	\$270,006.59	\$5,636.61	\$264,369.98
802 COURTESY/APPRECIATION FUND	\$7,743.17	\$2,715.00	\$0.00	\$128.59	\$10,329.58	\$65.00	\$10,264.58
803 LIBRARY	\$21,985.65	\$11,514.87	\$0.00	\$6,766.90	\$26,733.62	\$6,700.21	\$20,033.41
805 SITE GENERAL ACTIVITY FUND	\$45,466.03	\$19,874.86	\$0.00	\$12,013.79	\$53,327.10	\$5,905.12	\$47,421.98
806 FACILITY RENTALS	\$9,907.57	\$0.00	\$0.00	\$0.00	\$9,907.57	\$2,394.00	\$7,513.57
807 SPECIAL EVENTS	\$109,323.39	\$45,281.64	\$0.00	\$25,321.79	\$129,283.24	\$12,471.40	\$116,811.84
812 PARKING FEES	\$15,922.81	\$12,875.00	\$0.00	\$8,737.52	\$20,060.29	\$2,244.96	\$17,815.33
813 LOCKER	\$2,929.60	\$0.00	\$0.00	\$1,350.00	\$1,579.60	\$0.00	\$1,579.60
814 HUMAN RESOURCES	\$1,380.63	\$0.00	\$0.00	\$558.00	\$822.63	\$0.00	\$822.63
816 PIONEER PANTRY	\$34,514.35	\$3,566.32	\$0.00	\$2,498.51	\$35,582.16	\$14,880.00	\$20,702.16
817 PERFORMING ARTS CENTER	\$47,151.53	\$0.00	\$0.00	\$2,315.94	\$44,835.59	\$6,878.83	\$37,956.76
818 WORK KEYS	\$864.00	\$0.00	\$0.00	\$108.00	\$756.00	\$0.00	\$756.00
820 THANKS A LATTE CART	\$1,001.11	\$0.00	\$0.00	\$93.63	\$907.48	\$159.97	\$747.51
828 SPECIAL EDUCATION	\$29,636.85	\$2,027.83	\$0.00	\$2,021.97	\$29,642.71	\$2,121.01	\$27,521.70
829 TECHNOLOGY	\$2,672.95	\$0.00	\$0.00	\$0.00	\$2,672.95	\$0.00	\$2,672.95
830 PROFESSIONAL DEVELOPMENT	\$13,258.56	\$10,182.14	\$0.00	\$4,290.99	\$19,149.71	\$3,594.41	\$15,555.30
831 PIONEER BOOK BUS	\$4,621.55	\$0.00	\$0.00	\$0.00	\$4,621.55	\$0.00	\$4,621.55
832 GRADY LAMBERT MEMORIAL LIBRARY	\$6,292.18	\$1,000.00	\$0.00	\$2,088.79	\$5,203.39	\$0.00	\$5,203.39
833 AFTER SCHOOL PROGRAMS	\$25,966.26	\$3,200.00	\$0.00	\$1,194.45	\$27,971.81	\$4,757.41	\$23,214.40
834 AFTER SCHOOL CHILDCARE	\$379,472.97	\$146,908.02	\$0.00	\$72,018.34	\$454,362.65	\$191,796.91	\$262,565.74
835 TEACHER OF THE YEAR	\$856.35	\$2,500.00	\$0.00	\$0.00	\$3,356.35	\$0.00	\$3,356.35
836 SUPPORT EMPLOYEE OF THE YEAR	\$300.14	\$1,500.00	\$0.00	\$0.00	\$1,800.14	\$0.00	\$1,800.14
838 SUPERINTENDENT/BOE	\$8,448.62	\$15,096.62	\$0.00	\$3,757.95	\$19,787.29	\$3,985.00	\$15,802.29
839 STILLWATER PUBLIC EDUCATION FOUNDATION GRANTS	\$24,416.96	\$47,335.42	\$0.00	\$16,461.53	\$55,290.85	\$17,831.51	\$37,459.34
840 OPEN DOORS (INTERNATIONAL FAMILIES PROGRAM)	\$201.65	\$0.00	\$0.00	\$0.00	\$201.65	\$0.00	\$201.65
843 FACILITIES DEPARTMENT	\$3,467.87	\$39.00	\$0.00	\$150.00	\$3,356.87	\$0.00	\$3,356.87
845 REFUGEE SCHOOL IMPACT (RSI)	\$3,996.49	\$0.00	\$0.00	\$0.00	\$3,996.49	\$0.00	\$3,996.49
846 PSO FUND	\$0.00	\$756.28	\$0.00	\$0.00	\$756.28	\$0.00	\$756.28
848 BREW CREW	\$23.69	\$0.00	\$0.00	\$0.00	\$23.69	\$0.00	\$23.69
850 GRANT	\$2,925.36	\$0.00	\$0.00	\$0.00	\$2,925.36	\$75.00	\$2,850.36
851 TEACHER GRANTS	\$2,119.21	\$0.00	\$0.00	\$0.00	\$2,119.21	\$0.00	\$2,119.21
854 SPS STAFF WELLNESS	\$17.52	\$0.00	\$0.00	\$0.00	\$17.52	\$0.00	\$17.52
856 DONATIONS	\$2,735.48	\$0.00	\$0.00	\$0.00	\$2,735.48	\$0.00	\$2,735.48
857 PTA DONATIONS	\$4,850.91	\$0.00	\$0.00	\$0.00	\$4,850.91	\$0.00	\$4,850.91
858 FRIENDS OF LINCOLN ACADEMY	\$8,489.98	\$3,393.01	\$0.00	\$1,022.58	\$10,860.41	\$991.96	\$9,868.45
859 SUPPORT OF HOMELESS STUDENTS DONATION FUND	\$4,175.99	\$0.00	\$0.00	\$0.00	\$4,175.99	\$0.00	\$4,175.99
860 CLASS OF 1963	\$1,853.00	\$0.00	\$0.00	\$0.00	\$1,853.00	\$0.00	\$1,853.00
865 CHROMEBOOK REPLACEMENT/REPAIR	\$2,288.58	\$68,125.00	\$0.00	\$25.00	\$70,388.58	\$0.00	\$70,388.58
874 ADVANCED ART	\$533.12	\$2,230.00	\$0.00	\$972.79	\$1,790.33	\$0.00	\$1,790.33
876 ART	\$956.32	\$2,010.00	\$0.00	\$0.00	\$2,966.32	\$388.64	\$2,577.68
878 POTTERY	\$1,764.90	\$2,235.00	\$0.00	\$2,459.05	\$1,540.85	\$739.72	\$801.13
880 SCIENCE	\$564.09	\$0.00	\$0.00	\$0.00	\$564.09	\$0.00	\$564.09
883 SPEECH & DRAMA	\$6,565.85	\$5,069.25	\$0.00	\$1,085.62	\$10,549.48	\$1,477.96	\$9,071.52
885 INSTRUCTIONAL	\$16,497.13	\$9,259.00	\$0.00	\$845.08	\$24,911.05	\$2,169.40	\$22,741.65
901 ACADEMIC TEAM	\$1,181.82	\$369.00	\$0.00	\$0.00	\$1,550.82	\$140.00	\$1,410.82
903 AFRICAN AMERICAN STUDENT ASSOCIATION	\$477.59	\$0.00	\$0.00	\$0.00	\$477.59	\$0.00	\$477.59
904 ART CLUB	\$2,238.74	\$810.00	\$0.00	\$100.00	\$2,948.74	\$1,033.94	\$1,914.80
905 BAND	\$125,168.81	\$32,602.10	\$0.00	\$20,606.75	\$137,164.16	\$39,846.40	\$97,317.76
906 BEST BUDDIES	\$633.15	\$200.00	\$0.00	\$0.00	\$833.15	\$400.20	\$432.95
907 BETA CLUB	\$6,498.17	\$7,584.00	\$0.00	\$576.00	\$13,506.17	\$765.35	\$12,740.82
909 BUSINESS PROFESSIONALS OF AMERICA	\$184.42	\$460.00	\$0.00	\$400.00	\$244.42	\$197.96	\$46.46
912 N/A	\$626.34	\$0.00	\$0.00	\$0.00	\$626.34	\$0.00	\$626.34
915 FCCLA	\$2,755.09	\$2,155.00	\$0.00	\$2,361.34	\$2,548.75	\$1,087.81	\$1,460.94

Stillwater Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 7/2/2025 - 10/31/2025

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
916 FFA	\$23,891.11	\$136,936.00	\$0.00	\$28,033.72	\$132,793.39	\$127,830.98	\$4,962.41
917 FRENCH CLUB	\$135.95	\$0.00	\$0.00	\$0.00	\$135.95	\$0.00	\$135.95
924 KEY CLUB	\$32.62	\$0.00	\$0.00	\$0.00	\$32.62	\$0.00	\$32.62
925 MOCK TRIAL	\$292.21	\$210.00	\$0.00	\$0.00	\$502.21	\$50.94	\$451.27
926 MU ALPHA THETA	\$1,125.48	\$0.00	\$0.00	\$0.00	\$1,125.48	\$0.00	\$1,125.48
927 NATIONAL HONOR SOCIETY	\$8,857.35	\$920.00	\$0.00	\$445.00	\$9,332.35	\$0.00	\$9,332.35
930 ORCHESTRA	\$38,951.60	\$7,683.00	\$0.00	\$24,202.74	\$22,431.86	\$3,659.93	\$18,771.93
931 Orchestra Booster Club	\$852.35	\$0.00	\$0.00	\$0.00	\$852.35	\$0.00	\$852.35
932 ROBOTICS	\$13,397.77	\$25,582.91	\$0.00	\$6,800.27	\$32,180.41	\$7,398.12	\$24,782.29
933 PINK OUT WEEK	\$0.00	\$10,813.58	\$0.00	\$221.19	\$10,592.39	\$812.75	\$9,779.64
934 PIONEER PEER PARTNERS	\$2,095.65	\$0.00	\$0.00	\$0.00	\$2,095.65	\$0.00	\$2,095.65
936 PLTW	\$1,730.55	\$1,275.00	\$0.00	\$743.34	\$2,262.21	\$0.00	\$2,262.21
937 RUNNING CLUB	\$783.87	\$0.00	\$0.00	\$0.00	\$783.87	\$0.00	\$783.87
938 SCIENCE CLUB	\$3,832.62	\$0.00	\$0.00	\$5.86	\$3,826.76	\$49.58	\$3,777.18
940 SIGN LANGUAGE CLUB	\$179.54	\$0.00	\$0.00	\$0.00	\$179.54	\$0.00	\$179.54
941 SMS SINGERS	\$11,987.57	\$2,815.00	\$0.00	\$6,191.42	\$8,611.15	\$1,833.00	\$6,778.15
942 SPANISH CLUB	\$859.60	\$0.00	\$0.00	\$0.00	\$859.60	\$0.00	\$859.60
944 SPECIAL EDUCATION TRANSITION	\$10,491.57	\$851.25	\$0.00	\$1,150.80	\$10,192.02	\$3,250.00	\$6,942.02
945 STILLWATER MAKES A CHANGE	\$114.94	\$1,468.44	\$0.00	\$0.00	\$1,583.38	\$0.00	\$1,583.38
946 STUDENT COUNCIL	\$12,514.82	\$3,068.00	\$0.00	\$2,076.43	\$13,506.39	\$336.65	\$13,169.74
947 TECHNOLOGY STUDENT ASSOCIATION	\$1,282.98	\$309.00	\$0.00	\$175.00	\$1,416.98	\$0.00	\$1,416.98
948 THEATER PERFORMANCE	\$83,300.36	\$888.75	\$0.00	\$7,697.11	\$76,492.00	\$14,310.90	\$62,181.10
949 VOCAL MUSIC	\$40,827.08	\$3,620.00	\$0.00	\$3,135.51	\$41,311.57	\$6,413.50	\$34,898.07
951 YEARBOOK	\$40,141.69	\$7,274.63	\$0.00	\$20,439.63	\$26,976.69	\$4,135.00	\$22,841.69
952 YOUNG DEMOCRATS CLUB	\$270.22	\$0.00	\$0.00	\$0.00	\$270.22	\$0.00	\$270.22
953 N/A	\$534.49	\$0.00	\$0.00	\$0.00	\$534.49	\$0.00	\$534.49
960 SR. CLASS OF 2028	\$2,030.00	\$2,300.00	\$0.00	\$0.00	\$4,330.00	\$0.00	\$4,330.00
961 SR. CLASS OF 2027	\$7,135.99	\$1,841.00	\$0.00	\$89.22	\$8,887.77	\$0.00	\$8,887.77
962 SR. CLASS OF 2026	\$7,502.75	\$1,765.00	\$0.00	\$0.00	\$9,267.75	\$3,230.00	\$6,037.75
964 ESPORTS CLUB	\$773.84	\$0.00	\$0.00	\$0.00	\$773.84	\$50.00	\$723.84
965 GENDER & SEXUALITY ALLIANCE (GSA)	\$269.72	\$0.00	\$0.00	\$0.00	\$269.72	\$0.00	\$269.72
970 ALL SPORTS	\$151,086.54	\$201,392.40	\$0.00	\$130,396.35	\$222,082.59	\$69,679.23	\$152,403.36
971 STADIUM CONCESSIONS	\$62,715.52	\$26,624.85	\$0.00	\$20,923.75	\$68,416.62	\$12,162.54	\$56,254.08
972 STATE PLAYOFFS	\$10,170.38	\$2,034.25	\$0.00	\$1,623.50	\$10,581.13	\$2,240.00	\$8,341.13
973 BASEBALL	\$0.26	\$0.00	\$0.00	\$0.00	\$0.26	\$0.00	\$0.26
974 BASKETBALL (BOYS)	\$1,129.00	\$0.00	\$0.00	\$0.00	\$1,129.00	\$0.00	\$1,129.00
975 BASKETBALL (GIRLS)	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
976 CHEERLEADERS	\$1,641.63	\$17,908.41	\$0.00	\$4,477.76	\$15,072.28	\$6,853.30	\$8,218.98
977 CROSS COUNTRY	\$7,629.99	\$0.00	\$0.00	\$400.00	\$7,229.99	\$0.00	\$7,229.99
978 FOOTBALL	\$2,778.73	\$866.00	\$0.00	\$2,043.00	\$1,601.73	\$0.00	\$1,601.73
979 GOLF (BOYS)	\$225.91	\$0.00	\$0.00	\$0.00	\$225.91	\$0.00	\$225.91
980 GOLF (GIRLS)	\$347.27	\$0.00	\$0.00	\$0.00	\$347.27	\$0.00	\$347.27
981 POM	\$10,158.10	\$1,517.00	\$0.00	\$5,908.78	\$5,766.32	\$642.00	\$5,124.32
982 SOCCER (BOYS)	\$7.70	\$0.00	\$0.00	\$0.00	\$7.70	\$0.00	\$7.70
983 SOCCER (GIRLS)	\$433.13	\$0.00	\$0.00	\$0.00	\$433.13	\$0.00	\$433.13
984 SWIMMING	\$1,579.60	\$500.00	\$0.00	\$720.05	\$1,359.55	\$0.00	\$1,359.55
985 TENNIS (BOYS)	\$1,875.78	\$0.00	\$0.00	\$0.00	\$1,875.78	\$0.00	\$1,875.78
986 TENNIS (GIRLS)	\$2,085.00	\$0.00	\$0.00	\$0.00	\$2,085.00	\$0.00	\$2,085.00
987 TRACK (BOYS)	\$2,673.00	\$0.00	\$0.00	\$0.00	\$2,673.00	\$0.00	\$2,673.00
988 TRACK (GIRLS)	\$2,768.00	\$0.00	\$0.00	\$0.00	\$2,768.00	\$0.00	\$2,768.00
989 VOLLEYBALL	\$516.50	\$0.00	\$0.00	\$0.00	\$516.50	\$0.00	\$516.50
990 WRESTLING	\$119.10	\$0.00	\$0.00	\$0.00	\$119.10	\$0.00	\$119.10
991 SOFTBALL	\$1,163.30	\$0.00	\$0.00	\$689.97	\$473.33	\$0.00	\$473.33
995 PIONEER PLAYDAY	\$190,633.90	\$58,364.09	\$0.00	\$8,809.40	\$240,188.59	\$0.00	\$240,188.59
996 L. ALLRED GOLF SCHOLARSHIP	\$20,500.00	\$1,000.00	\$0.00	\$21,500.00	\$0.00	\$0.00	\$0.00
997 W. WELCH WRESTLING SCHOLARSHIP	\$2,645.00	\$0.00	\$0.00	\$0.00	\$2,645.00	\$0.00	\$2,645.00
998 RAYMOND ESTES SCHOLARSHIP	\$5,895.60	\$0.00	\$0.00	\$0.00	\$5,895.60	\$0.00	\$5,895.60

Stillwater Public Schools

Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 7/2/2025 - 10/31/2025

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
999 MATT FOSTER MEMORIAL	\$830.00	\$0.00	\$0.00	\$0.00	\$830.00	\$0.00	\$830.00
Total	\$2,126,596.09	\$1,276,418.76	\$0.00	\$696,535.56	\$2,706,479.29	\$595,816.10	\$2,110,663.19



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Mrs. Kristie Newby, MBA, CFE, Chief Financial Officer
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11 2025

AGENDA ITEM:

Annual Activity Account Fund Raising Projects for FY 2025-2026

BOARD ACTION REQUESTED:

Motion to Approve Annual Activity Account Fund Raising Projects for FY 2025-2026

BACKGROUND INFORMATION:

Fund Raising project bring additional revenue into activity accounts. They are typically approved on the accounts Annual Activity Fund Planning Packages. However, when fund raising projects become available throughout the year that are not listed on the accounts Annual Activity Fund Planning Packages, it must be presented to the Board for approval.

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Cayla Kilby / Kyle Kilby

Name of Activity Fund: Sms Aviation Account No: N/A

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Candy-Grams Sales for → Valentines, Teacher Appreciation, Driver Appreciations, etc.....

PURPOSE OF RAISING FUNDS:

Aviation teams competition supplies,

FUNDRAISER DATES: START 1/1/26 END 5/20/26

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 1,000 - EST. EXP. 540 = EST. PROFIT 460

Cayla D Kilby
SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION
(applicable only if athletic fundraiser)

[Signature]
PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: _____ END DATE: _____

FUNDRAISER PROFIT

ACT. INC. _____ - ACT. EXP. _____ = ACT. PROFIT _____
(Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: _____ TO _____

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25/26 Sponsor Name: Cayla Kilby / Kyle Kilby

Name of Activity Fund: SMS Aviation Account No: N/A

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Hat Day

PURPOSE OF RAISING FUNDS: material & supply. Aviation team.

FUNDRAISER DATES: START 11/1/25 END 5/20/20

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 500 - EST. EXP. 0 = EST. PROFIT 500

SPONSOR SIGNATURE Cayla D Kilby

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

PRINCIPAL AUTHORIZATION [Signature]

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. - ACT. EXP. = ACT. PROFIT (Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 05-26 Sponsor Name: Cayla Kilby / Kyle Kilby

Name of Activity Fund: Sms Aviation Account No: N/A

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Car, Truck, motorcycle, Bike, Powerwheels, Planes, ... community show.

PURPOSE OF RAISING FUNDS:

Aviation materials, equipment, supplies and teamwear.

FUNDRAISER DATES: START 11/1/25 END 5/20/26

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 1000 - EST. EXP. 200 = EST. PROFIT 800

Cayla Kilby
SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION
(applicable only if athletic fundraiser)

[Signature]
PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: _____ END DATE: _____

FUNDRAISER PROFIT

ACT. INC. _____ - ACT. EXP. _____ = ACT. PROFIT _____
(Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: _____ TO _____

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Cayla Kilby / Kyle Kilby

Name of Activity Fund: Sms Aviation Account No: N/A

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Restaurant nights.

PURPOSE OF RAISING FUNDS:

Aviation materials + supplies for team competition:

FUNDRAISER DATES: START 11/1/25 END 5/20/26

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 500 - EST. EXP. 0 = EST. PROFIT 500

Sponsor Signature: Cayla Kilby

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Principal Authorization: [Signature]

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. - ACT. EXP. = ACT. PROFIT (Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Cayla Kilby / Kyle Kilby

Name of Activity Fund: Sms Aviation Account No: N/A

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Tshirt sales

PURPOSE OF RAISING FUNDS:

Aviation equipment. RC plane components and extra materials.

FUNDRAISER DATES: START 11/1/25 END 5/20/26

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 1000 - EST. EXP. 100 = EST. PROFIT 900

Sponsor Signature: Cayla D Kilby

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Principal Authorization: [Signature]

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. - ACT. EXP. = ACT. PROFIT (Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Cayla Kilby / Kyle Kilby

Name of Activity Fund: Sms Aviation Account No: N/A

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Decals / stickers sales to students, parents, community.

PURPOSE OF RAISING FUNDS:

Aviation equipment, RC Plane components and extra materials.

FUNDRAISER DATES: START 11/1/25 END 5/20/26

ACOUNT OF MONEY TO BE RAISED:

EST. INC. 1000 - EST. EXP. 200 = EST. PROFIT 800

Cayla Kilby
SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION
(applicable only if athletic fundraiser)

[Signature]
PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: _____ END DATE: _____

FUNDRAISER PROFIT

ACT. INC. _____ - ACT. EXP. _____ = ACT. PROFIT _____
(Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: _____ TO _____

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

STILLWATER BOARD OF EDUCATION

CFB-E1

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025-26 Sponsor Name: Paula Sheppard FCCLA
Name of Activity Fund: FCCLA Bake Sale Account No:

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Bake Sale after school in the cafeteria (FCCLA members bring baked goods) area.

PURPOSE OF RAISING FUNDS:

Raise money for United Way

FUNDRAISER DATES: START 10/27/25 END 10/31/25

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 300.00 - EST. EXP. 0 = EST. PROFIT 300.00

Paula Sheppard SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Johnna Hayes PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. - ACT. EXP. = ACT. PROFIT (Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Rebecca Palmatary

Name of Activity Fund: Robotics Account No: 932

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Parking at Sprouts for Home OSU games

PURPOSE OF RAISING FUNDS:

Cover fees & costs.

FUNDRAISER DATES: START 8/28/25 END 12/30/25

AMOUNT OF MONEY TO BE RAISED:

EST. INC. 5000 - EST. EXP. 300 = EST. PROFIT 4700

Sponsor Signature: Rebecca Palmatary

Principal Authorization: James Vester

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. - ACT. EXP. = ACT. PROFIT (Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

RECEIVED SEP 03 2025

FINANCIAL SECRETARY SIGNATURE

STILLWATER BOARD OF EDUCATION

CFB-E1

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Rebecca Palmatay
Name of Activity Fund: Pioneer Robotics Account No: 932

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Eats Nights at local businesses

PURPOSE OF RAISING FUNDS:

Offset costs of competitions

FUNDRAISER DATES: START 8/25 END 5/26

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 1000 - EST. EXP. 0 = EST. PROFIT 1000

Sponsor Signature

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Principal Authorization

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. - ACT. EXP. = ACT. PROFIT
(Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

Sponsor Signature

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025 - 2026 Sponsor Name: Rlann Swanson & Searcy Crow

Name of Activity Fund: Student Council Account No: 946

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW): Student council will host an annual semi-formal dance, and sell tickets at lunch.

PURPOSE OF RAISING FUNDS: To encourage student involvement, build school pride, and strengthen the sense of community among students.

FUNDRAISER DATES: START 10/1/25 END 12/10/25

ACCOUNT OF MONEY TO BE RAISED: EST. INC. 3500 - EST. EXP. 3235 = EST. PROFIT 265

Sponsor signature: Rlann Swanson

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Principal authorization: Walter R. Howell

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO:

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025-2026 Sponsor Name: Riann Swanson & Searcy Crow

Name of Activity Fund: Student Council Account No: 946

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Howdy Week

PURPOSE OF RAISING FUNDS:

Howdy Week Fundraiser - Howdy Week provides an opportunity for all students to participate in a week of settling into a new school year with activities and apparel the beginning of school.

FUNDRAISER DATES: START 08/01/2024 END 08/31/2024

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 5000 - EST. EXP. -4000 = EST. PROFIT 1000

SPONSOR SIGNATURE

Walter B. Howell Jr

PRINCIPAL AUTHORIZATION

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

Searcy Crow

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025-2026 Sponsor Name: Riann Swanson & Searcy Crow

Name of Activity Fund: Student Council Account No: 946

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

"Week of Kindness" for February (Valentine's) where students would sell tickets to a bowling event and sell various items to students at lunch

PURPOSE OF RAISING FUNDS:

Various STUCO Activites

FUNDRAISER DATES: START February 1, 2026 END February 28, 2026

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 2,000 - EST. EXP. 1,000 = EST. PROFIT 1,000

SPONSOR SIGNATURE

Walter R. Howell

PRINCIPAL AUTHORIZATION

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

Searcy Crow

SPONSOR SIGNATURE

Riann Swanson

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser. (Due April 30 and November 30)

Reporting School Year: 2025-2026 Sponsor Name: Tanner Rivera

Name of Activity Fund: Technology Student Association Account No: 947

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW)

Dine nights at local restaurants

PURPOSE OF RAISING FUNDS:

To pay for student registration fees for TSA events

FUNDRAISER DATES: START 10/1/25 END 5/20/26

ACCOUNT OF MONEY TO BE RAISED:

(has not started yet - will wait until approval)

EST. INC. 150 - EST. EXP. 0 = EST. PROFIT 150

SPONSOR SIGNATURE

Walter R. Howell Jr

PRINCIPAL AUTHORIZATION

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025 Sponsor Name: B. Bowman

Name of Activity Fund: Vocal Music Account No: 949

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Donation Drive at Fall Choir Concert

PURPOSE OF RAISING FUNDS:

Student Travel, contest fee's, music, apparel

FUNDRAISER DATES: START 10/13/25 END 10/14/25

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. \$3,000 - EST. EXP. 0 = EST. PROFIT \$3,000

Brandon M. Bowman SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Johnna Hayes PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025 Sponsor Name: B. Bowman

Name of Activity Fund: Vocal Music Account No: 949

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Business/Community Partner Donation/Sponsorship

PURPOSE OF RAISING FUNDS:

Student Travel, contest fee's, music, apparel

FUNDRAISER DATES: START 10/13/25 END 11/14/25

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. \$5,000 - EST. EXP. 0 = EST. PROFIT \$4,000

Sponsor Signature: Brandon M. Bowman

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Principal Authorization: [Signature]

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025 Sponsor Name: B. Bowman

Name of Activity Fund: Vocal Music Account No: 949

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Donation Drive at Winter Choir Concert

PURPOSE OF RAISING FUNDS:

Student Travel, contest fee's, music, apparel

FUNDRAISER DATES: START 12/15/25 END 12/17/25

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. \$4,000 - EST. EXP. 0 = EST. PROFIT \$4,000

Brandon M. Bowman SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Ryan B. Principal AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Krissi Morton

Name of Activity Fund: Jr. Class Account No: 961

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Fall Carnival including trunk r treat, carnival games, etc.

PURPOSE OF RAISING FUNDS:

Provide funds to host the 2026 prom for Stillwater High School.

FUNDRAISER DATES: START 10/31/2025 END 11/02/2025

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. \$ 1,000.00 - EST. EXP. \$ 50.00 = EST. PROFIT \$ 950.00

Sponsor Signature: Krissi Morton

SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Principal Signature: Walter R. Howell IV

PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK # TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Krissi Merton

Name of Activity Fund: Jr. Class Account No: 961

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Face painting at SHS sporting events

PURPOSE OF RAISING FUNDS:

Provide funds to host the 2026 prom for Stillwater High School.

FUNDRAISER DATES: START 09/29/2025 END 04/29/2026

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. \$ 1,000.00 - EST. EXP. \$ 50.00 = EST. PROFIT \$ 950.00

Sponsor Signature: Krissi Merton

SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

Principal Signature: Walter R. Hand

PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Rebecca Palmatary

Name of Activity Fund: SJHS Cheer Account No: 976

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Concessions @ High Football games

PURPOSE OF RAISING FUNDS:

Offset cost of competitions

FUNDRAISER DATES: START 9/25 END 11/25

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 1500 - EST. EXP. 0 = EST. PROFIT 1500

Sponsor Signature: Rebecca Palmatary

Principal Authorization: [Signature]

Athletic Director Authorization (applicable only if athletic fundraiser)

Board of Education Approval Date

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

Sponsor Signature

Financial Secretary Signature

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 25-26 Sponsor Name: Rebecca Palmatay

Name of Activity Fund: SSHS Cheer Account No: 976

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Eats Night at local businesses

PURPOSE OF RAISING FUNDS:

Offset costs of competitions

FUNDRAISER DATES: START 8/25 END 5/26

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. 1000 - EST. EXP. 0 = EST. PROFIT 1000

Sponsor Signature: Rebecca Palmatay

Principal Authorization: Kim B.L.

ATHLETIC DIRECTOR AUTHORIZATION (applicable only if athletic fundraiser)

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE: END DATE:

FUNDRAISER PROFIT

ACT. INC. (Reconciles to Deposits) - ACT. EXP. (Reconciles to fundraiser related POs) = ACT. PROFIT (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30 and November 30)

Reporting School Year: 2025-2026

Sponsor Name: Emmy Wade

Name of Activity Fund: SJHS Pom

Account No: 981

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

Chipotle will be holding a fundraiser night for our pom girls. Anyone that mentions Pom that night will help them provide us a percentage of their meal price.

PURPOSE OF RAISING FUNDS:

We will be raising funds for any and all pom needs. Specifically to fund our competition routine price for choreography and fee to compete.

FUNDRAISER DATES: START 11/17/25 @5pm

END 11/17/25 @9pm

AMOUNT OF MONEY TO BE RAISED:

EST. INC. \$400 - EST. EXP. \$0 = EST. PROFIT \$400

Emmy Wade
SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION
(applicable only if athletic fundraiser)

Danny Nelson
PRINCIPAL AUTHORIZATION

BOARD OF EDUCATION APPROVAL DATE

FUNDRAISER CLOSEOUT

START DATE:

END DATE:

FUNDRAISER PROFIT

ACT. INC.
(Reconciles to Deposits)

- ACT. EXP.
(Reconciles to fundraiser related POs)

= ACT. PROFIT
(Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: TO

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Mrs. Kristie Newby, MBA, CFE, Chief Financial Officer
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11 2025

AGENDA ITEM:

Annual Activity Fund Planning and Approval Packages for FY 2025-2026

BOARD ACTION REQUESTED:

Motion to Approve Annual Activity Fund Planning and Approval Packages for FY 2025-2026

BACKGROUND INFORMATION:

Our auditor has stated that the Board of Education, at the beginning of each fiscal year, should approve all Activity Fund Sub-accounts and the purposes for which monies collected can be expended. They have further recommended that this be done in the following manner:

“Written documents should be prepared for each of the District’s Activity Funds on an annual basis.... These documents should outline the appropriate collections and acceptable expenditures for every Activity Fund Subaccount....”

The attached Annual Activity Fund Planning and Approval Package (Policy CFB-E1) provides the purpose of the account, the source(s) of income, and planned expenses. In addition, the package includes a Fund Subaccount Budget for 2025-2026, a Report on the Prior Year Fund Subaccount Budget, and Fundraiser Request for 2025-2026.

ANNUAL ACTIVITY FUND PLANNING AND APPROVAL PACKAGE

Due April 30 each year or upon request of a new account

Reporting School Year: 25-26 Sponsor Name: Cayla Kilby / Kyle Kilby

Name of Activity Fund: Sms Aviation Account No: N/A
 Need NEW ACCT.

The Stillwater Board of Education believes that activity fund money generated through student fundraising during any year should be used to benefit the students involved in generating those funds. If applicable, please provide an explanation of a fund balance that exceeds \$1000 and 30% of projected revenue:

PACKET CONTENTS:

FORM	FOUND ON PAGE	INITIAL IF COMPLETE
APPROVAL OF ACCOUNT FORM	PAGE 2	CK KK
ACTIVITY FUND SUBACCOUNT BUDGET	PAGE 3	CK KK
ACTIVITY FUND FUNDRAISER REQUEST(S) (pg. 4)	PAGE 4	CK KK
REPORT ON PRIOR YEAR ACTIVITY FUND SUBACCOUNT BUDGET*	PAGE 2	CK KK

**This is the form found on page 2, but should be the plan submitted the prior year updated with last year's actual revenues, expenditures, and ending cash balance.*

ACTIVITY FUND REQUEST FOR ACCOUNT

DATE: 9/15/25 SITE: Sms

ACCOUNT NAME: Sms Aviation

PURPOSE - The purpose of this activity fund is to purchase items essential for the sms Aviation Teams. This includes travel, competition, tshirts, equipment, materials and fundraising items for sms Aviation.

SOURCE(S) OF INCOME
Fundraising, Student fees, donations

PLANNED EXPENSES - Competition fees, Tshirts, Equipment, Tools, fundraising expenses, competition needs.

SPONSOR NAME
Cayla Kilby
Kyle Kilby
PRINCIPAL/DIRECTOR

Ryan Blake

SIGNATURE
Cayla Kilby
Kyle Kilby

SIGNATURE
Ryan Blake

TO BE COMPLETED BY FINANCE DEPARTMENT

APPROVED BY: _____ DATE: _____

ACCOUNT NUMBER: _____

BOARD OF EDUCATION APPROVAL DATE: _____

ACTIVITY FUND SUBACCOUNT BUDGET

Reporting School Year: 2015-2016 Sponsor Name: Cayla Kilby / Kyle Kilby
 Name of Activity Fund: Sms Aviation Account No: N/A

	NEXT YEAR EST.	ACTUALS*
1. ESTIMATED BEGINNING CASH BALANCE, JULY 1	\$ <u>2,000</u>	\$ _____
2. SOURCE OF ALL REVENUES AND ESTIMATED AMOUNTS:		
<u>Fundraising</u>	\$ <u>4000</u>	
<u>Student Fees</u>	\$ <u>700</u>	
<u>Donations</u>	\$ <u>1000</u>	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
Total Revenues:	\$ <u>5700</u>	\$ _____
3. TOTAL CASH BALANCE PLUS REVENUES (ADD 1 AND 2)	\$ <u>7,700</u>	\$ _____
4. EXPENDITURES AND ESTIMATED AMOUNTS:		
<u>Aviation equipment</u>	\$ _____	
<u>& Components</u>	\$ <u>4000</u>	
<u>Team shirts</u>	\$ <u>1000</u>	
<u>Transportation</u>	\$ <u>500</u>	
_____	\$ _____	
_____	\$ _____	
Total Expenditures:	\$ <u>5,500</u>	\$ _____
5. ENDING CASH BALANCE, JUNE 30 (SUBTRACT 4 FROM 3)	\$ <u>2,200</u>	\$ _____

Academic

STILLWATER BOARD OF EDUCATION

CFB-E1

ANNUAL ACTIVITY FUND PLANNING AND APPROVAL PACKAGE

Due April 30 each year or upon request of a new account

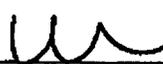
Reporting School Year: 2025-2026 Sponsor Name: Kassandra Goforth

Name of Activity Fund: Art Account No: 876

The Stillwater Board of Education believes that activity fund money generated through student fundraising during any year should be used to benefit the students involved in generating those funds. If applicable, please provide an explanation of a fund balance that exceeds \$1000 and 30% of projected revenue:

N/A

PACKET CONTENTS:

FORM	FOUND ON PAGE	INITIAL IF COMPLETE
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ACTIVITY FUND SUBACCOUNT BUDGET	PAGE 3	
ACTIVITY FUND FUNDRAISER REQUEST(S) (pg. 4)	PAGE 4	N/A
REPORT ON PRIOR YEAR ACTIVITY FUND SUBACCOUNT BUDGET*	PAGE 2	

*This is the form found on page 2, but should be the plan submitted the prior year updated with last year's actual revenues, expenditures, and ending cash balance.

Adoption Date: February 21, 2012

Revision Date(s): 9/18/19

Page 1 of 4

ACTIVITY FUND REQUEST FOR ACCOUNT

DATE: 2025-2026 SITE: High School

ACCOUNT NAME: 876 Art

PURPOSE

Collect art fees to be used to buy art supplies to use in class.

SOURCE(S) OF INCOME

Fees, Donations

PLANNED EXPENSES

Supplies

SPONSOR NAME

Kassandra Goforth

SIGNATURE

[Handwritten Signature]

PRINCIPAL/DIRECTOR

Walter R. Howell, IV

SIGNATURE

[Handwritten Signature]

TO BE COMPLETED BY FINANCE DEPARTMENT

APPROVED BY: DATE:

ACCOUNT NUMBER:

BOARD OF EDUCATION APPROVAL DATE:

ACTIVITY FUND SUBACCOUNT BUDGET

Reporting School Year: 2025-2026 Sponsor Name: Kassandra Goforth

Name of Activity Fund: Art Account No: 876

	NEXT YEAR EST.	ACTUALS*
1. ESTIMATED BEGINNING CASH BALANCE, JULY 1	\$ <u>813.14</u>	\$ _____
2. SOURCE OF ALL REVENUES AND ESTIMATED AMOUNTS:		
Fees	\$ <u>1,300.00</u>	
Donations	\$ <u>100.00</u>	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
Total Revenues:	\$ <u>1,400.00</u>	\$ _____
3. TOTAL CASH BALANCE PLUS REVENUES (ADD 1 AND 2)	\$ <u>2,213.14</u>	\$ _____
4. EXPENDITURES AND ESTIMATED AMOUNTS:		
Art Supplies	\$ <u>-700.00</u>	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
Total Expenditures:	\$ <u>-700.00</u>	\$ _____
5. ENDING CASH BALANCE, JUNE 30 (SUBTRACT 4 FROM 3)	\$ <u>1,513.14</u>	\$ _____

ANNUAL ACTIVITY FUND PLANNING AND APPROVAL PACKAGE

Due April 30 each year or upon request of a new account

Reporting School Year: 2025-2026 Sponsor Name: Abbey Billman

Name of Activity Fund: Spanish Club Account No: 942

The Stillwater Board of Education believes that activity fund money generated through student fundraising during any year should be used to benefit the students involved in generating those funds. If applicable, please provide an explanation of a fund balance that exceeds \$1000 and 30% of projected revenue:

N/A

PACKET CONTENTS:

FORM	FOUND ON PAGE	INITIAL IF COMPLETE
APPROVAL OF ACCOUNT FORM	PAGE 2	W
ACTIVITY FUND SUBACCOUNT BUDGET	PAGE 3	W
ACTIVITY FUND FUNDRAISER REQUEST(S) (pg. 4)	PAGE 4	N/A
REPORT ON PRIOR YEAR ACTIVITY FUND SUBACCOUNT BUDGET*	PAGE 2	W

*This is the form found on page 2, but should be the plan submitted the prior year updated with last year's actual revenues, expenditures, and ending cash balance.

ACTIVITY FUND REQUEST FOR ACCOUNT

DATE: 2025-2026 SITE: High School

ACCOUNT NAME: 942 Spanish Club

PURPOSE

To promote awareness, appreciation, and understanding of the people and diverse cultural productions of the Hispanic/Latino world. To provide an extra opportunity for students to practice vocabulary covered during class.

SOURCE(S) OF INCOME

Donations, Dues/Fees

PLANNED EXPENSES

Supplies, Refreshments

SPONSOR NAME

Abbey Billman

SIGNATURE

Abbey Bellman

PRINCIPAL/DIRECTOR

Walter R. Howell, IV

SIGNATURE

Walter R. Howell IV

TO BE COMPLETED BY FINANCE DEPARTMENT

APPROVED BY: DATE:

ACCOUNT NUMBER:

BOARD OF EDUCATION APPROVAL DATE:

ACTIVITY FUND SUBACCOUNT BUDGET

Reporting School Year: 2025-2026 Sponsor Name: Abbey Billman

Name of Activity Fund: Spanish Club Account No: 942

	NEXT YEAR EST	ACTUALS*
1. ESTIMATED BEGINNING CASH BALANCE, JULY 1	\$ <u>860.00</u>	\$ _____
2. SOURCE OF ALL REVENUES AND ESTIMATED AMOUNTS:		
Donations	\$ <u>100.00</u>	
Dues/Fees	\$ <u>100.00</u>	
	\$ _____	
	\$ _____	
	\$ _____	
	\$ _____	
Total Revenues:	\$ <u>200.00</u>	\$ _____
3. TOTAL CASH BALANCE PLUS REVENUES (ADD 1 AND 2)	\$ <u>1,060.00</u>	\$ _____
4. EXPENDITURES AND ESTIMATED AMOUNTS:		
Supplies	\$ <u>-100.00</u>	
Refreshments	\$ <u>-100.00</u>	
	\$ _____	
	\$ _____	
	\$ _____	
Total Expenditures:	\$ <u>-200.00</u>	\$ _____
5. ENDING CASH BALANCE, JUNE 30 (SUBTRACT 4 FROM 3)	\$ <u>860.00</u>	\$ _____

ANNUAL ACTIVITY FUND PLANNING AND APPROVAL PACKAGE

Due April 30 each year or upon request of a new account

Reporting School Year: 2025-2026

Sponsor Name: Riann Swanson & Searcy Crow

Name of Activity Fund: Student Council

Account No: 946

The Stillwater Board of Education believes that activity fund money generated through student fundraising during any year should be used to benefit the students involved in generating those funds. If applicable, please provide an explanation of a fund balance that exceeds \$1000 and 30% of projected revenue:

N/A - Excess fund balance is due to carryover from 22-23 school year.

PACKET CONTENTS:

FORM	FOUND ON PAGE	INITIAL IF COMPLETE
APPROVAL OF ACCOUNT FORM	PAGE 2	WS
ACTIVITY FUND SUBACCOUNT BUDGET	PAGE 3	WS
ACTIVITY FUND FUNDRAISER REQUEST(3) (pg. 4)	PAGE 4	WS
REPORT ON PRIOR YEAR ACTIVITY FUND SUBACCOUNT BUDGET*	PAGE 2	WS

*This is the form found on page 2, but should be the plan submitted the prior year updated with last year's actual revenues, expenditures, and ending cash balance.

ACTIVITY FUND REQUEST FOR ACCOUNT

DATE: 2025-2026 SITE: High School

ACCOUNT NAME: 946 Student Council

PURPOSE

SHS Student Council exists for two reasons - (1) to grow and support SHS school spirit and; (2) to support, grow and master leadership understanding and skills for individual student council members so each member may participate/contribute in their personal leadership journey.

SOURCE(S) OF INCOME

Donations, Dues/Fees, Fundraisers

PLANNED EXPENSES

Dues/Fees, Reimbursements, Fundraiser Expenses, Travel Expenses, Celebrations/Refreshments

SPONSOR NAME

Riann Swanson & Searcy Crow

SIGNATURE

[Handwritten signature: Riann Swanson]

SIGNATURE

[Handwritten signature: Walter R. Howell IV]

PRINCIPAL/DIRECTOR

Walter R. Howell, IV

TO BE COMPLETED BY FINANCE DEPARTMENT

APPROVED BY: DATE:

ACCOUNT NUMBER:

BOARD OF EDUCATION APPROVAL DATE:

ACTIVITY FUND SUBACCOUNT BUDGET

Reporting School Year: 2025-2026 Sponsor Name: Riann Swanson & Searcy Crow
 Name of Activity Fund: Student Council Account No: 946

	NEXT YEAR EST.	ACTUALS*
1. ESTIMATED BEGINNING CASH BALANCE (JULY 1)	\$ 7847	\$
2. SOURCE OF ALL REVENUES AND ESTIMATED AMOUNTS:		
Donations	\$ 700	
Dues/Fees	\$ 100	
Fundraisers	\$ 450	
	\$	
	\$	
	\$	
Total Revenues:	\$ 1250	\$
3. TOTAL CASH BALANCE PLUS REVENUES (ADD 1 AND 2)	\$ 9197	\$
4. EXPENDITURES AND ESTIMATED AMOUNTS:		
Dues/Fees	\$ -2700	
Reimbursements	\$ -300	
Fundraiser Expenses	\$ -150	
Travel Expenses	\$ -1300	
Celebrations/Refreshments	\$ -1900	
Stipend	\$ -1000	
Total Expenditures:	\$ -7350	\$
5. ENDING CASH BALANCE, JUNE 30 (SUBTRACT 4 FROM 3)	\$ 1847	\$

MEMORANDUM OF UNDERSTANDING:
Our Daily Bread Food & Resource Center READY! for Kindergarten Program
Effective School Year 2025-2026

THIS MEMORANDUM OF UNDERSTANDING (MOU) is entered into on Nov 11, 2025 by and between Independent School District No. 16 of Payne County, Oklahoma, commonly known as Stillwater Public Schools (hereafter “SPS”) and Our Daily Bread Food & Resource Center (hereafter “ODB”)

I. **Purpose:** The purpose of this Memorandum of Understanding (MOU) is to establish a mutual agreement between Stillwater Public Schools (SPS) and Our Daily Bread Food & Resource Center (ODB) regarding the purchase, training, and implementation of the READY! for Kindergarten program.

II. **Terms of Agreement**

A. This MOU shall take effect in November 2025 and remain in effect until June 30, 2026, or until the completion of one series of classes, whichever comes first. The MOU may be renewed annually upon mutual agreement of both parties and contingent upon available funding.

III. **Responsibilities:**

A. **Our Daily Bread (ODB)**

1. ODB will purchase the READY! for Kindergarten program license for Stillwater Public Schools using Know and Grow grant funding.
2. ODB will purchase the training modules for two (2) trainers designated by SPS, funded through the Know and Grow grant.
3. ODB will compensate class instructors at a rate of \$25 per hour for each two-hour session taught.
 - a) Payment Terms: Facilitators will complete a sign-in sheet for each class, signed by the instructor and submitted after each session to receive payment.
 - b) In the event of a class with no participants, a \$25 preparation fee will be paid.
 - c) All facilitators must also complete and return a W-9 form to ensure accurate payment processing.
4. ODB will fund up to two (2) three-class series per calendar year, for 10 participants per age group, including all class kits and materials.
5. ODB will design marketing materials (e.g., flyers, social media posts, email content) and provide them to SPS for participant recruitment.
6. ODB will collaborate with SPS regarding childcare support for classes as needed.

B. **Stillwater Public Schools (SPS)**

1. SPS will select and identify the two individuals to be trained as program instructors.
2. SPS will schedule the dates, times, and format (in-person, online, or hybrid) for the classes.

3. SPS will manage registration for each class, utilizing a shared Google form and file provided by ODB upon request.
4. SPS will distribute class kits to all participants who attend the sessions.
5. Parents or caregivers must attend class to receive a kit.
6. SPS will report to ODB the number of participants per class and return any unused kits or materials.
7. SPS will provide childcare and light refreshments for classes as needed, as determined by SPS.
8. If SPS offers a make-up class due to a parent's absence, the instructor will not receive an additional payment from ODB.

C. Joint Responsibilities

1. Both ODB and SPS will actively recruit participants for each class, beginning at least one month prior to the first session and continuing until the class is full.
2. Both parties will maintain open communication throughout the program to ensure successful coordination and implementation.

IV. Term and Termination: This MOU shall be effective for a period of one (1) year from the date of execution and may be extended upon mutual written agreement of the District and the Provider. The MOU shall be reviewed annually to assess its effectiveness and to make any necessary updates. Either party may terminate this agreement with thirty (30) days' written notice to the other party.

V. Signatures: By signing below, the parties acknowledge that they have read and understood this MOU and agree to its terms.

Rachael Condley

Rachael Condley (Oct 29, 2025 14:42:17 CDT)

Our Daily Bread Food & Resource Center (Signature Name)

INDEPENDENT SCHOOL DISTRICT NO. 16 OF PAYNE COUNTY, OKLAHOMA President,
Board of Education

Name of District signing official (credentials/Title)

Ready for K! ODB Updated

25-26.docx Final Audit Report 2025-10-29

Created: 2025-10-28

By: Melissa Tuck (assistantdirector@ourdailybreadstillwater.org)

Status: Signed

Transaction ID: CBJCHBCAABAAaRLctouNEdhK4c8k14eHDn-hxhV6XmNO

"Ready for K! ODB Updated 25-26.docx" History



Document created by Melissa Tuck (assistantdirector@ourdailybreadstillwater.org)

2025-10-28 - 10:08:29 PM GMT



Document emailed to Rachael Condley (director@ourdailybreadstillwater.org) for signature

2025-10-28 - 10:08:31 PM GMT



Email viewed by Rachael Condley (director@ourdailybreadstillwater.org)

2025-10-29 - 7:42:01 PM GMT



Document e-signed by Rachael Condley (director@ourdailybreadstillwater.org)

Signature Date: 2025-10-29 - 7:42:17 PM GMT - Time Source: server



Agreement completed.

2025-10-29 - 7:42:17 PM GMT



FIELD SITE AFFILIATION AGREEMENT EDUCATION PROGRAMS

THIS AGREEMENT (the “Agreement”) is made and entered into as of the date of the final signature below by and between WALDEN UNIVERSITY, LLC, located at 100 Washington Avenue South, Suite 1210, Minneapolis, MN 55401 (“Walden”) and _____ (“Field Site”).

RECITALS

WHEREAS, Walden offers state-approved baccalaureate and post-baccalaureate teacher preparation programs and post-baccalaureate principal preparation programs (the “Programs”) and seeks to partner with field sites for educational field experiences for Walden students (the “Students”);

WHEREAS, field experiences shall include field experiences and/or demonstration teaching experiences conducted at the Field Site (collectively “Field Experience Program”);

WHEREAS, the Field Site is willing to make available its educational and professional resources to such Students; and

WHEREAS, Walden and the Field Site mutually desire to collaborate to provide high quality clinical experiences that are central to the preparation of Students and mutually share responsibility to develop Student knowledge, skills, and professional dispositions to demonstrate a positive impact on Student development and diverse P-12 student learning and development.

NOW, THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth it is understood and agreed upon by the parties hereto, as follows:

I. TERM AND TERMINATION

This Agreement shall commence on _____ (the “Effective Date”) and shall continue for a period of one (1) years (the “Term”). Notwithstanding the foregoing, either party may terminate this Agreement for any reason or no reason, upon thirty (30) calendar days’ prior written notice to the other party. In the event of termination or expiration of this Agreement before any participating Student(s) has completed the then-current term, such Student(s) shall be permitted to complete the then-current term subject to the applicable terms of this Agreement, which shall survive until the date of such completion.

II. WALDEN RESPONSIBILITIES

A. Walden agrees to refer to the Field Site only those Students who have completed the prerequisite course of study as determined by Walden.

B. Walden shall provide a field education coordinator (the "Walden Coordinator") who will act as a liaison between Walden and the Field Site and coordinate the Field Experience Program with the Field Site.

C. Walden shall provide the Field Site with information regarding the particular requirements relating to Field Experience Programs including program expectations, required hours and supervision requirements. The Field Experience Program expectations will vary based on the Student's program.

D. Walden maintains student professional liability insurance with a single limit of no less than Two Million Dollars (\$2,000,000) per claim and Four Million Dollars (\$4,000,000) annual aggregate and general liability insurance with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) annual aggregate, with umbrella liability coverage in amounts no less than One Million Dollars (\$1,000,000). Such general liability insurance policies shall provide additional coverage to Walden's Students. Walden shall provide the Field Site with proof of coverage upon request.

E. Walden is responsible for providing requests for field experience placements to the Field Site, including the qualifications required of Mentors at the Field Site who will host the Students.

F. Walden is responsible for informing the Student that they must follow Field Site curriculum and policies, and all Field Site classroom rules and procedures, including Family Educational Rights and Privacy Act of 1974 (FERPA) compliance. Walden is responsible for coordinating the provision of required information described in Section IV.B. upon notification by the Field Site of its request for such information.

G. If the Field Site accepts honoraria or stipends, Walden is responsible for awarding honoraria or stipends to the Field Site personnel in accordance with Appendix A.

III. FIELD SITE RESPONSIBILITIES

A. The Field Site shall assign a qualified staff member having the appropriate and required credentials to serve as the Mentor for each Student, based on Walden's field experience placement requests; selected Mentors must be mutually agreeable to Walden and Mentor qualifications will be shared with Walden upon request. The Mentor is responsible for conferring with Walden regularly throughout the Student's Field Experience and communicating any concerns regarding the Student to Walden.

B. The Field Site shall provide learning experiences for the Students that are planned, organized and administered by qualified staff in accordance with mutually agreed upon educational objectives and guidelines.

C. Where applicable, the Mentor at the Field Site shall provide the Students with an orientation familiarizing students with all applicable state and federal laws and regulations as they pertain to the Field Site.

D. The Field Site shall ensure that the Students practice within all applicable state and federal laws, regulations, and licensing board eligibility requirements as they pertain to practice at the Field Site and within the guidelines of any applicable professional ethics codes. The Field Site shall provide resources to Students for exploring and resolving any ethical conflicts that may arise during field training.

E. The Mentor shall complete all written evaluations of the Students' performance according to the timeline established by Walden. The Mentor understands that a portion of the Students' evaluation in the teacher preparation programs consists of review of demonstration teaching skills, and that four (4) demonstration teaching evaluations will be recorded. The Mentor agrees to assist the Student with obtaining appropriate parental/guardian consent to facilitate such recordings.

F. The Field Site reserves the right to dismiss at any time any Student whose health condition, conduct or performance is a detriment to the Student's ability to successfully complete the Field Experience Program at the Field Site or jeopardizes the health, safety or well-being of any students or employees of the Field Site. The Field Site Coordinator or assigned Mentor shall promptly notify the Walden Coordinator and/or Walden Supervisor of any problem or difficulty arising with a Student and a discussion shall be held either by telephone or in person to determine the appropriate course of action. The Field Site will, however, have final authority to dismiss any Student from the Field Experience Program. Walden is responsible for informing the Student and will follow the program dispositional concern process. The Field Site is responsible for immediately notifying Walden by emailing educationfield@mail.waldenu.edu if the Field Site wishes to remove, reassign, or discontinue a placement of a Student.

G. If available at the Field Site, the Field Site agrees to provide emergency health care services for Students for illnesses or injury on the same basis as that which is provided to Field Site employees. With the exception of emergency care, the Students are responsible for providing for their own medical care needs. In the event that Field Site does not have the resources to provide such emergency care, Field Site will refer such Students to the nearest emergency facility.

H. The Field Site shall ensure adequate workspace for the Students and shall permit the use of instructional resources such as the library, procedure manuals, and student records as required by the Field Experience Program. Field Site shall provide Students with training on Field Site safety protocols, as applicable, and provide prompt notice to Walden of any situation involving threatened hazards or harm that may adversely impact the health or safety of Students.

I. The Field Site maintains general and professional liability insurance (or comparable coverage under a program of self-insurance) for itself and its employees with a single limit of no less

than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. The Field Site shall provide Walden with proof of coverage upon request.

J. The Field Site is responsible for informing Walden if the Student is required to submit any information including, but not limited to, criminal background checks, health information, verification of certification and/or licensure, insurance information and information relating to participation in federally funded insurance programs. The Field Site is responsible for determining if the documentation meets Field Site policies and guidelines.

IV. STUDENT RESPONSIBILITIES

Walden shall inform Students that they are responsible for the following:

A. Students shall agree to abide by the rules, regulations, curriculum, policies and procedures of the Field Site and shall abide by the requirements of all applicable laws.

B. Students shall arrange for and provide to Field Site any required information including, but not limited to, criminal background checks, health information, verification of certification and/or licensure, insurance information and information relating to participation in federally funded insurance programs. It is incumbent on the Field Site, however, to inform Walden what information is required of the students prior to the beginning of the field experience.

C. Students are responsible, in the teacher preparation programs, for adhering to the Code of Ethics of Minnesota Teachers (Rule 8710.2100) and the Code of Ethics for the state in which the Student completes their field experience, and exemplify the attitudes, actions and professional dispositions as outlined in the program's Field Experience and Demonstration Teaching Handbook.

D. Students are responsible, in the principal preparation programs, for adhering to the Minnesota Code of Ethics for School Administrators (Rule 3512.5200, subpart 2), the Licensure Code of Professional Conduct for Ohio Educators, and the Code of Ethics for the state in which the Student completes their field experience.

V. MUTUAL RESPONSIBILITIES

A. FERPA. For purposes of this Agreement, the parties acknowledge and agree that the Field Site has an educational interest in the educational records of the Student participating in the Program to the extent that access to those records is required by the Field Site in order to carry out the Field Experience Program. Field Site and Walden shall only disclose such educational records in compliance with FERPA.

B. The Field Site and Walden will promote a coordinated effort by evaluating the Field Experience Program annually, planning for its continuous improvement, making such changes as are deemed advisable and discussing problems as they arise concerning this affiliation. The parties agree to jointly identify and address real problems of practice that Students will experience in their engagement with P-12 students. Further, the parties shall select, prepare, evaluate and support high quality educators who demonstrate a positive impact on Student's development and diverse P-12 student learning and development.

C. Both parties will work with Students to ensure that hours completed by Students as part of their Field Experience Program will be eligible to meet the supervised field experiences requirements of the relevant state licensing board.

D. The parties agree that Students training at the Field Site under this Agreement will have the status of Students in training and will not be considered employees of the Field Site or any of Field Site's subsidiaries or affiliates by virtue of participation in the Field Experience Program and shall not, solely as a result of participation in the Field Experience Program, be entitled to compensation, remuneration or benefits of any kind.

In the event that a Student is an employee or independent contractor of the Field Site, Field Site and Walden acknowledge and agree that Field Site (a) alone employs its employees of Field Site, and contracts with its independent contractors and is responsible for any compensation paid, regardless of whether Field Site's employee or independent contractor is completing Field Site employment Hours or Field Experience Hours, (b) will pay, or be responsible for any salary, compensation, withholdings as required by law, unemployment insurance, or benefits (including disability benefits) for its employees or independent contractors, as applicable, and (c) assumes all responsibility and liability that may be imposed upon an employer under any law, regulations, or ordinance, including any wage or obligations.

In the event that Field Site chooses to provide compensation, remuneration or benefits of any kind to Students outside of an employment or independent contractor relationship, Field Site and Walden acknowledge and agree that Field Site (a) alone will pay, or be responsible for any compensation, remuneration, or benefits provided to Students and (b) assumes all responsibility and liability for any such compensation, remuneration, or benefits under any law, regulation, or ordinance.

E. The Field Site and Walden agree that Students will have equal access to their respective programs and facilities without regard for any legally protected status. Field Site and Walden will comply with all applicable non-discrimination laws in providing services hereunder.

F. Field Site represents that it has policies in place that are consistent with applicable laws to prevent and report instances of sexual harassment, sexual discrimination, and sexual misconduct and it will comply with these policies during its participation in the Field Experience

Program. In the event that Field Site does not have such policies in place, it shall abide by Walden's Code of Conduct located at <https://www.waldenu.edu/legal/student-safety-title-ix> with regard to Walden's Students.

G. The parties understand that Walden is an online institution; therefore, there will be no on-site faculty presence from Walden on Field Site premises. Notwithstanding the foregoing, the Field Site agrees that it will allow representatives of the Walden and/or agencies responsible for approval of the Field Sites for the Field Experience Program or accreditation of the applicable Program curriculum to conduct visits to Field Site premises, in-person or virtually.

H. Field Site agrees to notify Walden of any internal or external allegations or reports of misconduct pertaining to a Student's participation in the Field Experience Program, including but not limited to sexual harassment complaints and ethic investigations, and provide the contact information of the individual responsible for Field Site's investigations. In the event a Student notifies the Walden of sexual misconduct by the Field Site, the Mentor or employee of the Field Site, or another Student in the program, pursuant to Title IX of the Education Amendments of 1972 ("Title IX"), Walden will investigate and the parties will make reasonable efforts to cooperate with the investigation. The parties agree to meet and confer regarding any investigations including but not limited to on-site investigations pertaining to any Student(s), Mentor(s), agents, or employees of the Field Site.

I. The terms and conditions of this Agreement may be amended only by written instrument executed by both parties.

J. This Agreement is nonexclusive. The Field Site and Walden reserve the right to enter into similar agreements with other institutions.

K. This Agreement shall be governed by the laws of the State of Minnesota.

L. Any notice required hereunder shall be sent by certified or registered mail, return receipt requested and shall be deemed given upon deposit thereof in the U.S. mail (postage prepaid). Notices to Walden shall be sent to the Walden Coordinator at Walden University, LLC; 100 Washington Avenue South, Suite 1210; Minneapolis, MN 55401; with a copy to: Adtalem Global Education Inc., 233 S. Wacker Drive, Suite 800, Chicago, IL 60606, Attn: General Counsel. Notices to Field Site shall be sent to

M. Each party agrees to indemnify, defend, and hold harmless the other from all losses or liabilities resulting from the negligence or willful misconduct of the indemnifying party and/or its employees or agents arising under this Agreement, except to the extent such losses or liabilities are caused by the indemnified party's negligence or willful misconduct.

N. This Agreement sets forth the entire understanding of the parties hereto and supersedes any and all prior agreements, arrangements and understandings, oral or written, of any nature whatsoever, between the parties with respect to the subject matter hereof. This Agreement

WALDEN UNIVERSITY

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and any amendments hereto may be executed in counterparts and all such counterparts taken together shall be deemed to constitute one and the same instrument. The parties agree that delivery of an executed counterpart signature hereof by facsimile transmission, or in “portable document format” (“.pdf”) form, or by any other electronic means intended to preserve the original graphic and pictorial appearance of a document, will have the same effect as physical delivery of the paper document bearing the original signature.

O. Each person signing this Agreement on behalf of a party represents to the other party that the execution and performance of this Agreement is duly authorized to sign this Agreement on behalf of the party and that this Agreement constitutes a valid and binding agreement of such party, enforceable according to its terms.

P. This Agreement will be binding upon and inure to the benefit of each of the parties, their successors, and assigns. Neither party may assign this Agreement or assign its rights or delegate its duties hereunder without the prior written consent of the other party (except in connection with a merger, sale of all or substantially all of a party’s assets, or other form of corporate reorganization of that party) and any purported assignment in violation of this Section will be without force or effect.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement, effective the date first above written:

WALDEN UNIVERSITY, LLC

FIELD SITE

By: 

By: _____

(signature)

(signature)

Name: Kelley L. Costner
(Print name)

Name: _____
(Print name)

Vice Provost,

Title: Division of Healthy Communities and Organizations

Title: _____

Date: January 1st, 2025

Date: _____



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Mrs. Kristie Newby, MBA, CFE, Chief Financial Officer
APPROVED BY: Mr. Tyler Bridges, Superintendent
DATE: Nov 11, 2025

AGENDA ITEM:

The Oklahoma Purchasing System (TOPS) Contract for FY 2025-20226:

BOARD ACTION REQUESTED:

Motion to Approve the TOPS Contract for FY 2025-2026

BACKGROUND INFORMATION:

Oklahoma statutes require public schools to annually approve all new contact and renew any ongoing and long-term contracts.

Contract

The Oklahoma Purchasing System

Term

Annual

Funding Source

N/A

Dates of Contract

July 1, 2025 – June 30, 2026

The Oklahoma Purchasing System

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

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

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

THE OKLAHOMA PURCHASING SYSTEM

INTERLOCAL COOPERATION AGREEMENT

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

MEMBER:

NAME OF AGENCY: Stillwater Public Schools

BOARD APPROVAL DATE: 11/11/25

AGENCY CONTACT: Roberta Douglas

CONTACT TITLE: SPS Board President

CONTACT SIGNATURE: _____

APS and Member hereby represent that:

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

NOW THEREFORE, APS and Member hereby agree as follows:

I. DEFINITIONS

For the purposes of this Agreement:

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

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

II. STATEMENT OF SERVICES OFFERED

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

III. PURPOSE

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

IV. TERM

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

V. RIGHTS

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

VI. DUTIES/RESPONSIBILITIES

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

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

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

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

Members are responsible for the following:

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

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

VII. DISSOLUTION AND DISPOSITION OF PROPERTY

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

VIII. FINANCING

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

IX. ACCEPTANCE

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

Member Contact Information:

Address:	314 S Lewis St		
City:	Stillwater		
State:	OK	Zip:	74074
Phone:	405-707-5047	Fax:	

Primary Contact Name:	Mr. Bo Gamble
Primary Contact Title:	Assistant Superintendent of Operations
Primary Contact Email:	bgamble@stillwaterschools.com
Primary Contact Phone:	405-707-5047

Approved by APS Board of Education:

David Lassiter, Director of TOPS

Date



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Bo Gamble, Assistant Superintendent of Operations
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Consider and Vote to Approve or Not Approve Willowbrook, Inc. use of CM Contingency and Allowances for the SPS Bond 2023 HS Phase I Construction Project.

BOARD ACTION REQUESTED:

Vote to Approve or Not Approve Willowbrook, Inc. use of CM Contingency and Allowances for the SPS Bond 2023 HS Phase I Construction Project.

BACKGROUND INFORMATION:

The attached report lists the requested use of CM contingency and allowances by Willowbrook, Inc. for the SPS Bond 2023 HS Phase I Construction Project.

The requests made in this agenda item do not impact the GMP.



CM Contingency Modification

0309c. - Stillwater New High School - Phase 2 PA Wing

Title: CMOD 2 - Precast HM Door Frame Install

CM Contingency Modification : # 2

Date: 10/28/2025 **Date Required:**

Description of Work: This contingency modification covers the labor costs to install three (3) hollow metal door frames in the precast concrete openings. This work was not directly assigned to any subcontractor at the time of bid.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : CMOD 2 - Precast HM Door Frame Install	0.00	LS	0.00	- 1,697.8	0.0	0.00	- 1,697.83	
2 : Willowbrook	0.00	LS	0.00	1,476.4	0.0	0.00	1,476.37	
3 : Willowbrook	0.00	LS	0.00	0.0	0.0	0.00	221.46	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Veal

10/29/2025

Construction Manager:

Date:

WSP

11/03/2025

Architect:

Date:

BA

11/3/2025

Owner:

Date:

Proposal For:

Stillwater Public Schools

Date: 10/23/2025 Project: Stillwater Performing Arts Wing

Stillwater Performing Arts Wing – Precast Hollow Metal Frame Installation

This proposal includes all costs associated with installing three (3) hollow metal frames within the precast concrete wall openings.

Labor	\$1,106.86
Material (grout & anchors)	\$369.51
Overhead & Profit (15%)	\$221.46
Total	\$1,697.83

Willowbrook, Inc. proposes to provide the work as described above for a total of \$1,697.83.

Respectfully,

Shawn Vick | Project Manager

620 NE 36th St | Oklahoma City | OK | 73105

O: 405.224.1554 | M: 405.747.4261

www.willowbrook.build



CM Contingency Modification

0309b. - Stillwater New High School

Title: CMOD 19 - Roof Drain Relocate

CM Contingency Modification : # 19

Date: 09/30/2025 Date Required:

Description of Work: This contingency modification is to pay for costs associated with reworking the roof drains in Area 4 to accommodate adjusting the spiral ductwork to meet design intent.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : CMOD 19 - Roof Drain Relocate	0.00	LS	0.00	- 5,480.0	0.0	0.00	- 5,480.00	
2 : Air Technologies	0.00	LS	0.00	5,480.0	0.0	0.00	5,480.00	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Vail

10/22/2025

Construction Manager:

Date:

WBP

11/03/2025

Architect:

Date:

R. [Signature]

11/3/2025

Owner:

Date:



Willowbrook Construction

Proposed Project Agreement

Date:

9/25/2025

Proposal Number:

P0015

Prepared for:

Willowbrook Construction
620 NE 36th St
Oklahoma City, OK 73105



Prepared by:

Dalton Smith
405-439-3032



PROJECT PROPOSAL

Company

Air Technologies
110 NE 48th Street
Oklahoma City, OK 73105
Ph: 405-528-2600 Fax: 405-528-6200

Proposal Date: 9/25/2025
Proposal Number: P0015
Agreement Number:
Contractor License:

Bill To Identity

Willowbrook Construction
620 NE 36th St
Oklahoma City, OK 73105

Agreement Location

Stillwater High School
410 W Franklin Ln
Stillwater, OK 74075

Air Technologies, a Fidelity Building Services Group Company, is pleased to submit our proposal to Willowbrook Construction for the following:

- Relocate existing roof drains
- Primary roof drain to be offset
- Overflow roof drain to be offset
- Move to area that accommodates new duct location
- Remove and reinsulate the pipe in new location

OUR PROPOSED SCOPE OF WORK INCLUDES:

WARRANTY: Our warranty on work performed is one (1) year, parts and labor.

YOUR INVESTMENT FOR THIS SCOPE OF WORK\$5,480.00

This proposal is valid for a period of fifteen (15) days, and if not accepted within that time frame, it shall be automatically rescinded, and any replacement proposal may be subject to increased costs. Upon execution as provided below, this agreement, including the following pages attached hereto (collectively, the "Agreement"), shall become a binding and enforceable agreement against both parties hereto. Customer, by execution of this Agreement, acknowledges that it has reviewed and understands the attached terms and conditions and has the authority to enter into this Agreement.

Contractor

Customer

Signature (Authorized Representative)
Dalton Smith

Name (Print/ Type)

Signature (Authorized Representative)

Name (Print/ Type)



CM Contingency Modification

0309b. - Stillwater New High School

Title: CMOD 20 - Art Wing Roller Shade Steel Angle

CM Contingency Modification : # 20

Date: 10/16/2025 **Date Required:**

Description of Work: This contingency modification covers the costs associated with providing the roller shade mounting angles shown in detail 12/A509, which were not included in any contractor's original scope.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : CMOD 20 - Art Wing Roller Shade Steel Angle	0.00	LS	0.00	- 3,630.0	0.0	0.00	- 3,630.00	
2 : Russell Interiors	0.00	LS	0.00	3,630.0	0.0	0.00	3,630.00	

Total Change Amount: 0.00

Notes:

Approved By:

10/22/2025

Construction Manager:

Date:

11/03/2025

Architect:

Date:

11/13/2025

Owner:

Date:



RUSSELL
I N T E R I O R S

October 8, 2025

Willowbrook Construction

Reference: **Stillwater HS**

Shawn:

Please see the below cost to furnish and install steel angles for mounting the motorized roller shades in the Art rooms as reviewed together on site. These will allow us to install our shades on a level surface as is mandatory for them to operate. Shades will be stair stepped.

Pricing breakdown for this change is below:

1. Net Material, Labor & Freight Additional Costs	<u>\$ 3,300.00</u>
Subtotal	\$ 3,300.00
10% Overhead and Profit	<u>\$ 330.00</u>
Total Add	\$ 3,630.00

Sincerely,

Brady Thorman
Project Manager



CM Contingency Modification

0309b. - Stillwater New High School

Title: CMOD 21 - RFI 226 Area 5 Fire Door HVAC Duct Conflict

CM Contingency Modification : # 21

Date: 10/21/2025 Date Required:

Description of Work: This contingency modification covers the material and labor costs required to reconfigure the HVAC ductwork in Area 5 to resolve conflicts with the coiling fire door field conditions as described in RFI 226.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : CMOD 21 - RFI 226 Area 5 Fire Door HVAC Duct Conflict	0.00	LS	0.00	- 4,336.2	0.0	0.00	- 4,336.20	
2 : DeHart	0.00	LS	0.00	4,336.2	0.0	0.00	4,336.20	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Vail

10/22/2025

Construction Manager:

Date:

WBD

11/03/2025

Architect:

Date:

R. Am...

11/3/2025

Owner:

Date:

Request for Change Order

Project: 88709 Stillwater Schools	Request for Change Order Number: 0013
To: CMS Willowbrook	Title: Move duct in area 5 Hallway
	Request for Change Order Date: Sep 18, 2025
	Architect's Project No:
	Contract Date:

We propose to make the following changes in this contract :

PCO:0013

Name: Move duct in area 5 Hallway	Source:	Type:
---	----------------	--------------

Description: Move the duct in Area 5 Hallway

Scope of work:

Amount: 4,336.20

Cost Items:

Number	Name	Description	Amount
01	Labor		1,950.00
02	Material		1,992.00

Markups for above items are listed below:

Number	Name	Description	Amount
03	10 % markup		394.20

Cost Items inclusive of markups:

Number	Name	Description	Amount
01	Labor		2,145.00
02	Material		2,191.20

The total Cost to perform the work as described above is a CHANGE of 4,336.20.

Please indicate your acceptance and approval of this additional work in the space provided below

CONTRACTOR

ADDRESS

BY *(Signature)*

(Typed name)

DATE _____





CM Contingency Modification

0309b. - Stillwater New High School

Title: CMOD 22 - Precast Hollow Metal Door Frame Install

CM Contingency Modification : # 22

Date: 10/24/2025 **Date Required:**

Description of Work: This contingency modification covers the labor costs to install six (6) hollow metal door frames and two (2) hollow metal shutter frames in the precast openings. This work was not directly scoped to any subcontractor at the time of bid.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : CMOD 22 - Precast Hollow Metal Door Frame Install	0.00	LS	0.00	- 4,543.0	0.0	0.00	- 4,543.00	
2 : Red Mountain	0.00	LS	0.00	4,543.0	0.0	0.00	4,543.00	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Vahl

10/29/2025

Construction Manager:

Date:

WSP

11/03/2025

Architect:

Date:

R

11/3/2025

Owner:

Date:

RED MOUNTAIN COMPANY

October 21, 2025

Willowbrook, Inc.
PO Box 807
Chickasha, OK 73023

Attn: Shawn Vick

Re: Stillwater High School
Change Order Request #01

Dear Shawn:

This Change Order Request #01 is to install (6) hollow metal FEMA door frames and (2) hollow metal FEMA shutter frames. This proposal includes labor and grout for the door/shutter frames. We also include drilling holes in the top corners of the frames to pump in the grout and patching those holes with bondo, ready for paint.

We exclude providing the frames and the anchor bolts.

Labor – 66 hrs x \$52/hr:	\$3,432.00
Material – grout/misc.:	\$400.00
Equipment – n/a:	\$0.00
Subtotal:	\$3,832.00
Markup – 15%:	<u>\$575.00</u>
Bond – 3%:	<u>\$136.00</u>
Total COR #01:	\$4,543.00

We respectfully request that you issue a change order in the amount of \$4,543.00.

Sincerely,

RED MOUNTAIN COMPANY

Colin L. Martin

Colin L. Martin, President



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Bo Gamble, Assistant Superintendent of Operations
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Consider and Vote to Approve or Not Approve Willowbrook, Inc. use of Owner Contingency and Allowances for the SPS Bond 2023 HS Phase I and Phase II PA Wing Construction Project.

BOARD ACTION REQUESTED:

Vote to Approve or Not Approve Willowbrook, Inc. use of Owner Contingency and Allowances for the SPS Bond 2023 HS Phase I and Phase II PA Wing Construction Project.

BACKGROUND INFORMATION:

The attached report lists the requested use of Owner Contingency and Allowances by Willowbrook, Inc. for the SPS Bond 2023 HS Phase I and Phase II PA Wing Construction Project.

The requests made in this agenda item do not impact the GMP.



Owner Contingency Modification

0309c. - Stillwater New High School - Phase 2 PA Wing

Title: OMOD 9 - PR 049 Virtual Academy Locker Room Remodel

Owner Contingency Modification : # 9

Date: 10/27/2025 **Date Required:**

Description of Work: The following scope of work is included in this PCO:

1. Provide all labor, materials, and equipment necessary to complete the Existing Virtual Academy Locker Room Remodel as outlined in PR 049.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 9 - PR 049 Virtual Academy Locker Room Remodel	0.00	LS	0.00	- 34,376.0	0.0	0.00	- 34,376.00	
2 : Modern Coatings	0.00	LS	0.00	21,331.0	0.0	0.00	21,331.00	
3 : Dense Mechanical	0.00	LS	0.00	3,045.0	0.0	0.00	3,045.00	
4 : Dumpsters	0.00	LS	0.00	10,000.0	0.0	0.00	10,000.00	

Total Change Amount: 0.00

Notes:

Approved By:

10/29/2025

Construction Manager:

Date:

11/03/2025

Architect:

Date:

11/3/2025

Owner:

Date:



MK Excavation, LLC

PO Box 863
Stillwater OK 74076-0863
(918) 671-8294

Change Order

Order#: 5

Order Date: 10/13/2025

To: CMSWillowbrook
3108 S. 9th St.
Chickasha OK 73018

Project: 24017
Stillwater New High School EW
410 W Franklin Ln
Stillwater OK 74075

Please sign below to accept the pricing and terms of this Change Order:

Plans Attached

Specifications Attached

Description of Work	Quantity	Unit	Rate	Amount
Academy Demo	1	LS	17,000.00	17,000.00

Notes

Negative changes will lower the overall contract price requiring no additional payment by owner.

Requested Amount of Change

17,000.00

The Contract Sum will be changed by this Change Order

17,000.00

Print Name: _____ Date: _____

Sign Name: _____ Date: _____



<https://www.acpnational.com>

Change Order # **CO7 PR049**
Date: **10/10/25**

Change Order Summary

Project Name: Stillwater New High School
Project Address: 410 West Franklin Lane, Stillwater, OK 74075
Attn: PM/ Shawn Vick

Scope Of Work

Supply and install the following items per plans and specifications		Amount
1.-Supply and Install - Tape, Bed & paint for new gypsum board walls and concrete sealer as shown on PR049 School Virtual Academy Center		\$14,991.00
Labor -		\$12,550.00
Material -		\$2,441.00
BASE BID :		\$14,991.00
Exclusions & Qualifications		
<p>Inclusions</p> <p>Clean up to a central location.</p> <p>All sealants per our scope to create smooth paint transitions.</p> <p>Equipment for our scope of work.</p> <p>Removal of hazardous materials from sites.</p> <p>* ACP will provide supervision and management of its work, equipment for its use and clean up of our debris for disposal into an on-site receptacle. The Trash receptacle and its expense are to be provided by others.</p> <p>* Hourly rate \$50.00</p>	<p>Exclusions & Qualifications</p> <p>Any item not specifically mentioned above</p> <p>Bond and bond cost</p> <p>Existing walls</p> <p>Any exterior painting</p> <p>Wood doors</p> <p>*Any premium expense for shift of overtime labor, or unnecessary and unproductive labor required as a result of any acceleration of schedule or as a result of delays caused by others is excluded. All temporary enclosure, lighting ventilation, heating and/or utilities are exclude from bid, though they may be required for proper installation of certain materials</p>	
<p>Acknowledgements</p> <p>Bid Plans: None</p> <p>Addendas: None</p> <p>Revisions: None</p> <p>C.M. Clarifications: None</p>		
<p>Sales Tax:</p>		Exempt
<p>Submitted by:</p>		Sandro Romero

2709 I-44 Service Rd.
Oklahoma City, OK 73112
(405) 227-9412

City of Stillwater
Customer Receipt

10/9/2025
R18085

Job ID: CRML25-0041 - \$77.82
308 W FRANKLIN LN -

COMMERCIAL FEES
GROUP

REMODEL COMMERCIAL \$73.82

UBC FEE GROUP

UBC STATE BLDG PERMIT \$4.00
FEE

Tender Detail:

Total Tendered: \$77.82

Total Paid EMV

10463229448

\$77.82

Signature for credit card

Thank you for your payment

Shawn Vick

From: Jason Shepardson <jason@oklahomaspecialtysupply.com>
Sent: Saturday, October 11, 2025 2:12 PM
To: Shawn Vick
Subject: Re: Stillwater HS PR 049

Follow Up Flag: Flag for follow up
Flag Status: Flagged

Here is the pricing that you requested.

Tear-out of 222ea. heavy duty lockers, haul lockers to the high school and re-install the 222ea. lockers. This includes the lockers, base and sloped tops if there are any.

Includes: Tear-out, re-install, re-location, anchors, insurnaces and installation warranty.

Excludes: Sales tax and new parts if any are required.

Lead time: To be done over Christmas break.

Price: \$31,000.00

Do you know when the decision will be made? Christmas breaks are usually pretty busy and if we are going to do this work I'll get the days blocked off to do it now. It will probably take a full week or more to accomplish this. Please let me know if you have any questions.

Thanks.

Jason Shepardson
Oklahoma Specialty Supply, LLC
1217 NW 141st Street
Edmond, OK 73013
405-833-8963 phone
405-607-0867 fax

From: Shawn Vick <shawn.vick@willowbrook.build>
Sent: Wednesday, October 8, 2025 11:10 AM
To: Jason Shepardson <jason@oklahomaspecialtysupply.com>
Subject: Stillwater HS PR 049

Jason,

**PIPER-WEATHERFORD COMPANY
DISTRIBUTOR OF ARCHITECTURAL SPECIALTIES
210 NE 31 Street
OKLAHOMA CITY, OK. 73105
PHONE: (405) 896-3795**

QUOTATION

Date: 9-3-2025

Willowbrook

Job: Stillwater H.S.

Location: Stillwater, Ok.

PR 049

4) Hollow Metal Frames 116, 123, 124, 114

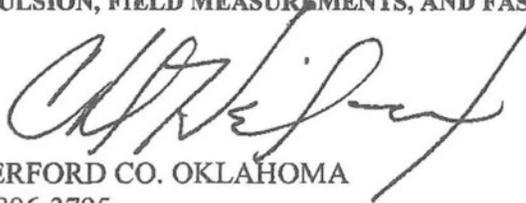
`\$ 1,225.00

TO COMPLY WITH THE REQUIREMENTS OF YOUR PURCHASE ORDER THE MATERIAL LISTED IN THIS QUOTATION WILL NOT BE ORDERED OR RELEASED FOR FABRICATION UNTIL A CHANGE ORDER OR, IF ACCEPTABLE BY YOUR PO, A SIGNED ACCEPTANCE OF THIS QUOTATION IS RETURNED TO OUR OFFICE.

- THE PRICES REFLECTED IN THIS PROPOSAL WILL BE HELD FOR THIRTY (30) DAYS, AFTER WHICH THEY WILL BE SUBJECT TO REVIEW BEFORE ANY ORDER CAN BE ACCEPTED.
- THIS PROPOSAL IS FOR MATERIAL ONLY F.O.B. FACTORY FREIGHT ALLOWED TO JOB SITE.
- TERMS OF PAYMENT ARE NET THIRTY DAYS. NO RETAINAGE ALLOWED.
- CURRENT SHIPPING SCHEDULE IS _____ WEEKS AFTER RECEIPT OF ALL APPROVED INFORMATION REQUIRED TO FABRICATE MATERIAL AND A DEFINITIVE SIGNED AGREEMENT (PURCHASE ORDER, CHANGE ORDER, CONTRACT, ETC.) BY THE PURCHASER.
- EXCLUSIONS: SALES TAX, UNLOADING, GLASS, GLAZING, INSTALLATIONS, FINISH PAINT, ASPHALT EMULSION, FIELD MEASUREMENTS, AND FASTENING DEVICES.

SINCERELY,

Chad Heilaman
PIPER-WEATHERFORD CO. OKLAHOMA
Direct Line 405-896-3795



Carroll's Commercial Floors

11408 E 19th St
 Tulsa, OK 74128
 Telephone: 918-376-9885 Fax: 918-376-9885



Proposal
 Date 10/11/25

We are a Factory Authorized Dealer

Customer: Willowbrook Job Site: Stillwater HS - PR 049

Attn: Shawn Vick Contact: Brian Torrie | 918-549-5770 | ccftrorie@gmail.com

Qty	UOM	Description	Tax	Unit	Total
1,080.00	LF	RB-1 C&C JOHNSONITESTYLE: DURACOVE TOELESSCOLOR: VL4- COOL METAL CGHEIGHT: 4"		\$ 1.53	\$ 1,654.40
24.00	EA	BASE GLUE		\$ 7.61	\$ 182.72

Standard Clarifications:

Quote includes material & labor. Minor floor prep included, excess prep is \$75 per bag. Waxing VCT & Vacuuming carpet NOT included. Work must be continuous and based on regular working hours. Floor protection NOT included. Proposal maybe withdrawn if not accepted with 30 days.

Exclusions: N/A

Subtotal **\$ 1,838.00**

Bid Bond \$ 31.00

We hereby propose to furnish the above complete in accordance with the above specifications, for the sum of:

\$ 1,869.00

**Deduct Taxes and/or Bid Bond Costs if not applicable*

ACCEPTANCE OF PROPOSAL:

Authorized Signature: _____ Date of Acceptance: _____

This proposal is valid for 30 days from the date of issuance. After this period, terms and pricing may be subject to revision.



BROKEN ARROW ELECTRIC SUPPLY INC
 2350 W. VANCOUVER ST
 BROKEN ARROW, OK 74012-1172
 Phone 9182583581
 Fax 9182513799



Quotation

EXPIRATION DATE	QUOTE NUMBER
10/14/2025	S3409635
BROKEN ARROW ELECTRIC SUPPLY INC 2350 W. VANCOUVER ST BROKEN ARROW, OK 74012-1172 Phone 9182583581 Fax 9182513799	PAGE NO.
	1 of 1

QUOTE TO:

SHIP TO:

COLBURN ELECTRIC
 829 W ELGIN ST
 BROKEN ARROW, OK 74012-2426

COLBURN/STILLWATER HIGH SCHOOL GEAR
 1701 BOOMER ROAD
 STILLWATER, OK 74074

CUSTOMER NUMBER	CUSTOMER PO NUMBER	JOB NAME / RELEASE NUMBER	SALESPERSON	
36992	STILLWATER HIGH SCHOOL		Duane Rector	
WRITER	SHIP VIA	TERMS	SHIP DATE	FREIGHT ALLOWED
Kolby Coday	DELIVERY	Net Due On Invoice	10/13/2025	No
ORDER QTY	DESCRIPTION		UNIT PRICE	EXT PRICE
	SHIPPING INSTRUCTIONS !!!!!!CUSTOMER MUST ALWAYS SIGN FOR MATERIAL!!!!!!			
7ea	LLTG ECRG-RD-M6 RED/GRN COMBO EXIT WITH ROUND HEAD LAMPS 120/277 LED Pn: 440585		33.883/ea	237.18
4ea	LLTG EU2L-M12 EMERGENCY LIGHT 23 Pn: 373172		17.765/ea	71.06

Prices for bidding purposes only, please call for current pricing. See Terms and Conditions @ baes.com. Special order merchandise and cut wire are non-returnable. All sales are subject to Broken Arrow Electric Supply Inc terms and conditions found at baes.com, unless governed by other terms signed by an officer of BAES. All other terms are rejected.

Subtotal	308.24
S&H Charges	0.00
Estimated Tax	0.00
Amount Due	308.24

Job ID: EW00541



Project: STILLWATER HIGH SCHOOL BUILDING

CO: 39: PR 49 Wrestling Building changes

Takeoff

Phase: FIXTURES

Item #	Qty	U/	Q/M	Size	Description	Material I Result :	Labor Result
TITLE	16.00	EA	M	MC-WHIP	LED 2x4 LAY-IN /T-BAR	0.00	0.00
120003	16.00	EA	M	2 x 4	LED T-BAR LAY-IN FIXTURE	0.00	24.00
100030	16.00	EA	M	#18 to 10	WIRE-NUT SML -YELLOW	1.92	1.44
100032	32.00	EA	M	#18 to 8	WIRE-NUT MED -RED	6.56	3.20
121536	32.00	EA	M	515A	LAY-IN T-BAR CLIP UPTURNED LIP	26.37	1.73
450096	96.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	67.13	4.09
670008	32.00	EA	M	3/8 (38AST)	AC/MC SNAP2IT AC/MC CON W/INS	41.42	3.52
160791	32.00	EA	M	7"	TIE-WRAP	11.19	1.60
TITLE	7.00	EA	M	#12 MC	EXIT SIGN 1-FACE SURFACE /T-BAR	0.00	0.00
120193	7.00	EA	M		EXIT SURFACE MTD 1-FACE	0.00	10.92
150286	7.00	EA	M	1-1/2"D 15.8-CI	4" OCTAGON BOX COMB KO	19.31	2.80
100053	7.00	EA	M	#12 SOL	8" PIGTAIL W/GRD SCREW	5.32	0.70
160460	7.00	EA	M	24"	T-BAR BOX HANGER	77.13	0.38
100030	7.00	EA	M	#18 to 10	WIRE-NUT SML -YELLOW	0.84	0.63
100032	14.00	EA	M	#18 to 8	WIRE-NUT MED -RED	2.87	1.40
450096	56.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	39.16	2.22
630329	6.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	19.31	0.95
160791	14.00	EA	M	7"	TIE-WRAP	4.90	0.70
670008	1.00	EA	M	3/8 (38AST)	AC/MC SNAP2IT AC/MC CON W/INS	1.29	0.11
670033	7.00	EA	M	3/8 (3838AST)	AC/MC DX SNAP2IT INSUL	22.58	0.77
TITLE	4.00	EA	M	#12 MC	EMGCY FIXTURE-RECESS /T-BAR	0.00	0.00
120240	4.00	EA	M		EMERGENCY FIXTURE -RECESSED	0.00	9.36
100030	4.00	EA	M	#18 to 10	WIRE-NUT SML -YELLOW	0.48	0.36
100032	8.00	EA	M	#18 to 8	WIRE-NUT MED -RED	1.64	0.80

121536	16.00	EA	M	515A	LAY-IN T-BAR CLIP UPTURNED LIP	13.19	0.86
450096	32.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	22.38	1.27
630329	4.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	12.87	0.63

Takeoff Report: STILLWATER HIGH SCHOOL BUILDING

Phase: FIXTURES

#####

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
160791	8.00	EA	M	7"	TIE-WRAP	2.80	0.40
670008	1.00	EA	M	3/8 (38AST)	AC/MC SNAP2IT AC/MC CON W/INS	1.29	0.11
670033	4.00	EA	M	3/8 (3838AST)	AC/MC DX SNAP2IT INSUL	12.90	0.44
						414.86	75.39

Phase: DEVICES

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
TITLE	6.00	EA	M	#12 MC	20A 1G DX COML TR	0.00	0.00
140018	6.00	EA	M	20A	DX RECEPT COMMERCIAL GRADE TR	33.96	2.70
140802	6.00	EA	M	1-DUPLEX	1G STAINLESS STEEL PLATE	10.68	0.90
150047	6.00	EA	M	2-1/8"D	1900 CMB-KO CV-BRKT	29.66	2.40
150066	6.00	EA	M	5/8"RISE 4.8-CI	1G 1900 MUD-RING	8.32	0.60
160699	36.00	EA	M	#10 x 1"	TEK SCREW	2.53	1.30
100053	6.00	EA	M	#12 SOL	8" PIGTAIL W/GRD SCREW	4.56	0.60
100032	8.00	EA	M	#18 to 8	WIRE-NUT MED -RED	1.64	0.80
450096	150.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	104.90	5.76
630329	36.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	115.84	10.21
630295	18.00	EA	M	14->10-3 & 3/8	AC/FLEX HGR PUSH-IN	20.99	2.70
670008	1.00	EA	M	3/8 (38AST)	AC/MC SNAP2IT AC/MC CON W/INS	1.29	0.11
670033	6.00	EA	M	3/8 (3838AST)	AC/MC DX SNAP2IT INSUL	19.35	0.66
630310	1.00	EA	M		METAL/WOOD STUD PROTECTION	0.29	0.15
						354.01	28.88

Phase: BRANCH

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
TITLE	20.00	EA	M	1/2	EMT ON STRUT MULTI RUN	0.00	0.00
10000	80.00	FT	M	1/2	EMT	39.99	4.05
20000	6.00	EA	M	1/2	EMT FIELD-BEND	0.00	0.69
30000	4.00	EA	M	1/2	EMT STEEL-SS COUPLING	1.64	0.18
630190	16.00	EA	M	1/2	COND 1-PC w/BOLT STL STRUT CLAMP	38.82	5.04
30010	8.00	EA	M	1/2	EMT STEEL SS CONNECTOR	2.65	0.81
70029	208.00	FT	M	12	THHN/THWN CU (SOL)	42.27	1.97

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
70228	104.00	FT	M	12.	GREEN THHN CU (GRD 20A)	21.92	0.98
Phase: BRANCH							
TITLE	65.00	EA	M	1/2	EMT ON STRUT MULTI RUN	0.00	0.00
10000	130.00	FT	M	1/2	EMT	64.99	7.41
20000	3.00	EA	M	1/2	EMT FIELD-BEND	0.00	0.39
30000	12.00	EA	M	1/2	EMT STEEL-SS COUPLING	4.92	0.61
630190	20.00	EA	M	1/2	COND 1-PC W/BOLT STL STRUT CLAMP	48.52	7.09
30010	4.00	EA	M	1/2	EMT STEEL SS CONNECTOR	1.32	0.45
70029	568.00	FT	M	12	THHN/THWN CU (SOL)	115.42	5.37
70228	142.00	FT	M	12.	GREEN THHN CU (GRD 20A)	29.93	1.34
TITLE	16.00	EA	M	MULTI	4" SQ x 2-1/8D BLANK COVER	0.00	0.00
150041	16.00	EA	M	2-1/8"D	1900 CMB-KO NO BRKT	45.78	4.22
150096	16.00	EA	M		1900 BLANK COVER	13.28	1.41
160148	16.00	EA	M	1/4-20	MALLEABLE BEAM CLAMP	33.29	2.68
161465	16.00	EA	M	1/4-20 x 1"	PLATED HEX BOLTS	0.86	0.61
100053	16.00	EA	M	#12 SOL	8" PIGTAIL W/GRD SCREW	12.16	1.41
100032	48.00	EA	M	#18 to 8	WIRE-NUT MED -RED	9.84	4.22
450096	216.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	151.05	3.73
630329	27.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	86.88	1.72
670018	192.00	EA	M	3/8 (40AST)	AC/MC SNAP 2-IT INSUL/TINTED	253.67	21.12
						1,019.19	77.50

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
380128	16.00	EA	M	2 x 4	REMOVE EXISTING FLUORESCENT	0.00	16.90
						0.00	16.90
						1,788.06	198.65

Phase: DEMOLITION

COLBURN ELECTRIC LLC
 829 W ELGIN
 BROKEN ARROW, OK 74012
 Phone: (918) 251-
 Web:



Date: 10/22/2025
Attn: Shawn Vick
Re: PR 049

Associated cost to provide and install (1) Utilatub sink in SPS Virtual Classroom building per PR 049

Scope of work includes

- Opening up sheetrock wall
- Connecting new water lines to existing supply lines for adjacent bathroom.
- Connecting drain to existing line serving adjacent bathroom.
- Provide and install Utilatub sink, faucet and necessary piping to complete task.

Total Cost: \$3,045

Exclusions – Structural reinforcement, T-Bar ceiling work, line voltage electrical, quick build or expedited shipping associated cost. Replacement of sheetrock.

Chris Hayes- Project Manager
Chris.hayes@densemechanical.com
(580)551-9480

409 E. Broadway Avenue · Enid, OK 73701
580.234.7842 · www.DenseComfortSolutions.com
OKLIC#157904 · OKLIC#000842

Model:
 Modelo:
 Modèle:

19CFP

UTILATUB® Combo Laundry Tub

Lavadero UTILATUB® COMBO • Cuve de lessivage à DEUX BACS UTILATUB®

Single Compartment – Floor Mounted

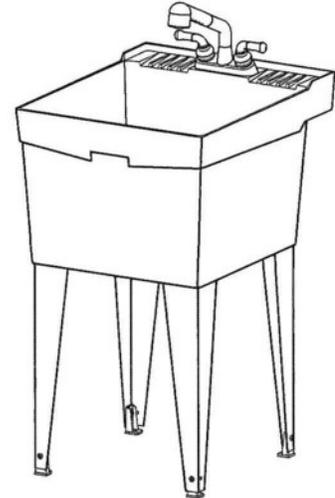
Compartimento único – De pie
 Compartiment simple – Montage au sol



READ ALL INSTRUCTIONS CAREFULLY AND INSPECT PRODUCT FOR DAMAGE BEFORE STARTING YOUR INSTALLATION.

LEA TODAS LAS INSTRUCCIONES DETENIDAMENTE Y VERIFIQUE QUE EL PRODUCTO NO ESTÉ DAÑADO ANTES DE COMENZAR LA INSTALACIÓN.

VEUILLEZ LIRE ATTENTIVEMENT TOUTES LES INSTRUCTIONS ET VÉRIFIER QUE LE PRODUIT N'EST PAS ABÎMÉ AVANT DE PROCÉDER À L'INSTALLATION.



INCLUDED IN CARTON:	EN EL PAQUETE SE INCLUYE:	CONTENU :
Model 19CFP	Modelo 19CFP	Modèle 19CFP
One carton: One (1) laundry tub Four (4) metal legs w/levelers Two (2) Supply Lines One (1) faucet One (1) 1 1/2" P-Trap One (1) 1 1/2" stopper One (1) roll of Teflon® tape	Una caja: Un (1) lavadero Cuatro (4) patas de metal c/niveladores Dos (2) Líneas de suministro Un (1) grifo Un (1) ensamble de sifón P de 1 1/2" (3.8 cm) Un (1) tapón de 1 1/2" (3.8 cm) Un (1) rollo de la cinta Teflon®	Un contenu : Un (1) cuve de lessivage Quatre (4) pieds en métal avec boulons de mise à niveau Deux (2) Conduites d'alimentation Un (1) robinet Un (1) siphon-P de 1 1/2 po (3,8 cm) Un (1) bouchon de 1 1/2 po (3,8 cm) Un (1) rouleau de bande Teflon®

TOOLS AND MATERIALS REQUIRED FOR INSTALLATION:

HERRAMIENTAS Y MATERIALES PARA LA INSTALACIÓN DEL PRODUCTO: • OUTILS ET MATÉRIEL NÉCESSAIRES À L'INSTALLATION :

Screwdriver (Phillips)	Destornillador (Phillips)	Tournevis (cruciforme)
Level (24" min.)	Nivel (24" min.)	Niveau (24 po min.)
Tape measure	Cinta métrica	Mètre ruban
Hacksaw or sabre saw – fine tooth	Segueta o sierra eléctrica de dientes finos	Scie à métaux ou scie sauteuse à dents fines
Wrench – for supply lines	Llave – para las líneas de suministro	Clé – Pour conduites d'alimentation
Sandpaper or file	Papel de lija o lima	Papier abrasif ou lime

PREPARATION:

Before removing the existing laundry tub or the installation of your new Mustee UTILATUB® laundry tub, make sure that both the hot and cold water lines are turned off. Disconnect the existing supply lines, trap assembly and remove old tub.

LA PREPARACION:

Antes de quitar el lavadero existente o la instalación de su nuevo lavadero Mustee UTILATUB®, asegúrese de que las llaves de paso del agua fría y caliente estén cerradas. Desconecte las líneas de suministro existentes, el conjunto del sifón y quite el lavadero viejo.

PREPARATION :

Avant de retirer la cuve de lessivage existante ou de commencer l'installation de votre nouvelle cuve de lessivage Mustee UTILATUB® de Mustee, assurez-vous que les conduites d'eau chaude et d'eau froide sont fermées. Déconnectez les conduites d'alimentation existantes et le siphon, puis retirez l'ancienne cuve.

INSTALLATION

STEP 1:

Turn UTILATUB® upside down on a smooth, clean surface. Insert legs into corner sockets on bottom of tub. Use a wood block to protect the end of the legs and strike the wood block with a hammer to lock legs securely into tapered sockets. See Illustration "A"

STEP 2:

Install Leg Levelers to bottom of legs as shown in Illustration "B". Do not tighten fully until UTILATUB® is placed into desired location. At that time, adjust, level, and tighten screws securely.

NOTE: It is recommended that the front legs be secured to the floor using 1/4" diameter anchors & bolts. (Anchors & bolts not supplied).

STEP 3:

This unit is supplied with a 4" center pull-out faucet PN 28.600A (Shown in illustration "C") At this time, place UTILATUB® into upright position. Attach faucet as shown with parts Illustration "C". Next connect the flexible supply lines to the faucet. **DO NOT OVERTIGHTEN!**

STEP 4:

Attach P-Trap using the assembly view as a guide. A fine tooth saw may be used to cut tailpiece and wall tube to length if required. Remove any burrs from tubing with sandpaper or file. Keep connections loose until all trap components are aligned, then tighten securely by hand.

STEP 5:

Connect supply lines to shut-offs (valves) in full compliance with local code requirements. Turn on water supply and check for leaks on water supply and drain connections. Re-tighten connections if needed.



NOTE: Any type of transfer or sump pump must be supported by the floor or wall plus appropriate bracing for the waste lines. **DO NOT RELY SOLELY ON THE 1 1/2" MOLDED DRAIN THREAD CONNECTION.**

INSTALACIÓN

PASO 1:

Coloque el lavadero UTILATUB® boca arriba sobre una superficie plana y limpia. Inserte las patas en los esquineros, en la parte inferior del lavadero. Utilice un bloque de madera para proteger los extremos de las patas y martille el bloque para asegurarlas en las zapatas cónicas. Vea la ilustración "A"

PASO 2:

Coloque los niveladores en la parte inferior de las patas como se muestra en la ilustración "B". No ajuste completamente hasta que UTILATUB® se encuentre en la ubicación deseada. En ese momento, ajuste, nivele y apriete bien los tornillos.

NOTA: Se recomienda que las patas delanteras se aseguren al piso usando anclajes y tornillos de 1/4" (6.35 mm) de diámetro (anclajes y tornillos no incluidos).

PASO 3:

Esta unidad incluye un grifo central de 4" (10 cm) (NP 28.600A) (Se muestra en la ilustración "C") En este paso, coloque el lavadero UTILATUB® en posición vertical. Coloque el grifo y sus partes como se muestra en la ilustración "C". Luego, conecte las líneas de suministro flexibles al grifo. ¡NO APRIETE DEMASIADO!

PASO 4:

Coloque el sifón P utilizando la vista de ensamblaje como guía. Puede utilizar una sierra dentada fina para cortar el apéndice y el tubo de pared para adaptarlos al largo necesario. Elimine cualquier rebaba del tubo con un papel de lija o una lima. Mantenga las conexiones flojas hasta que todos los componentes del sifón estén alineados; luego ajústelos firmemente a mano.

PASO 5:

Conecte las líneas de suministro a las válvulas, cumpliendo con las regulaciones locales. Abra la llave de paso del agua y verifique que no haya fugas en las conexiones de suministro y drenaje. Vuelva a ajustar las conexiones, si fuese necesario.



NOTA: Las bombas de transferencia o sumideros deben estar adecuadamente sostenidos por el piso o la pared además de contar con soporte adicional para los desagües. NO DEPENDA ÚNICAMENTE DE LA CONEXIÓN ROSCADA DEL DRENAJE MOLDEADO DE 1 1/2" (3.8 cm).

INSTALLATION

ÉTAPE 1 :

Placez la cuve UTILATUB® à l'envers sur une surface lisse et propre. Insérez les pieds dans les logements des coins situés en dessous de la cuve. Utilisez un bloc de bois pour protéger l'extrémité des pieds, puis frappez sur le bloc de bois avec un marteau pour bien enclencher les pieds dans les logements fuselés. reportez-vous à la figure A.

ÉTAPE 2 :

Installez les boulons de mise à niveau à l'extrémité des pieds, tel qu'illustré à la figure B. Ne serrez pas complètement les boulons avant que la cuve UTILATUB® ne soit placée à l'endroit désiré; alors, réglez, mettez au niveau et serrez les vis.

REMARQUE : Il est recommandé de fixer les pieds avant au sol à l'aide de tire-fonds et d'embases de 1/4 po (6,35 mm) (non compris).

ÉTAPE 3 :

Cette unité comprend un robinet central rétractable de 4 po (n° de référence 28.600A) (Voir l'illustration "C".) Placez la cuve UTILATUB® à l'endroit. Fixez le robinet avec les pièces fournies, tel qu'illustré à la figure C. Ensuite, connectez les conduites d'alimentation flexibles au robinet. **NE LES SERREZ PAS TROP!**

ÉTAPE 4 :

Fixez le siphon-P en vous servant de la vue d'assemblage comme guide. Une scie à dents fines peut être utilisée au besoin pour couper l'about et le tuyau mural à la longueur désirée. Éliminez toute ébarbure du tuyau au moyen d'un papier abrasif ou d'une lime. Gardez les raccords lâches jusqu'à ce que toutes les pièces du siphon soient bien alignées, puis, serrez-les à la main.

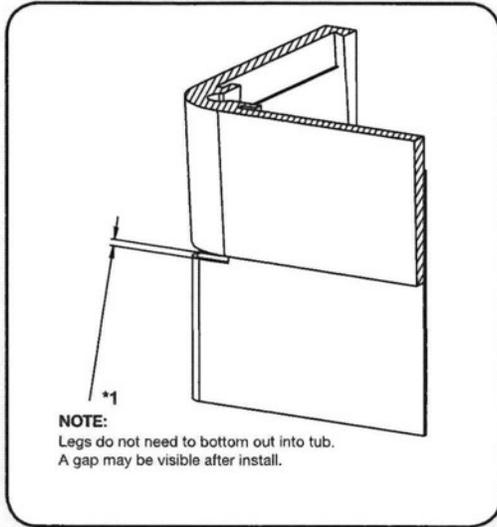
ÉTAPE 5 :

Connectez les conduites d'alimentation aux robinets de sectionnement en respectant les réglementations en vigueur. Ouvrez l'alimentation d'eau et vérifiez qu'il n'y a pas de fuite dans l'alimentation d'eau et le tuyau d'évacuation. Resserrez les raccords, au besoin.



REMARQUE : Les pompes de transfert ou de vidange doivent être bien supportées par le plancher ou le mur, et les tuyaux de décharge doivent être fixés solidement. **NE COMPTEZ PAS UNIQUEMENT SUR LES RACCORDS FILETÉS DU DRAIN MOULÉ DE 1 1/2 PO.**

Illustration A • Ilustración A • Figure A



Español

*1 NOTA: No es necesario que las patas tocan la parte inferior del lavadero. Puede haber un espacio después de la instalación.

*2 Lado plano de la tuerca

*3 Ajuste del nivelador de 3/4" (19.05 mm)

*4 Asegure los niveladores delanteros al suelo

Français

*1 REMARQUE: Il n'est pas nécessaire que les pattes entrent en contact avec le dessous du bac. Un espace peut être visible après l'installation.

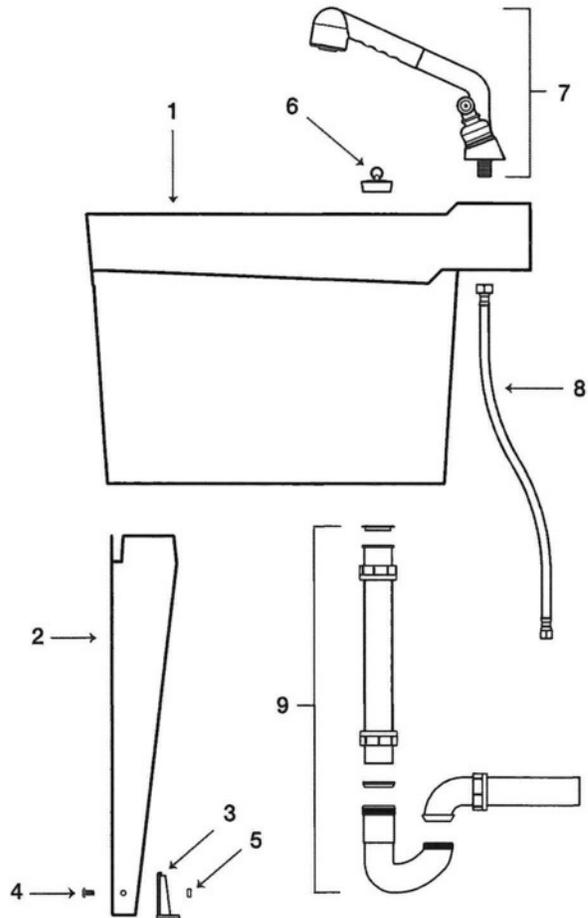
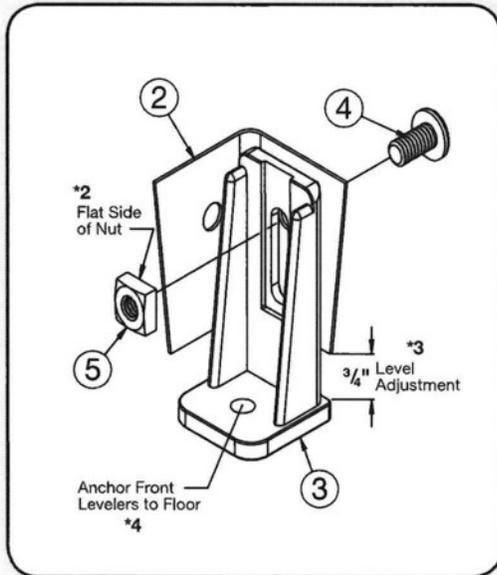
*2 Côté plat de l'écrou

*3 Support de nivelage de 3/4 po (19,05 mm)

*4 Ancrage des boulons de mise à niveau frontaux au sol

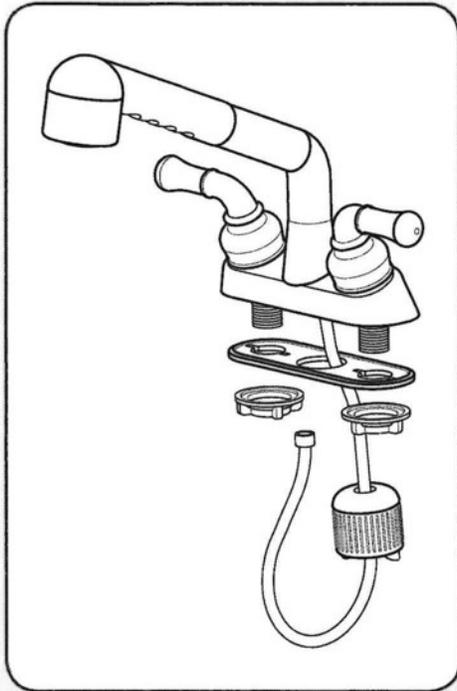
Parts Illustration • Ilustración de partes • Illustration des pièces

Illustration B • Ilustración B • Figure B



KEY No. No. de llave N° de la pièce	PART NUMBER Número de parte N° de référence	DESCRIPTION Descripción Description	PARTS LIST • LISTA DE PARTES • LISTE DES PIÈCES
1	19.101	Single compartment laundry tray (1 Req'd)	Lavadero de un solo compartimento (Se Requieren 1) • Cuve de lessivage à compartiment simple (1 Requisites)
2	18.306	Leg (4 Req'd)	Pierna (Se Requieren 4) • Patte (4 Requisites)
-	*18.603	HARDWARE KIT INCLUDES: EL KIT DE MATERIALES INCLUYE • QUINCAILLERIE INCLUSE	
3	*	Leveler (4 Req'd)	Nivelador (Se Requieren 4) • Boulon de mise à niveau (4 Requisites)
4	*	1/4" - 20 x 1 1/4" Leveling bolt (4 Req'd)	Tornillo de nivelación 1/4" (6,35 mm) - 20 x 1 1/4" (3,17 cm) (Se Requieren 4) • Boulon de mise à niveau 1/4 po (6,35 mm) - 20 x 1 1/4 po (3,17 cm) (4 Requisites)
5	*	1/4" - 20 Leveling nut (4 Req'd)	Tuerca de nivelación 1/4" (6,35 mm) - 20 (Se Requieren 4) • Plates de mise à niveau 1/4 po (6,35 mm) - 20 (4 Requisites)
6	*	Stopper 1 1/2" Dia. (1 Req'd)	Tapón de 1 1/2" (3,8 cm) (Se Requieren 1) • Bouchon de 1 1/2 pouce (3,8 cm) (1 Requisites)
-	*	1 1/2" Slip nut washer - not shown (1 Req'd)	Arandela de tuerca de ajuste 1 1/2" (3,8 cm) - no se muestra (Se Requieren 1) • Rondelle d'écrou de serrage 1 1/2 pouce (3,8 cm) - pas sur le schéma (1 Requisites)
-	*	1 1/2" Thrd., slip nut - not shown (1 Req'd)	Tuerca de ajuste roscada 1 1/2" (3,8 cm) - no se muestra (Se Requieren 1) • Écrou de serrage fileté 1 1/2 pouce (3,8 cm) - pas sur le schéma (1 Requisites)
7	28.600A	Faucet assembly (1 Req'd)	Conjunto de grifo (Se Requieren 1) • Assemblage du robinet (1 Requisites)
8	*	1/2" x 3/8" Flexible supply line (2 Req'd)	Línea de suministro flexible de 1/2" (12,7 mm) x 3/8" (9,52 mm) (Se Requieren 2) • Conduite d'alimentation flexible 1/2 po (12,7 mm) x 3/8 po (9,52 mm) (2 Requisites)
9	*	1 1/2" P-Trap assembly (1 Req'd)	Conjunto de ensamble de sifón P (Se Requieren 1) • Assemblage du siphon-P (1 Requisites)

Illustration C • Ilustración C • Figure C

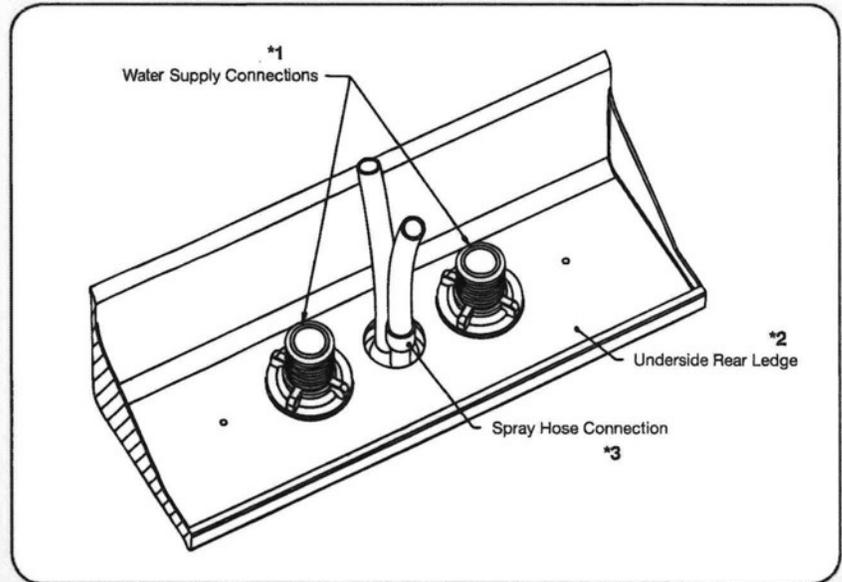


Español

- *1 Conexiones para el suministro de agua
- *2 Parte inferior de la repisa trasera
- *3 Conexión para manguera

Français

- *1 Raccords de tuyau d'alimentation
- *2 Dessous du bord arrière
- *3 Raccord du boyau d'arrosage



CARE & CLEANING

The surface of your 19CFP UTILATUB® Laundry/Utility Tub may be cleaned with a mild soap solution in warm water using a soft cloth.

When using a cleaner product, carefully read the label to ensure that the cleaner is safe for use on the material. Stubborn stains can be cleaned using "Soft Scrub™" by Clorox® or a powdered detergent such as "Spic-n-Span" or a bleach solution – follow bleach manufacturers recommended procedures pertaining to safety, handling and use of their product.

Do not allow cleaners to sit or soak on the surface. Wipe surface clean and rinse completely with water immediately after cleaner application. Rinse and dry any overspray on nearby surfaces.

Never use abrasive scouring powder or steel wool pads, as they will scratch the surface.

INSTALLATION QUESTIONS

Questions on the installation or missing parts, call 216-267-3100 or e-mail customerservice@mustee.com for assistance. Hours of operation are Monday to Friday, 8:30 a.m. to 4:30 p.m. E.S.T.

Please have the installation manual available when calling. **DO NOT RETURN PRODUCT TO THE PLACE OF PURCHASE.**

CUIDADO Y LIMPIEZA

La superficie de la Lavadero 19CFP UTILATUB® puede limpiarse con un paño embebido en una solución de jabón suave y agua tibia.

Si desea usar un producto de limpieza, lea atentamente la etiqueta para asegurarse de que pueda utilizarse con este material. Las manchas difíciles pueden limpiarse con "Soft Scrub™" de Clorox® o con un detergente en polvo, como por ejemplo, "Spic-n-Span®" o una solución de cloro (siempre siga las instrucciones del fabricante en cuanto a la seguridad, manejo y utilización del producto).

No deje que los productos de limpieza descansen sobre la superficie. Limpie las superficies con un trapo y enjuáguelas con agua de inmediato después de aplicar el producto de limpieza. Limpie y seque todas las salpicaduras que queden cerca de las superficies.

Para no rayar la superficie evite el uso de polvos abrasivos y esponjas de metal.

DESEA HACER ALGUNA PREGUNTA

Para cualquier pregunta relacionada con la instalación o en caso que falten piezas, comuníquese con el 216-267-3100 o escriba al customerservice@mustee.com para recibir asistencia. El horario de atención es de lunes a viernes de 8:30 am a 4:30 pm E.S.T.

Le agradecemos tener el manual de instalación a su alcance cuando llame. **NO DEVUELVA EL PRODUCTO AL SITIO DE COMPRA.**

SOIN ET NETTOYAGE

Pour nettoyer la surface de votre Cuve de Lessivage 19CFP UTILATUB®, utilisez un chiffon doux préalablement trempé dans de l'eau chaude légèrement savonneuse.

Si vous utilisez un produit nettoyant, lisez attentivement la notice afin de vous assurer qu'il peut être utilisé sur ce type de surface. Pour venir à bout des taches résistantes, utilisez Soft Scrub® de Clorox® ou un détergent en poudre tel que Spic-n-Span® ou une solution à base d'eau de Javel. Le cas échéant, veuillez suivre les instructions du fabricant en matière de sécurité, de stockage et d'utilisation du produit.

Ne laissez pas les produits nettoyant agir ou pénétrer. Nettoyez la surface, puis rincez-la immédiatement à l'eau après l'application du produit nettoyant. Rincez et séchez tout excédent sur les surfaces adjacentes.

N'utilisez jamais de poudre décapante abrasive ou d'éponges métalliques car cela rayerait la surface.

DES QUESTIONS SUR L'INSTALLATION

Si vous avez des questions sur l'installation ou qu'il vous manque certaines pièces, composez le 216-267-3100 ou envoyez un courriel à l'adresse customerservice@mustee.com pour obtenir de l'aide. Heures d'ouverture : Du lundi au vendredi, de 8h30 à 16h30, heure de l'est des États-Unis.

N'oubliez pas de vous munir du manuel d'installation lorsque vous nous appelez. **IL EST INUTILE DE RAMENER LE PRODUIT DANS LE MAGASIN OÙ VOUS L'AVEZ ACHETÉ.**

Request for Change Order

Project: 88709 Stillwater Schools	Request for Change Order Number: 0018
	Title: PR 49
	Request for Change Order Date: Oct 21, 2025
To: CMS Willowbrook	Architect's Project No:
	Contract Date:

We propose to make the following changes in this contract :

PCO:0018

Name: PR 49	Source:	Type:
--------------------	----------------	--------------

Description: PR 49 add 3 supply diffusers and 1 return to the existing system

Scope of work:

Amount: 3,976.50

Cost Items:

Number	Name	Description	Amount
01	Labor		815.00
02	Material		2,800.00

Markups for above items are listed below:

Number	Name	Description	Amount
03	10 % markup		361.50

Cost Items inclusive of markups:

Number	Name	Description	Amount
01	Labor		896.50
02	Material		3,080.00

The total Cost to perform the work as described above is a CHANGE of 3,976.50.

Please indicate your acceptance and approval of this additional work in the space provided below

CONTRACTOR

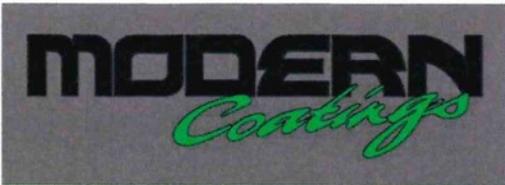
ADDRESS

BY *(Signature)*

(Typed name)

DATE _____





3600 S. HIGH AVENUE
 OKLAHOMA CITY, OK 73129
 OFFICE: (405) 703-8754
 FAX: (405) 703-8763
 WEBSITE: MODERNCOATINGSOK.COM

CHANGE ORDER REQUEST #3

project name: **STILLWATER HS - PH. II - PA WING**
 bid date: **OCTOBER 24, 2025**
 bid to: **CMSWILLOWBROOK - SHAWN VICK**
 add'l scope: **SPS VIRTUAL ACADEMY LOCKER ROOM REMODEL - STILLWATER, OK**

We appreciate the opportunity to work with you on this project. Please see the detailed lists below for Inclusions & Exclusions to this proposal. Should you have any questions, please do not hesitate to contact us.

SCOPE INCLUSIONS

Light gauge interior metal frame system at interior walls fastened to existing acoustical ceiling grid
 5/8" type X drywall at new interior walls
 \$1,500 allowance for acoustical ceiling tile repairs to be used at GC's discretion
 Travel & Bond
 This proposal shall be made part of the subcontract
 All work is to be done per PDCA Standards

SCOPE EXCLUSIONS

Backing, blocking & insulation
 Tape, bed, prime & paint
 Ceilings, furdawns or exposed structure (except as listed at left)
 Finishes at aluminum storefront or windows
 Touch-up due to damage by others
 Touch-up of factory finishes
 Touch-up of powder-coated metals
 Signage or graphics
 Sign stenciling/painting at rated walls
 Pipe or mechanical system painting or color coding
 Demolition
 Touch-up or punch list work (done at hourly rate)
 Temporary heat
 Schedule make-up for time lost by previous trades
 Liquidated damages (unless we are direct cause of the delay)
 Permits
 Dumpsters

COR #3 SPS VIRTUAL ACADEMY LOCKER ROOM REMODEL \$ 21,331.00

***NOTE: We can begin this additional work upon receipt of an approved copy of this Change Order Request. Added items have to be 100% ready before commencing our portion of work. Any touch-up or items left after our work has been completed will be done at additional cost.**

Jose Rosas Jr.

JOSE ROSAS JR., PRESIDENT/ESTIMATOR
 c: (405) 795-2633
 e: josejr@moderncoatingsok.com

 approved by _____ date _____

This bid is good for **30 days** from the bid date above



Owner Contingency Modification

0309c. - Stillwater New High School - Phase 2 PA Wing

Title: OMOD 10 - Allowance Reallocation

Owner Contingency Modification : # 10

Date: 10/28/2025 **Date Required:**

Description of Work: The following scope of work is included in this PCO:

1. Reallocate entire balance of the Material Testing & Inspection Allowance as a credit to Owner Contingency.
2. Reallocate entire balance of the Permits Allowance as a credit to Owner Contingency.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 10 - Allowance Reallocation	0.00	LS	0.00	90,617.6	0.0	0.00	90,617.58	
2 : Allowance - Permits	0.00	LS	0.00	- 30,617.6	0.0	0.00	- 30,617.58	
3 : Allowance - Material Testing & Inspection	0.00	LS	0.00	- 60,000.0	0.0	0.00	- 60,000.00	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Vail

10/29/2025

Construction Manager:

Date:

WBD

11/03/2025

Architect:

Date:

B. J. ...

11/3/2025

Owner:

Date:



Owner Contingency Modification

0309b. - Stillwater New High School

Title: OMOD 79 - PR 048 North Water Line Extension

Owner Contingency Modification : # 79

Date: 10/08/2025 **Date Required:**

Description of Work: The following scope of work is included in this PCO:

1. Provide materials, equipment and labor to extend the water line at the north end of the site as outlined in PR 048. Waterline trench to be backfilled with gravel flush with existing pavement.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 79 - PR 048 North Water Line Extension	0.00	LS	0.00	- 54,875.0	0.0	0.00	- 54,875.00	
2 : D Owen Construction	0.00	LS	0.00	54,875.0	0.0	0.00	54,875.00	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Vail

10/22/2025

Construction Manager:

Date:

WBD

11/03/2025

Architect:

Date:

R. Am...

11/3/2025

Owner:

Date:



Change Order #7

Project: 24-016 STILLWATER HS UTILITIES Contract #0309b.005 Contract Date: 6/21/2024	Customer: Willowbrook 620 NE 36th St Oklahoma City OK 73105	Prepared By: Payte Owen Payte@dowenconstructionllc.com 10/2/2025
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1.	PR18- North Waterline (MATERIALS) REV 1		\$12,055.00
	<i>Item</i>	<i>QTY</i>	<i>Price</i>
			<i>Subtotal</i>
	6"X20' C900 DR18 WATERLINE (MATERIALS)	470.00	\$13.50
	6"X6" MJ TEE W/ ACC (MATERIALS)	1.00	\$975.00
	6"X90 MJ BEND W/ ACC (MATERIALS)	1.00	\$594.00
	6" MJ GATE VALVE (MATERIALS)	2.00	\$1,355.00
	6" HYMAX COUPLING (MATERIALS)	3.00	\$477.00
			\$1,431.00
2.	PR18- NORTH WATERLINE (LABOR & EQUIPMENT) REV 1		\$42,820.00
	<i>Item</i>	<i>QTY</i>	<i>Price</i>
			<i>Subtotal</i>
	6"X20' C900 DR18 WATERLINE (L&E)	470.00	\$25.00
	6"X6" MJ TEE W/ ACC (L&E)	1.00	\$1,470.00
	6"X90 MJ BEND W/ ACC (L&E)	1.00	\$550.00
	6" MJ GATE VALVE (L&E)	2.00	\$1,560.00
	6" HYMAX COUPLING (L&E)	3.00	\$650.00
	AGGREGATE BEDDING (M,L,&E)	96.00	\$50.00
	SPOILS REMOVAL (L&E)	96.00	\$15.00
	DEMO (L&E) (SF)	1,410.00	\$4.00
	6" AGGREGATE BASE FOR ROADWAY (M,L,&E)	72.00	\$50.00
	AGGREGATE BACKFILL TO SUBGRADE (M,L,&E)	170.00	\$50.00
			\$8,500.00

Total Price: \$54,875.00

	Original Contract Sum:	\$1,373,000.00
	Net Change by Previously Authorized Change Orders:	\$292,765.00
	Adjusted Contract Sum Prior to This Change Order:	\$1,665,765.00
	Value of This Change Order:	\$54,875.00
	Revised Contract Total:	\$1,720,640.00

We hereby agree to make the changes specified for Total Price listed above.

CONTRACTOR: _____
D Owen Construction LLC

The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work shall be performed under the same terms and conditions as specified in the original contract unless otherwise stipulated.

ACCEPTED BY: _____
Willowbrook



Owner Contingency Modification

0309b. - Stillwater New High School

Title: OMOD 80 - RFI's 182 & 220

Owner Contingency Modification : # 80

Date: 10/16/2025 **Date Required:**

Description of Work: The following scopes of work are included in this PCO:

1. Provide material and labor to fur out wall in Dry Storage 1176B to accommodate the depth of the electrical panels as outlined in RFI 182.
2. Provide material and labor to build pony wall at storefront Type S-44 to accommodate the millwork elevation at this location as outlined in RFI 220. Credit for glazing reduction is included.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 80 - RFI's 182 & 220	0.00	LS	0.00	- 1,631.0	0.0	0.00	- 1,631.04	
2 : Wiljo	0.00	LS	0.00	1,728.0	0.0	0.00	1,728.00	
3 : Lee Glass	0.00	LS	0.00	- 97.0	0.0	0.00	- 96.96	

Total Change Amount: 0.00

Notes:

Approved By:

10/22/2025

Construction Manager:

Date:

11/03/2025

Architect:

Date:

11/3/2025

Owner:

Date:



WILJO INTERIORS, INC.

2100 N Indianwood Broken Arrow, OK
74012

7421 NW 83rd St., OKC, OK 73132

Phone: (918) 250-0679

Phone: (405) 792-7979

Fax: (918) 250-0112

Fax: (405) 792-7980

www.wiljointeriors.com

ATTN: Shawn Vick Willowbrook Construction Services	JOB: Stillwater High Schhol Phase 1 RFI 182
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DATE: 9/25/2025	PLAN DATE: N/A
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PER ADDENDUM: RFI 182

We propose to furnish and install the following scope of work as listed below, per the plans and specifications:

	AMOUNT
Layout of our work from established points given by others.	
Clean up of our debris into a dumpster provided by others.	
Fur out wall in Dry Storage 1176B with 1-1/2" DWC per RFI 182	
Materials.....\$361	
Labor & burdens.....\$425	
Overhead & profit.....\$79	
Bond.....\$12	
	\$877
ALTERNATES:	
EXCLUSIONS:	
Wood; Blocking wood or metal; Exposed caulking; Dumpsters; Sealing of MEP penetrations; Engineering; Demolition;	

Respectfully Submitted,

Ken Fry
Project Manager



WILJO INTERIORS, INC.

2100 N Indianwood Broken Arrow, OK
74012

7421 NW 83rd St., OKC, OK 73132

Phone: (918) 250-0679

Phone: (405) 792-7979

Fax: (918) 250-0112

Fax: (405) 792-7980

www.wiljointeriors.com

ATTN: Shawn Vick Willowbrook Construction Services	JOB: Stillwater High Schhol Phase 1 RFI 220
---	--

DATE: 10/1/2025	PLAN DATE: N/A
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PER ADDENDUM: RFI 220

We propose to furnish and install the following scope of work as listed below, per the plans and specifications:

	AMOUNT
Layout of our work from established points given by others.	
Clean up of our debris into a dumpster provided by others.	
Change storefront wall at North wall of Circulation Desk 2001H/ South wall Office of 2001C to frame type S-44 per RFI 220.	
Materials.....\$470	
Labor & burdens.....\$293	
Overhead & profit.....\$76	
Bond.....\$12	
	\$851
ALTERNATES:	
EXCLUSIONS: Wood; Blocking wood or metal; Exposed caulking; Dumpsters; Sealing of MEP penetrations; Engineering; Demolition;	

Respectfully Submitted,

Ken Fry
Project Manager



CHANGE ORDER	DATE	EXPIRATION DATE
#26821-18	10/1/2025	10/31/2025

CUSTOMER

Willowbrook Construction Services
(405) 224-1554
hilary.peters@willowbrook.build

PO Box 807
Chickasha, ok 73023

JOB INFO

**CMS WILLOWBROOK-Stillwater
High School**
410 W Franklin Ln
Stillwater, OK 74075

LEE GLASS & WINDOW, LLC

1002 S Lewis St
Stillwater, OK 74074
(405) 372-6600
phil@leeglassco.com

RFI-220: MILLWORK-2001H STOREFRONT CONFLICT.
Interior storefront window reduced in size by 29" to align with top of counter-top.

ITEMS

1/4" Clear, Tempered Glass reduced in size from 43-3/4" x 82-5/16" to 43-3/4" x 53-5/16".

Total: -\$96.96



Owner Contingency Modification

0309b. - Stillwater New High School

Title: OMOD 81 - RFI 185 Kitchen Power Discrepancies

Owner Contingency Modification : # 81
Date: 10/21/2025 **Date Required:**

Description of Work: The following scope of work is included in this PCO:
 1. Provide all material and labor necessary to install additional electrical circuitry to meet the kitchen equipment power requirements outlined in RFI 185.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 81 - RFI 185 Kitchen Power Discrepancies	0.00	LS	0.00	- 88,436.6	0.0	0.00	- 88,436.60	
2 : Colburn Electric	0.00	LS	0.00	88,436.6	0.0	0.00	88,436.60	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Volk

10/22/2025

Construction Manager:

Date:

WSP

11/03/2025

Architect:

Date:

R. Am

11/3/2025

Owner:

Date:



ELLIOTT ELECTRIC SUPPLY

P.O. Box 206524, Dallas, TX 75320-6524
www.ElliottElectric.com

Quote # 134-15182

10131 E 21ST ST.
TULSA, OK 74129
918-948-7825

Customer Account: (1302280) **Ship To Information:** **Customer Phone:** 918-251-8765 **Customer Job/PO:** BREAKERS RFI 185
OLBURN ELECTRIC LLC 2552EW-F/G STILLWATER HGH SCHL
29 W ELGIN ST 410 W FRANKLIN
ROKEN ARROW, OK 74012 STILLWATER, OK 74075

• ATTENTION: Do Not Deliver From This Document!

Salesman: **Bradford, Jerry** Quote Date: **7/31/2025** Date and Time Printed: **7/31/2025 2:54:26 PM**

Item Number	Quote Quantity	Catalog Number	Vendor Code	Description	Price	Unit Code	Extended Price
1	2	PDG23M0040TFFL	CHD	PDG2 3P 40A 65KA/480V FXFXMTU	\$ 678.46	E \$	1,356.92
<i>Customer Item Information: Panel H1B</i>							
<i>Estimated to ship in 4-6 weeks</i>							
2	2	BAB2035S	ETN	BAB BREAKER 2P 35A MAX 240V MAX 10K AIC	\$ 173.75	E \$	347.50
<i>Customer Item Information: Panel KL1A</i>							
<i>Estimated to ship in 4-6 weeks</i>							
3	2	BAB1020S	ETN	BAB BRKR 1P 20A MAX 240V MAX 10K AIC	\$ 106.65	E \$	213.30
<i>Customer Item Information: Panel KL1A</i>							
<i>Elliott Tulsa stock</i>							
4	1	BAB2030	ETN	2P 30A 120/240V BOLT ON PANELBOARD BRKR	\$ 36.49	E \$	36.49
<i>Customer Item Information: Panel KL1A</i>							
<i>Elliott Tulsa stock</i>							
5	1	BAB2030	ETN	2P 30A 120/240V BOLT ON PANELBOARD BRKR	\$ 36.49	E \$	36.49
<i>Customer Item Information: Panel KL1B</i>							
<i>Elliott Tulsa stock</i>							
6	4	BAB2035S	ETN	BAB BREAKER 2P 35A MAX 240V MAX 10K AIC	\$ 173.75	E \$	695.00
<i>Customer Item Information: Panel KL1C</i>							
<i>Estimated to ship in 4-6 weeks</i>							
7	1	BAB3030H	ETN	BAB3030H BRKR A	\$ 112.09	E \$	112.09
<i>Customer Item Information: Panel L1C</i>							
<i>Elliott Tulsa stock</i>							

Total: \$ 2,797.79

Job ID: EW00541



Project: STILLWATER HIGH SCHOOL BUILDING

CO: 36: RFI 185-KITCHEN

Takeoff

24 Sep 2025 7:37:05

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
10001	1,500.00	FT	M	3/4	EMT	1,342.65	88.59
30077	75.00	EA	M	3/4	EMT STEEL COMP CONNECTOR	61.55	33.75
30117	200.00	EA	M	3/4	EMT STEEL-COMP COUPLING	199.26	33.08
240199	200.00	EA	M	3/4	PLATED EMT STRUT CLAMPS	208.36	5.85
240200	30.00	EA	M	1	PLATED EMT STRUT CLAMPS	33.68	1.01
10002	200.00	FT	M	1	EMT	309.42	14.64
30078	10.00	EA	M	1	EMT STEEL COMP CONNECTOR	12.43	5.20
30118	30.00	EA	M	1	EMT STEEL-COMP COUPLING	74.11	6.43
TITLE	20.00	EA	M	3/4	SCH 40 DIRECT-BURIED 1-DUCT	0.00	0.00
10151	20.00	FT	M	3/4	PVC SCH 40 10" LAID IN TRENCH	7.77	0.99
40326	0.40	OZ	M	OUNCE	PVC (GLUE) CEMENT	0.41	0.01
TITLE	2.00	EA	M	3/4	GRC 90D STUB-UP	0.00	0.00
20070	2.00	EA	M	3/4	GRC 90-DEG ELBOW	13.96	0.80
31316	2.00	EA	M	3/4	PVC FEMALE ADAPTER	0.82	0.48
40326	0.22	OZ	M	OUNCE	PVC (GLUE) CEMENT	0.22	0.00
10111	10.00	FT	M	3/4	GRC	28.85	0.90
10531	2.00	EA	M	3/4	CONDUIT CUT/THREAD/REAM	0.00	0.50
30330	2.00	EA	M	3/4	GRC/IMC COUPLING	4.02	0.52
40124	2.00	EA	M	3/4	GRND BUSHING INSULATED	13.01	0.82
400195	0.55	CY	M		HAND DIG/CUBIC YD SANDY SOIL	0.00	1.01
371023	20.00	FT	E	HAND COMPACTOR FT	5.00	0.50	
4000396	40.00	EA	M	5"D SAW/REMOVAL	0.00	3.60	
10004	100.00	FT	M	1 1/2	SAW CUT & REMOVE CONCRETE EMT	362.49	9.92
20014	3.00	EA	M	1 1/2	EMT 90-ELBOW	25.85	1.70
30080	4.00	EA	M	1 1/2	EMT STEEL COMP CONNECTOR	13.13	2.68
30120	16.00	EA	M	1 1/2	EMT STEEL-COMP COUPLING	107.13	5.59
240202	12.00	EA	M	1 1/2	PLATED EMT STRUT CLAMPS	18.84	0.58

Takeoff Report: STILLWATER HIGH SCHOOL BUILDING

#####

Phase: BRANCH

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
TITLE	15.00	EA	M		4" SQ X 2-1/8D CMB-KO W/COVER	0.00	0.00
150041	15.00	EA	M	2-1/8"D	1900 CMB-KO NO BRKT	41.77	3.60
150096	15.00	EA	M		1900 BLANK COVER	12.09	1.20
100053	15.00	EA	M	#12 SOL	8" PIGTAIL W/GRD SCREW	10.77	1.20
100032	105.00	EA	M	#18 to 8	WIRE-NUT-MED-RED	21.28	8.40
630577	15.00	EA	M	1/4" FLANGE	HAMMER-ON FLANGE CLIP - 1/4-20 x 3/8 STD	30.75	0.72
161526	15.00	EA	M	1/4-20	PLTD HEX NUTS	0.79	0.34
160873	15.00	EA	M	1/4"	PLTD FLAT WASHER	0.93	0.02
160884	15.00	EA	M	1/4"	PLTD LOCK WASHER	0.46	0.02
70033	2,000.00	FT	M	12	THHN/THWN CU (STR)	407.00	13.50
70034	3,000.00	FT	M	10	THHN/THWN CU (STR)	962.70	23.63
70035	3,750.00	FT	M	8	THHN/THWN CU (STR)	2,368.55	37.97
70036	100.00	FT	M	6	THHN/THWN CU (STR)	96.46	1.49
70040	400.00	FT	M	1	THHN/THWN CU (STR)	1,036.46	8.55
						7,832.96	319.77

Phase: FEEDERS

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
10005	30.00	FT	M	2	EMT	132.21	3.40
30081	4.00	EA	M	2	EMT STEEL COMP CONNECTOR	18.99	3.00
30083	4.00	EA	M	3	EMT STEEL COMP CONNECTOR	83.26	4.20
30121	6.00	EA	M	2	EMT STEEL-COMP COUPLING	35.80	2.55
240203	6.00	EA	M	2	PLATED EMT STRUT CLAMPS	11.41	0.24
40005	4.00	EA	M	2	PLASTIC BUSHING	3.77	1.60
40007	4.00	EA	M	3	PLASTIC BUSHING	7.00	2.40
500216	4.00	EA	M	3	ENCLOSURE HOLE PUNCH -STEEL	0.00	4.80
500214	4.00	EA	M	2	ENCLOSURE HOLE PUNCH -STEEL	0.00	4.00
240058	20.00	FT	M	1 5/8" x 7/8"H	12G STRUT CHNL SOLID GREEN	81.65	3.70
161718	20.00	FT	M	3/8-16	THREADED ROD	9.92	3.30
710249	1.00	EA	M	24x24x8	PULL BOX-PAINT SCREW CVR NO/KO	172.60	4.50
						556.61	37.69

Phase: DISTRIBUTION EQUIPMENT

Phase: DISTRIBUTION EQUIPMENT

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
180307	2.00	EA	M	40/3	BOLT-ON BREAKER	0.00	2.44
180338	6.00	EA	M	35/3	BOLT-ON BREAKER W/SHUNT TRIP	0.00	9.30
180227	2.00	EA	M	20/1	BOLT-ON BREAKER W/SHUNT TRIP	0.00	1.72

180242	2.00	EA	M	30/2	BOLT-ON BREAKER	0.00	1.74
180305	1.00	EA	M	30/3	BOLT-ON BREAKER	0.00	1.17
220043	1.00	EA	M	200/3 SN	F/HD/240V N-1 SAFETY-SW	725.26	11.50
230582	3.00	EA	M	125 AMP	RK5 TIME DELAY 250V FUSE	151.32	0.45
100397	4.00	EA	M	250 3-PORTS	BURNDY CLEAR UNITAP 1-SIDE TYPE BIBS	153.00	12.96
100388	1.00	EA	M	2/0-3-PORTS	BURNDY CLEAR UNITAP 1-SIDE TYPE BIBS	29.05	2.65
70042	160.00	FT	M	2/0	THHN/THWN CU (STR)	634.88	4.90
70235	40.00	FT	M	1	GREEN THHN CU (GRD 600A)	98.30	1.03
6	1.00	EA	M		RE-WORK	0.00	6.00
220238	3.00	EA	M	30/3	NF/HD/600V N-4 4X 5 SAFETY-SW	2,475.00	9.00
220239	8.00	EA	M	60/3	NF/HD/600V N-4 4X 5 SAFETY-SW	7,840.00	36.00
500222	6.00	EA	M	1/2	ENCLOSURE HOLE PUNCH -STN-STL	0.00	1.80
500223	12.00	EA	M	3/4	ENCLOSURE HOLE PUNCH -STN-STL	0.00	4.05
500224	4.00	EA	M	1	ENCLOSURE HOLE PUNCH -STN-STL	0.00	1.80
						12,106.81	108.50
						20,496.38	465.97

COLBURN ELECTRIC LLC

COLBURN ELECTRIC, LLC
829 W ELGIN
BROKEN ARROW, OK 74012

Phone: (918) 251-8765
Web:



Owner Contingency Modification

0309b. - Stillwater New High School

Title: OMOD 82 - PR 049 Virtual Academy Locker Room Remodel

Owner Contingency Modification : # 82

Date: 10/29/2025 **Date Required:**

Description of Work: The following scope of work is included in the PCO:

1. Provide all labor, materials, and equipment necessary to complete the Existing Virtual Academy Locker Room Remodel as outlined in PR 049. The total cost of PR 049 is \$130,915.56. The remaining balance of \$34,376.00 will be funded from the Phase 2 Owner Contingency.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 82 - PR 049 Virtual Academy Locker Room Remodel	0.00	LS	0.00	- 97,539.6	0.0	0.00	- 97,539.56	
2 : Demo MK Excavation	0.00	LS	0.00	18,000.0	0.0	0.00	18,000.00	
3 : Electrical Colburn Electric	0.00	LS	0.00	26,400.2	0.0	0.00	26,400.24	
4 : HVAC DeHart	0.00	LS	0.00	3,976.5	0.0	0.00	3,976.50	
5 : Door Frames Piper-Weatherford	0.00	LS	0.00	1,225.0	0.0	0.00	1,225.00	
6 : Painting Advanced Commercial Painting	0.00	LS	0.00	14,991.0	0.0	0.00	14,991.00	
7 : Flooring Carroll's Flooring	0.00	LS	0.00	1,869.0	0.0	0.00	1,869.00	
8 : Lockers OK Specialty	0.00	LS	0.00	31,000.0	0.0	0.00	31,000.00	
9 : Building Permit	0.00	LS	0.00	77.8	0.0	0.00	77.82	

Total Change Amount: 0.00



Owner Contingency Modification

0309b. - Stillwater New High School

Notes:

Approved By:

Shawn Vail

10/29/2025

Construction Manager:

Date:

WBD

11/03/2025

Architect:

Date:

[Signature]

11/3/2025

Owner:

Date:

[Signature]



MK Excavation, LLC

PO Box 863
Stillwater OK 74076-0863
(918) 671-8294

Change Order

Order#: 5

Order Date: 10/13/2025

To: CMSWillowbrook
3108 S. 9th St.
Chickasha OK 73018

Project: 24017
Stillwater New High School EW
410 W Franklin Ln
Stillwater OK 74075

Please sign below to accept the pricing and terms of this Change Order:

Plans Attached

Specifications Attached

Description of Work	Quantity	Unit	Rate	Amount
Academy Demo	1	LS	17,000.00	17,000.00

Notes

Negative changes will lower the overall contract price requiring no additional payment by owner.

Requested Amount of Change

17,000.00

The Contract Sum will be changed by this Change Order 17,000.00

Print Name: _____ Date: _____

Sign Name: _____ Date: _____



<https://www.acpnational.com>

Change Order # **CO7 PR049**
Date: **10/10/25**

Change Order Summary

Project Name: Stillwater New High School
Project Address: 410 West Franklin Lane, Stillwater, OK 74075
Attn: PM/ Shawn Vick

Scope Of Work

Supply and install the following items per plans and specifications		Amount
1.-Supply and Install - Tape, Bed & paint for new gypsum board walls and concrete sealer as shown on PR049 School Virtual Academy Center		
Labor -		\$12,550.00
Material -		\$2,441.00
	BASE BID :	\$14,991.00
	Exclusions & Qualifications	
<p>Inclusions</p> <p>Clean up to a central location.</p> <p>All sealants per our scope to create smooth paint transitions.</p> <p>Equipment for our scope of work.</p> <p>Removal of hazardous materials from sites.</p> <p>* ACP will provide supervision and management of its work, equipment for its use and clean up of our debris for disposal into an on-site receptacle. The Trash receptacle and its expense are to be provided by others.</p> <p>* Hourly rate \$50.00</p>	<p>Exclusions & Qualifications</p> <p>Any item not specifically mentioned above</p> <p>Bond and bond cost</p> <p>Existing walls</p> <p>Any exterior painting</p> <p>Wood doors</p> <p>*Any premium expense for shift of overtime labor, or unnecessary and unproductive labor required as a result of any acceleration of schedule or as a result of delays caused by others is excluded. All temporary enclosure, lighting ventilation, heating and/or utilities are exclude from bid, though they may be required for proper installation of certain materials</p>	
Acknowledgements		
Bid Plans:		None
Addendas:		None
Revisions:		None
C.M. Clarifications:		None
Sales Tax:		Exempt
Submitted by:		Sandro Romero

2709 I-44 Service Rd.
Oklahoma City, OK 73112
(405) 227-9412

City of Stillwater

Customer Receipt

10/9/2025

R18085

Job ID: CRML25-0041 - \$77.82
308 W FRANKLIN LN -

COMMERCIAL FEES
GROUP

REMODEL COMMERCIAL \$73.82

UBC FEE GROUP

UBC STATE BLDG PERMIT \$4.00
FEE

Tender Detail:

Total Tendered: \$77.82

Total Paid EMV

10463229448

\$77.82

Signature for credit card

Thank you for your payment

Shawn Vick

From: Jason Shepardson <jason@oklahomaspecialtysupply.com>
Sent: Saturday, October 11, 2025 2:12 PM
To: Shawn Vick
Subject: Re: Stillwater HS PR 049

Follow Up Flag: Flag for follow up
Flag Status: Flagged

Here is the pricing that you requested.

Tear-out of 222ea. heavy duty lockers, haul lockers to the high school and re-install the 222ea. lockers. This includes the lockers, base and sloped tops if there are any.

Includes: Tear-out, re-install, re-location, anchors, insurnaces and installation warranty.

Excludes: Sales tax and new parts if any are required.

Lead time: To be done over Christmas break.

Price: \$31,000.00

Do you know when the decision will be made? Christmas breaks are usually pretty busy and if we are going to do this work I'll get the days blocked off to do it now. It will probably take a full week or more to accomplish this. Please let me know if you have any questions.

Thanks.

Jason Shepardson
Oklahoma Specialty Supply, LLC
1217 NW 141st Street
Edmond, OK 73013
405-833-8963 phone
405-607-0867 fax

From: Shawn Vick <shawn.vick@willowbrook.build>
Sent: Wednesday, October 8, 2025 11:10 AM
To: Jason Shepardson <jason@oklahomaspecialtysupply.com>
Subject: Stillwater HS PR 049

Jason,

PIPER-WEATHERFORD COMPANY
DISTRIBUTOR OF ARCHITECTURAL SPECIALTIES
210 NE 31 Street
OKLAHOMA CITY, OK. 73105
PHONE: (405) 896-3795

QUOTATION

Date: 9-3-2025

Willowbrook

Job: Stillwater H.S.

Location: Stillwater, Ok.

PR 049

4) Hollow Metal Frames 116, 123, 124, 114

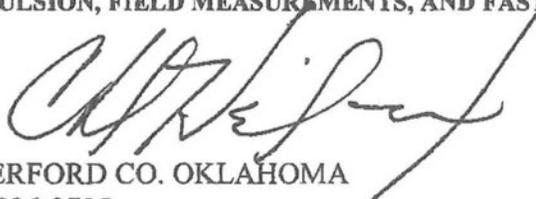
\$ 1,225.00

TO COMPLY WITH THE REQUIREMENTS OF YOUR PURCHASE ORDER THE MATERIAL LISTED IN THIS QUOTATION WILL NOT BE ORDERED OR RELEASED FOR FABRICATION UNTIL A CHANGE ORDER OR, IF ACCEPTABLE BY YOUR PO, A SIGNED ACCEPTANCE OF THIS QUOTATION IS RETURNED TO OUR OFFICE.

- THE PRICES REFLECTED IN THIS PROPOSAL WILL BE HELD FOR THIRTY (30) DAYS, AFTER WHICH THEY WILL BE SUBJECT TO REVIEW BEFORE ANY ORDER CAN BE ACCEPTED.
- THIS PROPOSAL IS FOR MATERIAL ONLY F.O.B. FACTORY FREIGHT ALLOWED TO JOB SITE.
- TERMS OF PAYMENT ARE NET THIRTY DAYS. NO RETAINAGE ALLOWED.
- CURRENT SHIPPING SCHEDULE IS _____ WEEKS AFTER RECEIPT OF ALL APPROVED INFORMATION REQUIRED TO FABRICATE MATERIAL AND A DEFINITIVE SIGNED AGREEMENT (PURCHASE ORDER, CHANGE ORDER, CONTRACT, ETC.) BY THE PURCHASER.
- EXCLUSIONS: SALES TAX, UNLOADING, GLASS, GLAZING, INSTALLATIONS, FINISH PAINT, ASPHALT EMULSION, FIELD MEASUREMENTS, AND FASTENING DEVICES.

SINCERELY,

Chad Heilaman
PIPER-WEATHERFORD CO. OKLAHOMA
Direct Line 405-896-3795



Carroll's Commercial Floors

11408 E 19th St
Tulsa, OK 74128
Telephone: 918-376-9885 Fax: 918-376-9885



Proposal
Date 10/11/25

We are a Factory Authorized Dealer

Customer: Willowbrook Job Site: Stillwater HS - PR 049

Attn: Shawn Vick Contact: Brian Torrie | 918-549-5770 | ccftrorie@gmail.com

Qty	UOM	Description	Tax	Unit	Total
1,080.00	LF	RB-1 C&C JOHNSONITESTYLE: DURACOVE TOELESSCOLOR: VL4- COOL METAL CGHEIGHT: 4"		\$ 1.53	\$ 1,654.40
24.00	EA	BASE GLUE		\$ 7.61	\$ 182.72

Standard Clarifications:

Quote includes material & labor. Minor floor prep included, excess prep is \$75 per bag. Waxing VCT & Vacuuming carpet NOT included. Work must be continuous and based on regular working hours. Floor protection NOT included. Proposal maybe withdrawn if not accepted with 30 days.

Exclusions: N/A

Subtotal **\$ 1,838.00**

Bid Bond \$ 31.00

We hereby propose to furnish the above complete in accordance with the above specifications, for the sum of:

\$ 1,869.00

** Deduct Taxes and/or Bid Bond Costs if not applicable*

ACCEPTANCE OF PROPOSAL:

Authorized Signature: _____ Date of Acceptance: _____

This proposal is valid for 30 days from the date of issuance. After this period, terms and pricing may be subject to revision.



BROKEN ARROW ELECTRIC SUPPLY INC
 2350 W. VANCOUVER ST
 BROKEN ARROW, OK 74012-1172
 Phone 9182583581
 Fax 9182513799



Quotation

EXPIRATION DATE	QUOTE NUMBER
10/14/2025	S3409635
BROKEN ARROW ELECTRIC SUPPLY INC 2350 W. VANCOUVER ST BROKEN ARROW, OK 74012-1172 Phone 9182583581 Fax 9182513799	PAGE NO.
	1 of 1

QUOTE TO:

SHIP TO:

COLBURN ELECTRIC
 829 W ELGIN ST
 BROKEN ARROW, OK 74012-2426

COLBURN/STILLWATER HIGH SCHOOL GEAR
 1701 BOOMER ROAD
 STILLWATER, OK 74074

CUSTOMER NUMBER	CUSTOMER PO NUMBER	JOB NAME / RELEASE NUMBER	SALESPERSON	
36992	STILLWATER HIGH SCHOOL		Duane Rector	
WRITER	SHIP VIA	TERMS	SHIP DATE	FREIGHT ALLOWED
Kolby Coday	DELIVERY	Net Due On Invoice	10/13/2025	No
ORDER QTY	DESCRIPTION		UNIT PRICE	EXT PRICE
	SHIPPING INSTRUCTIONS !!!!!CUSTOMER MUST ALWAYS SIGN FOR MATERIAL!!!!			
7ea	LLTG ECRG-RD-M6 RED/GRN COMBO EXIT WITH ROUND HEAD LAMPS 120/277 LED Pn: 440585		33.883/ea	237.18
4ea	LLTG EU2L-M12 EMERGENCY LIGHT 23 Pn: 373172		17.765/ea	71.06

Prices for bidding purposes only, please call for current pricing. See Terms and Conditions @ baes.com. Special order merchandise and cut wire are non-returnable. All sales are subject to Broken Arrow Electric Supply Inc terms and conditions found at baes.com, unless governed by other terms signed by an officer of BAES. All other terms are rejected.

Subtotal	308.24
S&H Charges	0.00
Estimated Tax	0.00
Amount Due	308.24

Job ID: EW00541



Project: STILLWATER HIGH SCHOOL BUILDING

CO: 39: PR 49 Wrestling Building changes

Takeoff

Phase: FIXTURES

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
TITLE	16.00	EA	M	MC-WHIP	LED 2x4 LAY-IN /T-BAR	0.00	0.00
120003	16.00	EA	M	2 x 4	LED T-BAR LAY-IN FIXTURE	0.00	24.00
100030	16.00	EA	M	#18 to 10	WIRE-NUT SML -YELLOW	1.92	1.44
100032	32.00	EA	M	#18 to 8	WIRE-NUT MED -RED	6.56	3.20
121536	32.00	EA	M	515A	LAY-IN T-BAR CLIP UPTURNED LIP	26.37	1.73
450096	96.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	67.13	4.09
670008	32.00	EA	M	3/8 (38AST)	AC/MC SNAP2IT AC/MC CON W/INS	41.42	3.52
160791	32.00	EA	M	7"	TIE-WRAP	11.19	1.60
TITLE	7.00	EA	M	#12 MC	EXIT SIGN 1-FACE SURFACE /T-BAR	0.00	0.00
120193	7.00	EA	M		EXIT SURFACE MTD 1-FACE	0.00	10.92
150286	7.00	EA	M	1-1/2"D 15.8-CI	4" OCTAGON BOX COMB KO	19.31	2.80
100053	7.00	EA	M	#12 SOL	8" PIGTAIL W/GRD SCREW	5.32	0.70
160460	7.00	EA	M	24"	T-BAR BOX HANGER	77.13	0.38
100030	7.00	EA	M	#18 to 10	WIRE-NUT SML -YELLOW	0.84	0.63
100032	14.00	EA	M	#18 to 8	WIRE-NUT MED -RED	2.87	1.40
450096	56.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	39.16	2.22
630329	6.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	19.31	0.95
160791	14.00	EA	M	7"	TIE-WRAP	4.90	0.70
670008	1.00	EA	M	3/8 (38AST)	AC/MC SNAP2IT AC/MC CON W/INS	1.29	0.11
670033	7.00	EA	M	3/8 (3838AST)	AC/MC DX SNAP2IT INSUL	22.58	0.77
TITLE	4.00	EA	M	#12 MC	EMGCY FIXTURE-RECESS /T-BAR	0.00	0.00
120240	4.00	EA	M		EMERGENCY FIXTURE -RECESSED	0.00	9.36
100030	4.00	EA	M	#18 to 10	WIRE-NUT SML -YELLOW	0.48	0.36
100032	8.00	EA	M	#18 to 8	WIRE-NUT MED -RED	1.64	0.80

121536	16.00	EA	M	515A	LAY-IN T-BAR CLIP UPTURNED LIP	13.19	0.86
450096	32.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	22.38	1.27
630329	4.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	12.87	0.63

Takeoff Report: STILLWATER HIGH SCHOOL BUILDING

Phase: FIXTURES

#####

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
160791	8.00	EA	M	7"	TIE-WRAP	2.80	0.40
670008	1.00	EA	M	3/8 (38AST)	AC/MC SNAPZIT AC/MC CON W/INS	1.29	0.11
670033	4.00	EA	M	3/8 (3838AST)	AC/MC DX SNAPZIT INSUL	12.90	0.44
						414.86	75.39

Phase: DEVICES

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
TITLE	6.00	EA	M	#12 MC	20A 1G DX COML TR	0.00	0.00
140018	6.00	EA	M	20A	DX RECEPT COMMERCIAL GRADE TR	33.96	2.70
140802	6.00	EA	M	1-DUPLEX	1G STAINLESS STEEL PLATE	10.68	0.90
150047	6.00	EA	M	2-1/8"D	1900 CMB-KO CV- BRKT	29.66	2.40
150066	6.00	EA	M	5/8"RISE 4.8-CI	1G 1900 MUD-RING	8.32	0.60
160699	36.00	EA	M	#10 x 1"	TEK SCREW	2.53	1.30
100053	6.00	EA	M	#12 SOL	8" PIGTAIL W/GRD SCREW	4.56	0.60
100032	8.00	EA	M	#18 to 8	WIRE-NUT MED -RED	1.64	0.80
450096	150.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	104.90	5.76
630329	36.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	115.84	10.21
630295	18.00	EA	M	14-2>10-3 & 3/8	AC/FLEX HGR PUSH-IN	20.99	2.70
670008	1.00	EA	M	3/8 (38AST)	AC/MC SNAPZIT AC/MC CON W/INS	1.29	0.11
670033	6.00	EA	M	3/8 (3838AST)	AC/MC DX SNAPZIT INSUL	19.35	0.66
630310	1.00	EA	M		METAL/WOOD STUD PROTECTION	0.29	0.15
						354.01	28.88

Phase: BRANCH

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
TITLE	20.00	EA	M	1/2	EMT ON STRUT MULTI RUN	0.00	0.00
10000	80.00	FT	M	1/2	EMT	39.99	4.05
20000	6.00	EA	M	1/2	EMT FIELD-BEND	0.00	0.69
30000	4.00	EA	M	1/2	EMT STEEL-SS COUPLING	1.64	0.18
630190	16.00	EA	M	1/2	COND 1-PC w/BOLT STL STRUT CLAMP	38.82	5.04
30010	8.00	EA	M	1/2	EMT STEEL SS CONNECTOR	2.65	0.81
70029	208.00	FT	M	12	THHN/THWN CU (SOL)	42.27	1.97

70228 104.00 FT M 12. GREEN THHN CU (GRD 20A) 21.92 0.98

Phase: BRANCH

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
TITLE	65.00	EA	M	1/2	EMT ON STRUT MULTI RUN	0.00	0.00
10000	130.00	FT	M	1/2	EMT	64.99	7.41
20000	3.00	EA	M	1/2	EMT FIELD-BEND	0.00	0.39
30000	12.00	EA	M	1/2	EMT STEEL-SS COUPLING	4.92	0.61
630190	20.00	EA	M	1/2	COND 1-PC W/BOLT STL STRUT CLAMP	48.52	7.09
30010	4.00	EA	M	1/2	EMT STEEL SS CONNECTOR	1.32	0.45
70029	568.00	FT	M	12	THHN/THWN CU (SOL)	115.42	5.37
70228	142.00	FT	M	12.	GREEN THHN CU (GRD 20A)	29.93	1.34
TITLE	16.00	EA	M	MULTI	4" SQ x 2-1/8D BLANK COVER	0.00	0.00
150041	16.00	EA	M	2-1/8"D	1900 CMB-KO NO BRKT	45.78	4.22
150096	16.00	EA	M		1900 BLANK COVER	13.28	1.41
160148	16.00	EA	M	1/4-20	MALLEABLE BEAM CLAMP	33.29	2.68
161465	16.00	EA	M	1/4-20 x 1"	PLATED HEX BOLTS	0.86	0.61
100053	16.00	EA	M	#12 SOL	8" PIGTAIL W/GRD SCREW	12.16	1.41
100032	48.00	EA	M	#18 to 8	WIRE-NUT MED -RED	9.84	4.22
450096	216.00	FT	M	12/2	MC CABLE - ALUM JKT W/G	151.05	3.73
630329	27.00	EA	M	14>10-3 (2-CBL)	AC/MC HMR-ON BOT-MTD 1/4-FLNG	86.88	1.72
670018	192.00	EA	M	3/8 (40AST)	AC/MC SNAP 2-IT INSUL/TINTED	253.67	21.12
						1,019.19	77.50

Phase: DEMOLITION

Item #	Qty	U/	Q/M	Size	Description	Material Result	Labor Result
380128	16.00	EA	M	2 x 4	REMOVE EXISTING FLUORESCENT	0.00	16.90
						0.00	16.90
						1,788.06	198.65

COLBURN ELECTRIC LLC
829 W ELGIN
BROKEN ARROW, OK 74012

Phone: (918) 251-
Web:



Date: 10/22/2025
Attn: Shawn Vick
Re: PR 049

Associated cost to provide and install (1) Utilatub sink in SPS Virtual Classroom building per PR 049

Scope of work includes

- Opening up sheetrock wall
- Connecting new water lines to existing supply lines for adjacent bathroom.
- Connecting drain to existing line serving adjacent bathroom.
- Provide and install Utilatub sink, faucet and necessary piping to complete task.

Total Cost: \$3,045

Exclusions – Structural reinforcement, T-Bar ceiling work, line voltage electrical, quick build or expedited shipping associated cost. Replacement of sheetrock.

Chris Hayes- Project Manager
Chris.hayes@densemecanical.com
(580)551-9480

409 E. Broadway Avenue · Enid, OK 73701
580.234.7842 · [www. DenseComfortSolutions.com](http://www.DenseComfortSolutions.com)
OKLIC#157904 · OKLIC#000842

Model:
 Modelo:
 Modèle:

19CFP

UTILATUB® Combo Laundry Tub

Lavadero UTILATUB® COMBO · Cuve de lessivage à DEUX BAGS UTILATUB®

Single Compartment – Floor Mounted

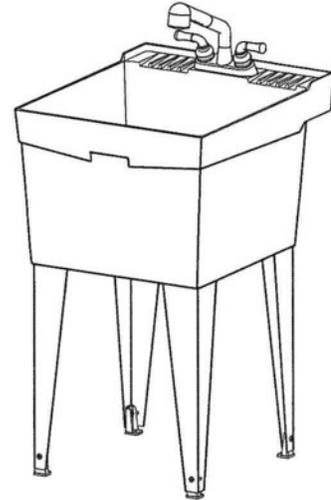
Compartimento único – De pie
 Compartiment simple – Montage au sol



READ ALL INSTRUCTIONS CAREFULLY AND INSPECT PRODUCT FOR DAMAGE BEFORE STARTING YOUR INSTALLATION.

LEA TODAS LAS INSTRUCCIONES DETENIDAMENTE Y VERIFIQUE QUE EL PRODUCTO NO ESTÉ DAÑADO ANTES DE COMENZAR LA INSTALACIÓN.

VEUILLEZ LIRE ATTENTIVEMENT TOUTES LES INSTRUCTIONS ET VÉRIFIER QUE LE PRODUIT N'EST PAS ABIMÉ AVANT DE PROCÉDER À L'INSTALLATION.



INCLUDED IN CARTON:

EN EL PAQUETE SE INCLUYE:

CONTENU :

Model 19CFP

- One carton:
- One (1) laundry tub
- Four (4) metal legs w/levelers

- Two (2) Supply Lines
- One (1) faucet
- One (1) 1 1/2" P-Trap
- One (1) 1 1/2" stopper
- One (1) roll of Teflon® tape

Modelo 19CFP

- Una caja:
- Un (1) lavadero
- Cuatro (4) patas de metal c/niveladores

- Dos (2) Líneas de suministro
- Un (1) grifo
- Un (1) ensamble de sifón P de 1 1/2" (3.8 cm)
- Un (1) tapón de 1 1/2" (3.8 cm)
- Un (1) rollo de la cinta Teflon®

Modèle 19CFP

- Un contenu :
- Un (1) cuve de lessivage
- Quatre (4) pieds en métal avec boulons de mise à niveau
- Deux (2) Conduites d'alimentation
- Un (1) robinet
- Un (1) siphon-P de 1 1/2 po (3,8 cm)
- Un (1) bouchon de 1 1/2 po (3,8 cm)
- Un (1) rouleau de bande Teflon®

TOOLS AND MATERIALS REQUIRED FOR INSTALLATION:

HERRAMIENTAS Y MATERIALES PARA LA INSTALACIÓN DEL PRODUCTO: · OUTILS ET MATÉRIEL NÉCESSAIRES À L'INSTALLATION :

- Screwdriver (Phillips)
- Level (24" min.)
- Tape measure
- Hacksaw or sabre saw – fine tooth
- Wrench – for supply lines
- Sandpaper or file

- Destornillador (Phillips)
- Nivel (24" min.)
- Cinta métrica
- Segueta o sierra eléctrica de dientes finos
- Llave – para las líneas de suministro
- Papel de lija o lima

- Tournevis (cruciforme)
- Niveau (24 po min.)
- Mètre ruban
- Scie à métaux ou scie sauteuse à dents fines
- Clé – Pour conduites d'alimentation
- Papier abrasif ou lime

PREPARATION:

Before removing the existing laundry tub or the installation of your new Mustee UTILATUB® laundry tub, make sure that both the hot and cold water lines are turned off. Disconnect the existing supply lines, trap assembly and remove old tub.

LA PREPARACION:

Antes de quitar el lavadero existente o la instalación de su nuevo lavadero Mustee UTILATUB®, asegúrese de que las llaves de paso del agua fría y caliente estén cerradas. Desconecte las líneas de suministro existentes, el conjunto del sifón y quite el lavadero viejo.

PREPARATION :

Avant de retirer la cuve de lessivage existante ou de commencer l'installation de votre nouvelle cuve de lessivage Mustee UTILATUB® de Mustee, assurez-vous que les conduites d'eau chaude et d'eau froide sont fermées. Déconnectez les conduites d'alimentation existantes et le siphon, puis retirez l'ancienne cuve.

INSTALLATION

STEP 1:

Turn UTILATUB® upside down on a smooth, clean surface. Insert legs into corner sockets on bottom of tub. Use a wood block to protect the end of the legs and strike the wood block with a hammer to lock legs securely into tapered sockets. See Illustration "A"

STEP 2:

Install Leg Levelers to bottom of legs as shown in Illustration "B". Do not tighten fully until UTILATUB® is placed into desired location. At that time, adjust, level, and tighten screws securely.

NOTE: It is recommended that the front legs be secured to the floor using 1/4" diameter anchors & bolts. (Anchors & bolts not supplied).

STEP 3:

This unit is supplied with a 4" center pull-out faucet PN 28.600A (Shown in illustration "C") At this time, place UTILATUB® into upright position. Attach faucet as shown with parts Illustration "C". Next connect the flexible supply lines to the faucet. **DO NOT OVERTIGHTEN!**

STEP 4:

Attach P-Trap using the assembly view as a guide. A fine tooth saw may be used to cut tailpiece and wall tube to length if required. Remove any burrs from tubing with sandpaper or file. Keep connections loose until all trap components are aligned, then tighten securely by hand.

STEP 5:

Connect supply lines to shut-offs (valves) in full compliance with local code requirements. Turn on water supply and check for leaks on water supply and drain connections. Re-tighten connections if needed.



NOTE: Any type of transfer or sump pump must be supported by the floor or wall plus appropriate bracing for the waste lines. **DO NOT RELY SOLELY ON THE 1 1/2" MOLDED DRAIN THREAD CONNECTION.**

INSTALACIÓN

PASO 1:

Coloque el lavadero UTILATUB® boca arriba sobre una superficie plana y limpia. Inserte las patas en los esquineros, en la parte inferior del lavadero. Utilice un bloque de madera para proteger los extremos de las patas y martille el bloque para asegurarlas en las zapatas cónicas. Vea la ilustración "A"

PASO 2:

Coloque los niveladores en la parte inferior de las patas como se muestra en la ilustración "B". No ajuste completamente hasta que UTILATUB® se encuentre en la ubicación deseada. En ese momento, ajuste, nivele y apriete bien los tornillos.

NOTA: Se recomienda que las patas delanteras se aseguren al piso usando anclajes y tornillos de 1/4" (6.35 mm) de diámetro (anclajes y tornillos no incluidos).

PASO 3:

Esta unidad incluye un grifo central de 4" (10 cm) (NP 28.600A) (Se muestra en la ilustración "C") En este paso, coloque el lavadero UTILATUB® en posición vertical. Coloque el grifo y sus partes como se muestra en la ilustración "C". Luego, conecte las líneas de suministro flexibles al grifo. **¡NO APRIETE DEMASIADO!**

PASO 4:

Coloque el sifón P utilizando la vista de ensamblaje como guía. Puede utilizar una sierra dentada fina para cortar el apéndice y el tubo de pared para adaptarlos al largo necesario. Elimine cualquier rebaba del tubo con un papel de lija o una lima. Mantenga las conexiones flojas hasta que todos los componentes del sifón estén alineados; luego ajústelos firmemente a mano.

PASO 5:

Conecte las líneas de suministro a las válvulas, cumpliendo con las regulaciones locales. Abra la llave de paso del agua y verifique que no haya fugas en las conexiones de suministro y drenaje. Vuelva a ajustar las conexiones, si fuese necesario.



NOTA: Las bombas de transferencia o sumideros deben estar adecuadamente sostenidos por el piso o la pared además de contar con soporte adicional para los desagües. **NO DEPENDA ÚNICAMENTE DE LA CONEXIÓN ROSCADA DEL DRENAJE MOLDEADO DE 1 1/2" (3.8 cm).**

INSTALLATION

ÉTAPE 1 :

Placez la cuve UTILATUB® à l'envers sur une surface lisse et propre. Insérez les pieds dans les logements des coins situés en dessous de la cuve. Utilisez un bloc de bois pour protéger l'extrémité des pieds, puis frappez sur le bloc de bois avec un marteau pour bien enclencher les pieds dans les logements fuselés. reportez-vous à la figure A.

ÉTAPE 2 :

Installez les boulons de mise à niveau à l'extrémité des pieds, tel qu'illustré à la figure B. Ne serrez pas complètement les boulons avant que la cuve UTILATUB® ne soit placée à l'endroit désiré; alors, réglez, mettez au niveau et serrez les vis.

REMARQUE : Il est recommandé de fixer les pieds avant au sol à l'aide de tire-fonds et d'embases de 1/4 po (6,35 mm) (non compris).

ÉTAPE 3 :

Cette unité comprend un robinet central rétractable de 4 po (n° de référence 28.600A) (Voir l'illustration "C"). Placez la cuve UTILATUB® à l'endroit. Fixez le robinet avec les pièces fournies, tel qu'illustré à la figure C. Ensuite, connectez les conduites d'alimentation flexibles au robinet. **NE LES SERREZ PAS TROP!**

ÉTAPE 4 :

Fixez le siphon-P en vous servant de la vue d'assemblage comme guide. Une scie à dents fines peut être utilisée au besoin pour couper l'about et le tuyau mural à la longueur désirée. Éliminez toute ébarbure du tuyau au moyen d'un papier abrasif ou d'une lime. Gardez les raccords lâches jusqu'à ce que toutes les pièces du siphon soient bien alignées, puis, serrez-les à la main.

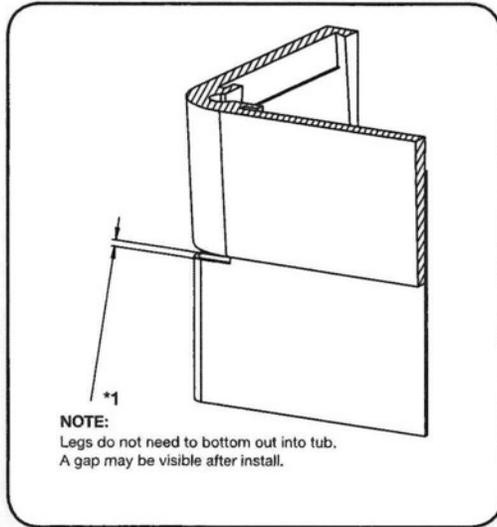
ÉTAPE 5 :

Connectez les conduites d'alimentation aux robinets de sectionnement en respectant les réglementations en vigueur. Ouvrez l'alimentation d'eau et vérifiez qu'il n'y a pas de fuite dans l'alimentation d'eau et le tuyau d'évacuation. Resserrez les raccords, au besoin.



REMARQUE : Les pompes de transfert ou de vidange doivent être bien supportées par le plancher ou le mur, et les tuyaux de décharge doivent être fixés solidement. **NE COMPTEZ PAS UNIQUEMENT SUR LES RACCORDS FILETÉS DU DRAIN MOULÉ DE 1 1/2 PO.**

Illustration A • Ilustración A • Figure A



Español

*1 NOTA: No es necesario que las patas tocan la parte inferior del lavadero. Puede haber un espacio después de la instalación.

*2 Lado plano de la tuerca

*3 Ajuste del nivelador de 3/4" (19.05 mm)

*4 Asegure los niveladores delanteros al suelo

Français

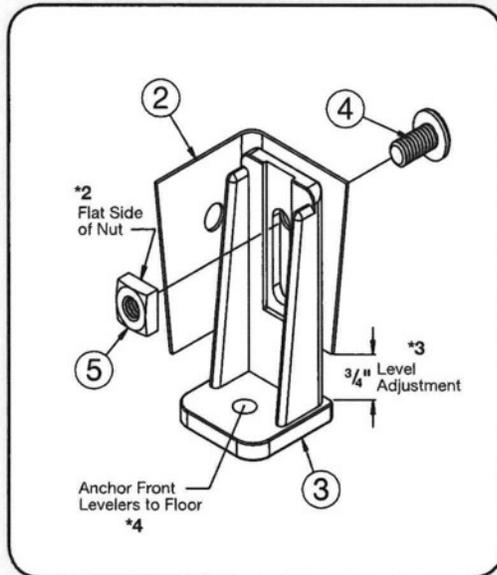
*1 REMARQUE: Il n'est pas nécessaire que les pattes entrent en contact avec le dessous du bac. Un espace peut être visible après l'installation.

*2 Côté plat de l'écrou

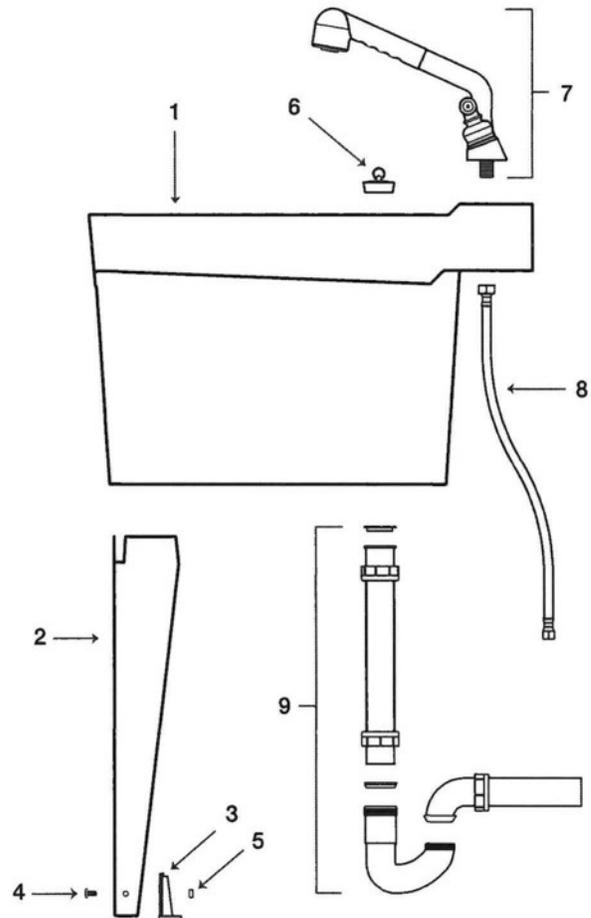
*3 Support de nivelage de 3/4 po (19,05 mm)

*4 Ancrage des boulons de mise à niveau frontaux au sol

Illustration B • Ilustración B • Figure B

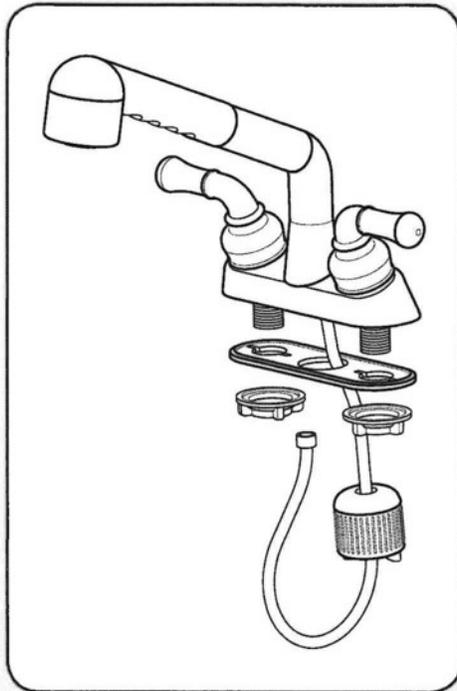


Parts Illustration • Ilustración de partes • Illustration des pièces



KEY No. No. de llave N° de la pièce	PART NUMBER Número de parte N° de référence	DESCRIPTION Descripción Description	PARTS LIST • LISTA DE PARTES • LISTE DES PIÈCES
1	19.101	Single compartment laundry tray (1 Req'd)	Lavadero de un solo compartimento (Se Requieren 1) • Cuve de lessivage à compartiment simple (1 Requisites)
2	18.306	Leg (4 Req'd)	Pierna (Se Requieren 4) • Patte (4 Requisites)
-	*18.603	HARDWARE KIT INCLUDES: EL KIT DE MATERIALES INCLUYE • QUINCAILLERIE INCLUSE	
3	*	Leveler (4 Req'd)	Nivelador (Se Requieren 4) • Boulon de mise à niveau (4 Requisites)
4	*	1/4" - 20 x 1 1/4" Leveling bolt (4 Req'd)	Tornillo de nivelación 1/4" (6,35 mm) - 20 x 1 1/4" (3,17 cm) (Se Requieren 4) • Boulon de mise à niveau 1/4 po (6,35 mm) - 20 x 1 1/4 po (3,17 cm) (4 Requisites)
5	*	1/4" - 20 Leveling nut (4 Req'd)	Tuerca de nivelación 1/4" (6,35 mm) - 20 (Se Requieren 4) • Plates de mise à niveau 1/4 po (6,35 mm) - 20 (4 Requisites)
6	*	Stopper 1 1/2" Dia. (1 Req'd)	Tapón de 1 1/2" (3,8 cm) (Se Requieren 1) • Bouchon de 1 1/2 pouce (3,8 cm) (1 Requisites)
-	*	1 1/2" Slip nut washer - not shown (1 Req'd)	Arandela de tuerca de ajuste 1 1/2" (3,8 cm) - no se muestra (Se Requieren 1) • Rondelle d'écrou de serrage 1 1/2 pouce (3,8 cm) - pas sur le schéma (1 Requisites)
-	*	1 1/2" Thrd., slip nut - not shown (1 Req'd)	Tuerca de ajuste roscada 1 1/2" (3,8 cm) - no se muestra (Se Requieren 1) • Écrou de serrage fileté 1 1/2 pouce (3,8 cm) - pas sur le schéma (1 Requisites)
7	28.600A	Faucet assembly (1 Req'd)	Conjunto de grifo (Se Requieren 1) • Assemblage du robinet (1 Requisites)
8	*	1/2" x 3/8" Flexible supply line (2 Req'd)	Línea de suministro flexible de 1/2" (12,7 mm) x 3/8" (9,52 mm) (Se Requieren 2) • Conduite d'alimentation flexible 1/2 po (12,7 mm) x 3/8 po (9,52 mm) (2 Requisites)
9	*	1 1/2" P-Trap assembly (1 Req'd)	Conjunto de ensamble de sifón P (Se Requieren 1) • Assemblage du siphon-P (1 Requisites)

Illustration C • Ilustración C • Figure C

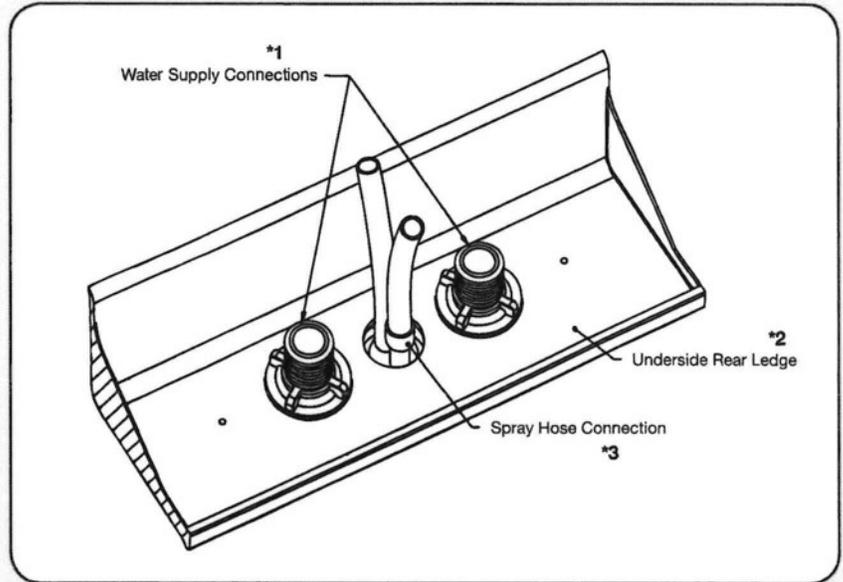


Español

- *1 Conexiones para el suministro de agua
- *2 Parte inferior de la repisa trasera
- *3 Conexión para manguera

Français

- *1 Raccords de tuyau d'alimentation
- *2 Dessous du bord arrière
- *3 Raccord du boyau d'arrosage



CARE & CLEANING

The surface of your 19CFP UTILATUB® Laundry/Utility Tub may be cleaned with a mild soap solution in warm water using a soft cloth.

When using a cleaner product, carefully read the label to ensure that the cleaner is safe for use on the material. Stubborn stains can be cleaned using "Soft Scrub™" by Clorox® or a powdered detergent such as "Spic-n-Span" or a bleach solution – follow bleach manufacturers recommended procedures pertaining to safety, handling and use of their product.

Do not allow cleaners to sit or soak on the surface. Wipe surface clean and rinse completely with water immediately after cleaner application. Rinse and dry any overspray on nearby surfaces.

Never use abrasive scouring powder or steel wool pads, as they will scratch the surface.

INSTALLATION QUESTIONS

Questions on the installation or missing parts, call 216-267-3100 or e-mail customerservice@mustee.com for assistance. Hours of operation are Monday to Friday, 8:30 a.m. to 4:30 p.m. E.S.T.

Please have the installation manual available when calling. **DO NOT RETURN PRODUCT TO THE PLACE OF PURCHASE.**

CUIDADO Y LIMPIEZA

La superficie de la Lavadero 19CFP UTILATUB® puede limpiarse con un paño embebido en una solución de jabón suave y agua tibia.

Si desea usar un producto de limpieza, lea atentamente la etiqueta para asegurarse de que pueda utilizarse con este material. Las manchas difíciles pueden limpiarse con "Soft Scrub™" de Clorox® o con un detergente en polvo, como por ejemplo, "Spic-n-Span™" o una solución de cloro (siempre siga las instrucciones del fabricante en cuanto a la seguridad, manejo y utilización del producto).

No deje que los productos de limpieza descansen sobre la superficie. Limpie las superficies con un trapo y enjuéguelas con agua de inmediato después de aplicar el producto de limpieza. Limpie y seque todas las salpicaduras que queden cerca de las superficies.

Para no rayar la superficie evite el uso de polvos abrasivos y esponjas de metal.

DESEA HACER ALGUNA PREGUNTA

Para cualquier pregunta relacionada con la instalación o en caso que falten piezas, comuníquese con el 216-267-3100 o escriba al customerservice@mustee.com para recibir asistencia. El horario de atención es de lunes a viernes de 8:30 am a 4:30 pm E.S.T.

Le agradecemos tener el manual de instalación a su alcance cuando llame. **NO DEVUELVA EL PRODUCTO AL SITIO DE COMPRA.**

SOIN ET NETTOYAGE

Pour nettoyer la surface de votre Cuve de Lessivage 19CFP UTILATUB®, utilisez un chiffon doux préalablement trempé dans de l'eau chaude légèrement savonneuse.

Si vous utilisez un produit nettoyant, lisez attentivement la notice afin de vous assurer qu'il peut être utilisé sur ce type de surface. Pour venir à bout des taches résistantes, utilisez Soft Scrub™ de Clorox® ou un détergent en poudre tel que Spic-n-Span® ou une solution à base d'eau de Javel. Le cas échéant, veuillez suivre les instructions du fabricant en matière de sécurité, de stockage et d'utilisation du produit.

Ne laissez pas les produits nettoyant agir ou pénétrer. Nettoyez la surface, puis rincez-la immédiatement à l'eau après l'application du produit nettoyant. Rincez et séchez tout excédent sur les surfaces adjacentes.

N'utilisez jamais de poudre décapante abrasive ou d'éponges métalliques car cela rayerait la surface.

DES QUESTIONS SUR L'INSTALLATION

Si vous avez des questions sur l'installation ou qu'il vous manque certaines pièces, composez le 216-267-3100 ou envoyez un courriel à l'adresse customerservice@mustee.com pour obtenir de l'aide. Heures d'ouverture : Du lundi au vendredi, de 8h30 à 16h30, heure de l'est des États-Unis.

N'oubliez pas de vous munir du manuel d'installation lorsque vous nous appelez. **IL EST INUTILE DE RAMENER LE PRODUIT DANS LE MAGASIN OÙ VOUS L'AVEZ ACHETÉ.**

Request for Change Order

Project: 88709 Stillwater Schools	Request for Change Order Number: 0018
To: CMS Willowbrook	Title: PR 49
	Request for Change Order Date: Oct 21, 2025
	Architect's Project No:
	Contract Date:

We propose to make the following changes in this contract :

PCO:0018

Name: PR 49	Source:	Type:
--------------------	----------------	--------------

Description: PR 49 add 3 supply diffusers and 1 return to the existing system

Scope of work:

Amount: 3,976.50

Cost Items:

Number	Name	Description	Amount
01	Labor		815.00
02	Material		2,800.00

Markups for above items are listed below:

Number	Name	Description	Amount
03	10 % markup		361.50

Cost Items inclusive of markups:

Number	Name	Description	Amount
01	Labor		896.50
02	Material		3,080.00

The total Cost to perform the work as described above is a CHANGE of 3,976.50.

Please indicate your acceptance and approval of this additional work in the space provided below

CONTRACTOR

ADDRESS

BY *(Signature)*

(Typed name)

DATE _____





3600 S. HIGH AVENUE
 OKLAHOMA CITY, OK 73129
 OFFICE: (405) 703-8754
 FAX: (405) 703-8763
 WEBSITE: MODERNCOATINGSOK.COM

CHANGE ORDER REQUEST #3

project name: **STILLWATER HS - PH. II - PA WING**
 bid date: **OCTOBER 24, 2025**
 bid to: **CMSWILLOWBROOK - SHAWN VICK**
 add'l scope: **SPS VIRTUAL ACADEMY LOCKER ROOM REMODEL - STILLWATER, OK**

We appreciate the opportunity to work with you on this project. Please see the detailed lists below for Inclusions & Exclusions to this proposal. Should you have any questions, please do not hesitate to contact us.

SCOPE INCLUSIONS

Light gauge interior metal frame system at interior walls fastened to existing acoustical ceiling grid
 5/8" type X drywall at new interior walls
 \$1,500 allowance for acoustical ceiling tile repairs to be used at GC's discretion
 Travel & Bond
 This proposal shall be made part of the subcontract
 All work is to be done per PDCA Standards

SCOPE EXCLUSIONS

Backing, blocking & insulation
 Tape, bed, prime & paint
 Ceilings, furdawns or exposed structure (except as listed at left)
 Finishes at aluminum storefront or windows
 Touch-up due to damage by others
 Touch-up of factory finishes
 Touch-up of powder-coated metals
 Signage or graphics
 Sign stenciling/painting at rated walls
 Pipe or mechanical system painting or color coding
 Demolition
 Touch-up or punch list work (done at hourly rate)
 Temporary heat
 Schedule make-up for time lost by previous trades
 Liquidated damages (unless we are direct cause of the delay)
 Permits
 Dumpsters

COR #3 SPS VIRTUAL ACADEMY LOCKER ROOM REMODEL \$ 21,331.00

***NOTE: We can begin this additional work upon receipt of an approved copy of this Change Order Request. Added items have to be 100% ready before commencing our portion of work. Any touch-up or items left after our work has been completed will be done at additional cost.**

Jose Rosas Jr.

JOSE ROSAS JR., PRESIDENT/ESTIMATOR
 c: (405) 795-2633
 e: josejr@moderncoatingsok.com

 approved by _____ date _____

This bid is good for **30 days** from the bid date above



Owner Contingency Modification

0309b. - Stillwater New High School

Title: OMOD 83 - CM Contingency Reallocation

Owner Contingency Modification : # 83

Date: 10/30/2025 **Date Required:**

Description of Work: The following scope of work is included in this PCO:

1. Reallocate \$300,000.00 from CM contingency to Owner contingency to replenish funds.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 83 - CM Contingency Reallocation	0.00	LS	0.00	- 300,000.0	0.0	0.00	- 300,000.00	
2 : Owner Contingency	0.00	LS	0.00	300,000.0	0.0	0.00	300,000.00	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Vahl

10/30/2025

Construction Manager:

Date:

WBJ

11/03/2025

Architect:

Date:

RJ

11/3/2025

Owner:

Date:



Owner Contingency Modification

0309b. - Stillwater New High School

Title: OMOD 84 - PR 50 & RFI 235

Owner Contingency Modification : # 84

Date: 10/30/2025 **Date Required:**

Description of Work: The following scope of work is included in this PCO:

1. Provide and install (1) Cat6A cable in Media Center as outlined in PR 50.
2. Provide and install (2) Cat6A cables as required for the elevator call out system to interface with the school's network service as outlined in RFI 235.

The below items will increase or decrease the contract scheduled value by the amounts listed below. Time in days indicates additional time required to project completion due to the changes referenced.

Item	Units	UM	Unit Price	Item Total	Bonds & Ins	Fee	Total	Time (In days)
1 : OMOD 84 - PR 50 & RFI 235	0.00	LS	0.00	- 1,912.0	0.0	0.00	- 1,912.00	
2 : Adept Patriot	0.00	LS	0.00	1,912.0	0.0	0.00	1,912.00	

Total Change Amount: 0.00

Notes:

Approved By:

Shawn Vail

10/30/2025

Construction Manager:

Date:

WBD

11/03/2025

Architect:

Date:

[Signature]

11/3/2025

Owner:

Date:

Virginia Location:
8401 Mayland Dr, Ste S
Richmond, VA 23294
Ph: 800-871-3165
www.adeptpatriotservices.com



Adept Patriot Services

Company Headquarters:
12607 E 60th Street, Ste B
Tulsa, OK 74146
Ph: 800-871-3165
OK Lic.# AC440797
AR Lic.# 0003025

Proposal #5134

PROJECT: Stillwater High School PR 35 **DATE:** 10/23/25
CUSTOMER: Willowbrook Construction **CONTACT:** Shawn Vick
LOCATION: Stillwater OK

WE PROPOSE TO PROVIDE THE FOLLOWING LABOR & MATERIAL:

Adept Patriot Services will provide and install (1) Cat6A cable in Media Center as per PR 50.

TOTAL PROJECT PRICE = \$792.00

Adept Patriot Services will provide and install (2) Cat6A cables for elevator.

TOTAL PROJECT PRICE = \$1,120.00

Payment terms: Invoice terms will be net 30 days from invoice date. Overdue invoices are subject to interest at the maximum rate allowed by state law and collections charges (including reasonable attorney's fees). While Adept Patriot Services, LLC does accept credit card payments, a minimum 3% transaction fee will be applied to the total proposal cost for all credit card transactions. **Payment to Adept Patriot Services is not dependent on payment terms from any third party or direct end-user. If the project is canceled after approval of equipment order, all equipment return restock fees, up to 50% of the equipment price at minimum, shall be paid within 30days of cancellation. Shall a legal matter arise, all arbitration, legal matters, and any hearings/trials will be conducted in courts of the state of Oklahoma.**

PRICING INCLUDES THE FOLLOWING:

1. Components/ materials as specified or of equal kind or quality and as may be required to provide a complete and operational system.
2. Labor for services and/or components as specified, unless providing equipment only.
3. The contract price shall be increased for any materials cost escalation imposed by material suppliers for cost changes imposed and effective more than ninety days subsequent to the date of acceptance of this proposal.
4. **Any tariff and duty related impacts to materials costs exceeding 5% and shall result in force majeure.**

THIS PROPOSAL EXCLUDES THE FOLLOWING:

1. Raceway/conduit system: conduit, boxes, fittings, supports (J Hooks, etc) & penetrations except as noted.
2. Any AC/electrical wiring, interlocks to interface relays and apparatus, and required power wiring as may be required for interface to proposed systems.
3. Conduit between buildings.
4. Bonding and associated costs.
5. Architectural or engineering design for subject proposal.

Active Members:



6. Service or repair (except as set forth in Miscellaneous paragraph 1 page 2 herein) unless provided by Adept Patriot Services under a separate agreement for the following service plans:
 - a. Maintenance and Testing Agreement

MOBILIZATION AND DEMOBILIZATION:

1. The work shall consist of the mobilization and demobilization of the Adept Patriot Services' team and equipment necessary for performing the work required under the contract.
 - a. Includes initial mobilization to site to begin project.
 - b. Includes demobilization from site at completion of project.
2. Mobilization shall include all activities and associated costs for transportation of Adept Patriot Services' personnel, equipment, and operating supplies to the site; establishment of offices, buildings, and other necessary general facilities for the Adept Patriot Services' operations at the site; and premiums paid for performance and payment bonds, including coinsurance and reinsurance agreements, as applicable.
3. If additional mobilization outside the initial effort and demobilization activities outside the final effort are required, and costs are incurred during the performance of the project as a result of schedule changes, trade contractor delays, scope of work changes, project deletions, or project additions; Adept Patriot Services' team is entitled to an adjustment in contract price. Compensation for such costs will be included in the price adjustment for the item or items of work changed or added.

MISCELLANEOUS INFORMATION/QUALIFICATIONS:

- a. One year warranty on all services, components, materials, and installation from the date of acceptance or beneficial use - whichever occurs first, excepting any parts, components or services provided by other supplier/contractor directly to the customer. The warranty period shall begin on the date of acceptance. An optional service contract offering continuing factory authorized service of the system after the initial warranty period is available. Warranty does not include repair of damage caused by: accident, disaster, which shall include, but not be limited to, fire, flood, water, wind and lightning, neglect, misuse or unauthorized alterations. Warranty service calls will be made during normal business hours (Monday through Friday, 8:00 a.m. - 5:00 p.m.) for no additional charge. Warranty calls made during non-business hours shall be billed to the customer at one and one-half the prevailing hourly service rate.
- b. Adept Patriot Services, LLC may subcontract at its discretion.
- c. Customer warrants that any documentation submitted to Adept Patriot Services, LLC for compliance conform to any applicable governmental enactment or safety code.
- d. **Adept Patriot Services' limits of insurance are as noted:**
 - a. **General Liability - \$1,000,000.00**
 - b. **General Aggregate - \$2,000,000.00**
 - c. **Commercial Auto - \$1,000,000.00**
- e. If customer requires additional insurance or other subrogation rights it will be at additional expense to customer and treated as a agreement and/or contract modification.
- f. There will be no back charges without adequate written notice, ample time to rectify any associated condition, and prior acceptance and agreement of Adept Patriot Services, LLC.
- g. The contract will be interpreted in accordance with the laws of the State of Oklahoma.
- h. All contract terms (proposal) and change orders must be in writing. There are no terms or conditions between the parties not in writing herein. Confirmation of change orders must be obtained in writing.

Active Members:



- i. Any notices to Adept Patriot Services, LLC, doing business as Adept Patriot Services, LLC, that are required under this agreement shall be considered delivered if mailed by certified mail to the following address:

Adept Patriot Services, LLC
 12607 E 60th Street, Ste B
 Tulsa, OK 74146.

We appreciate the opportunity of furnishing our proposal and trust that we may be privileged to work with you on this project. Acceptance of this proposal and its conditions will be indicated by return (through mail or facsimile) of the signed proposal, or issuance of a purchase order or contract referencing this proposal number. Acceptance must be received within 30 days of the date of this proposal.

Cynthia Grant

10/24/25

Adept Patriot Services - Representative

Accepted By:

Title:

Company:

Date:

Address:

Phone Number:

Company P.O. #:

Additional Office Locations:

OKC Branch Office:
 18964 NE 23rd Street, #114
 Harrah, Oklahoma 74033
 Ph: 800-871-3165
 OK Lic.# AC440797

North Carolina Branch Office:
 4030 Wake Forest Road, Ste 349
 Raleigh, NC 27609
 Ph: 800-871-3165

Arizona Branch Office:
 1846 E. Innovation Park Dr., Ste 100
 Oro Valley, AZ 85755
 Ph: 800-871-3165

Texas Branch Office:
 5900 Balcones Drive, STE 100
 Austin, TX 78731
 Ph: 800-871-3165

Active Members:





STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Bo Gamble, Assistant Superintendent of Operations
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Consider and Vote to Approve or Not Approve the Memorandum of Agreements between Stillwater Public Schools and Green Energy Solutions, LLC (GES)

BOARD ACTION REQUESTED:

Vote to Approve or Not Approve the Memorandum of Agreements between Stillwater Public Schools and Green Energy Solutions, LLC (GES)

BACKGROUND INFORMATION:

Presentation of Memorandum of Agreements with Green Energy Solutions, LLC for approval for Geothermal Repair and Replacement at Will Rogers Elementary. The scope of services includes the replacement of geothermal units, the replacement of rooftop units (RTUs), the repair of RTUs, and system-wide condensate drain rework.

MOA WR East Geothermal:

1. Replacement of RTU #3 (Rooftop): Address bad compressor, refrigerant empty. Estimated Cost: \$10,000.
2. Replacement of RTU #5 (Rooftop): Address failed smoke detector, unsafe. Estimated Cost: \$8,000.
3. Repair of Library - East Unit (Second Floor): Condensate line rework. Estimated Cost: \$4,000.
4. Repair of Hallway 4 Unit (Second Floor): Unsafe access, valve/strainer repair (includes rebuilding access door). Estimated Cost: \$3,000.
5. Repair of RTU #1 (Rooftop): Fuse, Yaskawa reset, refrigerant charge. Estimated Cost:
6. \$6,500.
7. Repair of RTU #2 (Rooftop): Compressor/refrigerant issues. Estimated Cost: \$6,000.
8. System-Wide Condensate Drain Rework (Building-Wide): Re-piping with proper slope. Estimated Cost: \$8,000.

Total Contract Price: \$45,500

MOA WR West Geothermal:

1. Replacement of Geothermal Unit 2033 (Second Floor): Address unsafe high-pressure failures. Estimated Cost: \$12,000.
2. Replacement of Geothermal Unit 2071 (Second Floor): Address electrical and compressor issues. Estimated Cost: \$6,000.
3. Replacement of Library - North Unit (Second Floor): Address bad compressor and TXV. Estimated Cost: \$12,000.
4. Replacement of Geothermal Unit Hallway 5 (Second Floor): Address bad compressor and unsafe operation. Estimated Cost: \$6,000.
5. Replacement of OAU #1 (Rooftop): Address failed Yaskawa control, non-repairable. Estimated Cost: \$8,000.
6. Repair of Geothermal Unit 2077 (Library, Second Floor): Replace bad blower motor. Estimated Cost: \$1,500.

Total Contract Price: \$45,500

GEOTHERMAL INSTALLATION AGREEMENT

Date:

Contractor ("Contractor")	Client:
Green Energy Solutions, LLC	
An Oklahoma Limited Liability Company	A(n)
265 Industrial Blvd	
Goldsby, OK 73093	
Email: micayla.green@ges.energy	Email:

This Geothermal Installation Agreement ("Agreement") is made and entered into on and effective the date set forth above.

AGREEMENT

Now therefore, in consideration of the mutual promises and covenants contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, Contractor and Client agree as follows:

1. Definitions. The following defined terms shall apply in this Agreement and the Exhibits and attachments incorporated in this Agreement:

"Claims" shall have the meaning set forth in paragraph 7, below.

"Compensation" shall mean the sum payable by Client to Contractor under the SOW.

"Goods" shall mean the tangible goods, materials and supplies purchased by Contractor under the terms of the SOW.

"Green Group" shall mean the Contractor, its parent company, subsidiaries, and affiliates, and each of their respective owners, officers, directors, managers, employees, agents, and consultants.

"Modifications" shall have the meaning set forth in paragraph 5.1 below.

"Owner" shall have the same meaning as "Client" as defined above.

"Parties" shall mean Contractor and Client entering into this Agreement.

"Project" shall mean the design, construction, installation, and operation of a facility intended for the production, distribution, and utilization of geothermal energy for heating

and/or cooling applications. The specific project referenced herein is the Will Rogers Elementary – HVAC East as further described in the Scope of Work.

“Schedule” shall mean the time for performance set forth in the SOW.

“SOW” shall mean the Statement of Work between Contractor and Client entered into pursuant to this Agreement.

“Services” shall mean the goods, work, labor, equipment and services to be performed by Contractor pursuant to this Agreement under its SOW.

“Work Product” shall have the meaning set forth in paragraph 3.3.

2. Exhibit 1. Attached to this Agreement is Exhibit 1, the Statement of Work (“SOW”) as agreed by the Parties, whose terms are incorporated herein by this reference. Exhibit 1 contains information related to the scope of the Services, Compensation, Schedule and other unique terms relating to the Services. To the extent that any term of Exhibit 1 is inconsistent with this Agreement, the terms of Agreement shall prevail.

2.1 Scope of Services; Goods and Materials. The Scope of Services is described in Exhibit 1 to this Agreement. Contractor agrees to perform the Services on the terms and conditions of this Agreement and the SOW. To the extent required by Exhibit 1, Contractor will provide Goods as part of the Services. Contractor acknowledges that it has reviewed and is familiar with the requirements of the Prime Contract and will perform the Services in accordance with those requirements, this Agreement and the SOW. Contractor will comply with all applicable provisions of this Agreement. Contractor will furnish all necessary equipment, machinery, tools and apparatus, and other means of construction and Contractor shall do all of the labor, services and work and furnish all of the Goods in the manner specified and called for in the Services in every detail. Unless specified in this Agreement, Contractor shall be responsible for, and shall pay for, every aspect of the Services, including but not limited to all permits, licenses, materials, equipment, labor, supplies and any required professional services necessary to the performance of the Services.

2.2 Compensation. The compensation to be paid to Contractor for the Services is set forth on Exhibit 1.

2.2.1 Invoices. Contractor shall submit invoices to Client on a monthly basis or as otherwise required. Such invoices will represent the value of the completed Services as of the date of the Invoice. At a minimum, invoices will a) reference the Project by name, b) include a summary of the Contractor’s current and prior billings and total agreed compensation, and c), allocate the Contractor’s costs in the current and prior billings to each task included in the Services.

2.2.2 Progress Payments. Progress payments to Contractor will not constitute acceptance of the work performed under the SOW.

2.2.3 Final Payment. Within 30 calendar days of the completion of Services, Contractor will submit a final invoice to Client and will notify client in writing that the Services

are complete and that final payment is due. If all other provisions of this Agreement have been fulfilled, Client will make final payment.

2.3 Schedule. Unless a notice to proceed is required by Exhibit 1, Contractor shall commence its Services at such time as coordinated with Client and proceed in accordance with the Schedule described in Exhibit 1.

3. Obligations of Contractor.

3.1 Project Files. Contractor will maintain Project files during the performance of the Services. Contractor is expected to maintain these records for a period of three (3) years after completion of the Project.

3.2 Lower Tier Subcontractors. Contractor will bind all lower tier subcontractors to the provisions of this Agreement.

3.3 Permits, Licenses and Fees. Contractor and any potential subcontractor, at its sole cost and expense, will obtain and pay for all permits and licenses and will issue all necessary notices required by law that are associated with the Services.

3.4 Cooperation with Prime and Others. Contractor will work cooperatively with, Client, and others involved in the Project and will comply with all policies, practices, and other requirements of Client as may be reasonably established in connection with overall management and administration of the Project.

3.5 Diligence and Differing Conditions. Contractor represents that it has made itself familiar with all of the terms, conditions, and obligations of the SOW, the Project site, and the conditions under which the Work is to be performed, and that Contractor is entering into this Agreement based upon its own investigation of all such matters. Contractor assumes all risks of differing site conditions at the Project and affirmatively states that it has done its own investigation of the site and is not relying on any report or investigation provided to it by Client.

3.6 Safety. Contractor is solely responsible for the health and safety of its representatives, employees and its subcontractors. Contractor will comply with any Client health and safety plan. Contractor will comply with all applicable federal, state and local laws and regulations related to health and safety.

3.7 Codes, Laws and Regulations. Contractor will comply with all applicable codes, laws, regulations, standards, and ordinances applicable to the Services during the term of this Agreement.

4. Obligations of Client.

4.1 Access, Review and Coordination. Client will:

4.1.1 make reasonable arrangements with Contractor for Contractor's access to the facilities and property of the Project as is required to perform the Services;

4.1.2 give Contractor prompt notice whenever Client observes or otherwise becomes aware of any development that affects the SOW or Schedule, or any defect in the Services; and

5. Changes and Delays.

5.1 Changes in Scope of Work. Contractor may, by mutual written agreement only, make changes, revisions, additions, or deletions ("Modification") in the SOW. If any Modification results in a material addition or deletion in the SOW, an equitable adjustment in Compensation to the Contractor and Schedule will be negotiated. Contractor will not proceed with any changes unless Contractor has filled out and appropriately submitted Exhibit 2 and received a fully executed copy back from Client. If Contractor becomes aware of or has knowledge of any Modifications that were not agreed in advance as specified herein, Contractor will immediately notify Client and will request written directions on how to proceed.

5.2 Suspension of Services. Contractor may, upon written notice from Client, suspend, delay, or interrupt all or part of the Services. If such suspension or delay continues for ten (10) days or less, Contractor shall not be entitled to any change in Compensation. For suspensions or delays exceeding ten (10) days, the Parties shall mutually agree on an equitable adjustment to the Schedule and, if appropriate, to Compensation. Contractor shall resume the Services promptly upon written notice from Client.

5.3 No Fault Delays. Contractor is not responsible for delays caused by force majeure factors beyond its reasonable control including, but not limited to, strikes, lockouts, work slowdowns or stoppages, accidents, acts of God, epidemic or pandemic, failure of any governmental or regulatory authority to act in a timely manner.

6. Warranties. The Services provided by Contractor under this Agreement will be performed in manner consistent with that degree of care and skill ordinarily exercised by members of the same industry currently practicing under similar circumstances at the same time and in the same place as where the Services are performed. Contractor will make revisions to or re-perform any work not meeting this standard without additional compensation or adjustment in Schedule. Contractor shall provide the Services in a competent, good and workmanlike manner, using new materials unless otherwise specified in Exhibit 1, and such work shall comply in all respects with this Agreement, Exhibit 1, all safety standards and any applicable state, federal or local law, regulations and rules.

7. Indemnification.

7.1 Contractor Indemnity. To the fullest extent permitted by law, Contractor shall indemnify, defend, and hold harmless Client from and against all claims, damages, losses, and expenses, including reasonable attorneys' fees, arising out of or resulting from Contractor's negligent acts or omissions, or those of its employees, agents, or subcontractors, in connection with the performance of the Services, but only to the extent caused by such acts or omissions. Contractor's obligations under this Section shall not extend to claims arising from the negligence or willful misconduct of Client or any other third party.

7.2 Client Indemnity. To the fullest extent permitted by law, Client shall indemnify, defend, and hold harmless Contractor and its employees, officers, directors, agents, and subcontractors from and against all claims, damages, losses, and expenses, including reasonable attorneys' fees, arising out of or resulting from (i) bodily injury, sickness, disease, or death, or (ii) damage to or destruction of tangible property, other than the Services themselves (collectively, "Claims"), but only to the extent caused by the negligent acts or omissions of Client or anyone for whose acts Client may be liable.

8. Parties Insurance.

8.1 Contractor's Insurance. Contractor shall, at its own expense, obtain and maintain throughout the duration of this Agreement all insurance coverage reasonably necessary and appropriate for the nature of the geothermal work to be performed. Upon request, the Contractor shall provide certificates of insurance evidencing compliance with this provision

8.2 Client's Insurance. Client shall maintain, at its own expense, property and liability insurance coverage sufficient to protect its interests in the project site, the geothermal system, and any existing structures or improvements. Such insurance shall cover risks of loss or damage during installation and operation of the geothermal system. The Client's insurance shall also provide coverage for any liability arising from conditions or operations at the site that are outside the Contractor's control.

9. Termination.

9.1 Termination for Convenience. Either party may terminate this Agreement, in whole or in part, at any time by providing written notice to the other party. Such notice shall specify the extent of the termination and the effective date, which shall be no less than thirty (30) days from the date of the notice. On the effective date thereof, Contractor shall stop all services and place no further orders or subcontracts, and terminate work orders and subcontracts outstanding. Client shall reimburse Contractor for reasonable expense (not including any lost profits or opportunity) necessarily incurred by Contractor as a direct result of the client's termination for convenience. Contractor will not be entitled to compensation on Services not performed.

9.2 Termination for Breach. Client may, by written notice, terminate all or any part of this Agreement if Contractor is in breach of this Agreement. Termination will become effective upon five (5) days written notice unless Contractor cures the breach conditions or provides satisfactory evidence to Client that such breach will be corrected as quickly as possible to Client's sole satisfaction.

10. Mediation/Arbitration. The Parties agree to submit disputes arising under this Agreement first to non-binding mediation unless the Parties mutually agree otherwise. If the mediation is unsuccessful or has not occurred within thirty (30) days of notice of dispute by either party, mediation shall be deemed waived. Any dispute not resolved in mediation may, by mutual agreement of the Parties, be submitted to arbitration. In the absence of mutual agreement, the Parties may resort to litigation.

11. Limitation of Liability. In no event will either party be liable for any special, indirect, or consequential damages, including, without limitation, damages or losses in the nature of increased costs, loss of revenue or profit, lost production, or for governmental fines or penalties, or, when

applicable, in relation to any license or other right granted under this Agreement. Other than with respect to confidentiality, nondisclosure, and nonuse obligations, Client and Contractor each agree that there shall be absolutely no personal liability on the part of any of their respective members, partners, officers, employees, directors, agents, authorized representatives, or affiliates for the payment of any amounts due hereunder, or performance of any obligations hereunder. Under no circumstances will Client's liability to Contractor with respect to this Agreement, whether in contract, tort or otherwise, exceed the amount of Compensation under this Agreement.

12. Confidentiality. If the Parties have entered into a separate Non-Disclosure or Confidentiality Agreement, such agreement shall remain in effect with respect to the Services and the terms of this Section shall be in addition to the terms of such agreement. Unless approved in advance by Contractor, all documents, reports, disclosures, plans and other information of any nature and description obtained by Contractor in the performance of the Scope of Services hereunder, and not classified as public information by the Client, will be strictly confidential and will not be disclosed to any third party, either during Contractor's performance of the Services or thereafter, except as may be necessary in order to perform the Services.

13. Ownership of Documents. All of the work product of Contractor developed under this Agreement shall become and remain the property of Contractor. Any reuse or modification of Contractor's work products by Client for purposes outside this Agreement without Contractor's written permission will be without liability to Contractor.

14. Hazardous Environmental Conditions. In the event Contractor encounters hazardous environmental conditions, it shall immediately notify Client. Contractor shall suspend performance only as directed by Client except that Contractor may suspend performance to the extent necessary to protect against potential bodily injury or property damage and to comply with any applicable environmental, health or safety laws.

15. Miscellaneous.

15.1 Independent Contractor. Contractor is an independent contractor and will maintain complete control of and responsibility for its employees, subcontractors, and agents. Contractor will be solely responsible for the means and methods for carrying out the scope of services and for the safety of its employees. Neither party will be deemed to be a partner, agent, employee or joint venture partner with the other party or give any other agency authority to act for or otherwise bind the other party in any manner. Nothing contained in the Agreement will create any additional relationship between the Client and Contractor.

15.2 Assignment. Neither party will assign any rights under or interest in this Agreement without the prior written consent of the other.

15.3 Expenses and Fees. In the event of any legal suit or action brought to enforce or concerning this Agreement, the prevailing party shall recover such reasonable amount for investigation costs, attorneys' fees, and expert witness fees, as may be set by the arbitrator or court.

15.4 Governing Law and Jurisdiction. This Agreement shall be interpreted, construed, governed and enforced in accordance with and under the laws of the state of Oklahoma. Any arbitration proceeding shall take place in Payne County, Oklahoma. Any suit or other

proceeding shall be brought in the District Court of Payne County, Oklahoma or in the United States District Court for the Northern District of Oklahoma.

15.5 Severability and Survivability. If any of the provisions in this Agreement are held for any reason to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability will not affect any other provision, and this Agreement will be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

15.6 Waiver. The waiver of any breach or violation of any term, covenant, or condition of this Agreement or of any provision, ordinance, or law will not be deemed to be a waiver of any other term, covenant, condition, ordinance, or law or of any subsequent breach or violation of the same or of any other term, covenant, condition, ordinance, or law. The subsequent payment of any monies or fees which may become due hereunder will not be deemed to be a waiver of any preceding breach or violation of any term, covenant, or condition of this Agreement or any applicable law or ordinance.

15.7 Entire Agreement. This Agreement, including its attachments and exhibits, constitutes the entire agreement between the parties and supersedes all prior or contemporaneous oral or written representations or agreements. This Agreement and its attachments and exhibits will not be modified except in a writing executed by both parties.

15.8 Counterparts. This Agreement may be executed in multiple counterparts.

{Signature page to follow}

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written by their respectively authorized officers or representatives.

“Contractor”

Green Energy Solutions, LLC


Authorized Signature

By: Kal Snodgrass
Printed or typed name of person signing

Title: General Counsel
Title of person signing

“Client”

Authorized Signature

By: _____
Printed or typed name of person signing

Title: _____
Title of person signing

Exhibit 1

Statement of Work

Scope of Work

The Contractor shall furnish all labor, materials, equipment, tools, supervision, and services necessary to complete the HVAC repair and replacement work at the Project Site in a good and workmanlike manner, in strict accordance with the Bid Proposal, industry standards, and applicable laws. All geothermal-related work shall be performed by licensed Journeyman geothermal technicians. All work shall comply with the Oklahoma Uniform Building Code, local ordinances, and manufacturer's specifications.

Included Items:

1. Replacement of RTU #3 (Rooftop): Address bad compressor, refrigerant empty. Estimated Cost: \$10,000.
2. Replacement of RTU #5 (Rooftop): Address failed smoke detector, unsafe. Estimated Cost: \$8,000.
3. Repair of Library - East Unit (Second Floor): Condensate line rework. Estimated Cost: \$4,000.
4. Repair of Hallway 4 Unit (Second Floor): Unsafe access, valve/strainer repair (includes rebuilding access door). Estimated Cost: \$3,000.
5. Repair of RTU #1 (Rooftop): Fuse, Yaskawa reset, refrigerant charge. Estimated Cost: \$6,500.
6. Repair of RTU #2 (Rooftop): Compressor/refrigerant issues. Estimated Cost: \$6,000.
7. System-Wide Condensate Drain Rework (Building-Wide): Re-piping with proper slope. Estimated Cost: \$8,000.

Total Contract Price: \$45,500 (Fixed price, inclusive of labor, materials, equipment, transportation, and disposal of removed units. Excludes sales taxes, permits, or costs arising from unforeseen site conditions not identified in the Bid Proposal. Any such exclusions shall be addressed via Change Order. The total value of work under this Contract shall not exceed \$45,500.)

The Contractor shall provide all necessary permits and ensure safe access to the Project Site during performance.

Exhibit 2
Change Order Template

Project Name:
Change Order Number:
Date:

Description of Change: This Change Order modifies the scope of work, timeline, and/or compensation as outlined in the original agreement and any previous amendments or addenda for the above-referenced project. The following changes are requested:

1. Scope of Work Changes:

2. Reason for Change:

3. Impact on Timeline:

- o Original Completion Date:
- o Revised Completion Date:
- o Comments:

4. Impact on Compensation:

- o Original Contract Amount: \$
- o Adjustment Amount (Increase/Decrease): \$
- o Revised Contract Amount: \$

Authorization:

By signing below, both parties agree to the changes described in this Change Order. All other terms and conditions of the original agreement and any prior amendments remain in full force and effect.

Contractor:

Signature: _____
Name:
Title:
Date:

Client:

Signature: _____
Name:
Title:
Date:

***** For this Change Order to be valid, this must be signed by Client and sent to micayla.green@ges.energy and scottm@bhboring.com for approval. A signed copy, if approved, will be returned to the Client. *****

GEOTHERMAL INSTALLATION AGREEMENT

Date:

Contractor ("Contractor")	Client:
Green Energy Solutions, LLC	
An Oklahoma Limited Liability Company	A(n)
265 Industrial Blvd	
Goldsby, OK 73093	
Email: micayla.green@ges.energy	Email:

This Geothermal Installation Agreement ("Agreement") is made and entered into on and effective the date set forth above.

AGREEMENT

Now therefore, in consideration of the mutual promises and covenants contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, Contractor and Client agree as follows:

1. Definitions. The following defined terms shall apply in this Agreement and the Exhibits and attachments incorporated in this Agreement:

"Claims" shall have the meaning set forth in paragraph 7, below.

"Compensation" shall mean the sum payable by Client to Contractor under the SOW.

"Goods" shall mean the tangible goods, materials and supplies purchased by Contractor under the terms of the SOW.

"Green Group" shall mean the Contractor, its parent company, subsidiaries, and affiliates, and each of their respective owners, officers, directors, managers, employees, agents, and consultants.

"Modifications" shall have the meaning set forth in paragraph 5.1 below.

"Owner" shall have the same meaning as "Client" as defined above.

"Parties" shall mean Contractor and Client entering into this Agreement.

"Project" shall mean the design, construction, installation, and operation of a facility intended for the production, distribution, and utilization of geothermal energy for heating

and/or cooling applications. The specific project referenced herein is Will Rogers Elementary – GEO West as further described in the Scope of Work.

“Schedule” shall mean the time for performance set forth in the SOW.

“SOW” shall mean the Statement of Work between Contractor and Client entered into pursuant to this Agreement.

“Services” shall mean the goods, work, labor, equipment and services to be performed by Contractor pursuant to this Agreement under its SOW.

“Work Product” shall have the meaning set forth in paragraph 3.3.

2. Exhibit 1. Attached to this Agreement is Exhibit 1, the Statement of Work (“SOW”) as agreed by the Parties, whose terms are incorporated herein by this reference. Exhibit 1 contains information related to the scope of the Services, Compensation, Schedule and other unique terms relating to the Services. To the extent that any term of Exhibit 1 is inconsistent with this Agreement, the terms of Agreement shall prevail.

2.1 Scope of Services; Goods and Materials. The Scope of Services is described in Exhibit 1 to this Agreement. Contractor agrees to perform the Services on the terms and conditions of this Agreement and the SOW. To the extent required by Exhibit 1, Contractor will provide Goods as part of the Services. Contractor acknowledges that it has reviewed and is familiar with the requirements of the Prime Contract and will perform the Services in accordance with those requirements, this Agreement and the SOW. Contractor will comply with all applicable provisions of this Agreement. Contractor will furnish all necessary equipment, machinery, tools and apparatus, and other means of construction and Contractor shall do all of the labor, services and work and furnish all of the Goods in the manner specified and called for in the Services in every detail. Unless specified in this Agreement, Contractor shall be responsible for, and shall pay for, every aspect of the Services, including but not limited to all permits, licenses, materials, equipment, labor, supplies and any required professional services necessary to the performance of the Services.

2.2 Compensation. The compensation to be paid to Contractor for the Services is set forth on Exhibit 1.

2.2.1 Invoices. Contractor shall submit invoices to Client on a monthly basis or as otherwise required. Such invoices will represent the value of the completed Services as of the date of the Invoice. At a minimum, invoices will a) reference the Project by name, b) include a summary of the Contractor’s current and prior billings and total agreed compensation, and c), allocate the Contractor’s costs in the current and prior billings to each task included in the Services.

2.2.2 Progress Payments. Progress payments to Contractor will not constitute acceptance of the work performed under the SOW.

2.2.3 Final Payment. Within 30 calendar days of the completion of Services, Contractor will submit a final invoice to Client and will notify client in writing that the Services

are complete and that final payment is due. If all other provisions of this Agreement have been fulfilled, Client will make final payment.

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3.4 Cooperation with Prime and Others. Contractor will work cooperatively with, Client, and others involved in the Project and will comply with all policies, practices, and other requirements of Client as may be reasonably established in connection with overall management and administration of the Project.

3.5 Diligence and Differing Conditions. Contractor represents that it has made itself familiar with all of the terms, conditions, and obligations of the SOW, the Project site, and the conditions under which the Work is to be performed, and that Contractor is entering into this Agreement based upon its own investigation of all such matters. Contractor assumes all risks of differing site conditions at the Project and affirmatively states that it has done its own investigation of the site and is not relying on any report or investigation provided to it by Client.

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3.7 Codes, Laws and Regulations. Contractor will comply with all applicable codes, laws, regulations, standards, and ordinances applicable to the Services during the term of this Agreement.

4. Obligations of Client.

4.1 Access, Review and Coordination. Client will:

4.1.1 make reasonable arrangements with Contractor for Contractor's access to the facilities and property of the Project as is required to perform the Services;

4.1.2 give Contractor prompt notice whenever Client observes or otherwise becomes aware of any development that affects the SOW or Schedule, or any defect in the Services; and

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5.1 Changes in Scope of Work. Contractor may, by mutual written agreement only, make changes, revisions, additions, or deletions ("Modification") in the SOW. If any Modification results in a material addition or deletion in the SOW, an equitable adjustment in Compensation to the Contractor and Schedule will be negotiated. Contractor will not proceed with any changes unless Contractor has filled out and appropriately submitted Exhibit 2 and received a fully executed copy back from Client. If Contractor becomes aware of or has knowledge of any Modifications that were not agreed in advance as specified herein, Contractor will immediately notify Client and will request written directions on how to proceed.

5.2 Suspension of Services. Contractor may, upon written notice from Client, suspend, delay, or interrupt all or part of the Services. If such suspension or delay continues for ten (10) days or less, Contractor shall not be entitled to any change in Compensation. For suspensions or delays exceeding ten (10) days, the Parties shall mutually agree on an equitable adjustment to the Schedule and, if appropriate, to Compensation. Contractor shall resume the Services promptly upon written notice from Client.

5.3 No Fault Delays. Contractor is not responsible for delays caused by force majeure factors beyond its reasonable control including, but not limited to, strikes, lockouts, work slowdowns or stoppages, accidents, acts of God, epidemic or pandemic, failure of any governmental or regulatory authority to act in a timely manner.

6. Warranties. The Services provided by Contractor under this Agreement will be performed in manner consistent with that degree of care and skill ordinarily exercised by members of the same industry currently practicing under similar circumstances at the same time and in the same place as where the Services are performed. Contractor will make revisions to or re-perform any work not meeting this standard without additional compensation or adjustment in Schedule. Contractor shall provide the Services in a competent, good and workmanlike manner, using new materials unless otherwise specified in Exhibit 1, and such work shall comply in all respects with this Agreement, Exhibit 1, all safety standards and any applicable state, federal or local law, regulations and rules.

7. Indemnification.

7.1 Contractor Indemnity. To the fullest extent permitted by law, Contractor shall indemnify, defend, and hold harmless Client from and against all claims, damages, losses, and expenses, including reasonable attorneys' fees, arising out of or resulting from Contractor's negligent acts or omissions, or those of its employees, agents, or subcontractors, in connection with the performance of the Services, but only to the extent caused by such acts or omissions. Contractor's obligations under this Section shall not extend to claims arising from the negligence or willful misconduct of Client or any other third party.

7.2 Client Indemnity. To the fullest extent permitted by law, Client shall indemnify, defend, and hold harmless Contractor and its employees, officers, directors, agents, and subcontractors from and against all claims, damages, losses, and expenses, including reasonable attorneys' fees, arising out of or resulting from (i) bodily injury, sickness, disease, or death, or (ii) damage to or destruction of tangible property, other than the Services themselves (collectively, "Claims"), but only to the extent caused by the negligent acts or omissions of Client or anyone for whose acts Client may be liable.

8. Parties Insurance.

8.1 Contractor's Insurance. Contractor shall, at its own expense, obtain and maintain throughout the duration of this Agreement all insurance coverage reasonably necessary and appropriate for the nature of the geothermal work to be performed. Upon request, the Contractor shall provide certificates of insurance evidencing compliance with this provision

8.2 Client's Insurance. Client shall maintain, at its own expense, property and liability insurance coverage sufficient to protect its interests in the project site, the geothermal system, and any existing structures or improvements. Such insurance shall cover risks of loss or damage during installation and operation of the geothermal system. The Client's insurance shall also provide coverage for any liability arising from conditions or operations at the site that are outside the Contractor's control.

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9.1 Termination for Convenience. Either party may terminate this Agreement, in whole or in part, at any time by providing written notice to the other party. Such notice shall specify the extent of the termination and the effective date, which shall be no less than thirty (30) days from the date of the notice. On the effective date thereof, Contractor shall stop all services and place no further orders or subcontracts, and terminate work orders and subcontracts outstanding. Client shall reimburse Contractor for reasonable expense (not including any lost profits or opportunity) necessarily incurred by Contractor as a direct result of the client's termination for convenience. Contractor will not be entitled to compensation on Services not performed.

9.2 Termination for Breach. Client may, by written notice, terminate all or any part of this Agreement if Contractor is in breach of this Agreement. Termination will become effective upon five (5) days written notice unless Contractor cures the breach conditions or provides satisfactory evidence to Client that such breach will be corrected as quickly as possible to Client's sole satisfaction.

10. Mediation/Arbitration. The Parties agree to submit disputes arising under this Agreement first to non-binding mediation unless the Parties mutually agree otherwise. If the mediation is unsuccessful or has not occurred within thirty (30) days of notice of dispute by either party, mediation shall be deemed waived. Any dispute not resolved in mediation may, by mutual agreement of the Parties, be submitted to arbitration. In the absence of mutual agreement, the Parties may resort to litigation.

11. Limitation of Liability. In no event will either party be liable for any special, indirect, or consequential damages, including, without limitation, damages or losses in the nature of increased costs, loss of revenue or profit, lost production, or for governmental fines or penalties, or, when

applicable, in relation to any license or other right granted under this Agreement. Other than with respect to confidentiality, nondisclosure, and nonuse obligations, Client and Contractor each agree that there shall be absolutely no personal liability on the part of any of their respective members, partners, officers, employees, directors, agents, authorized representatives, or affiliates for the payment of any amounts due hereunder, or performance of any obligations hereunder. Under no circumstances will Client's liability to Contractor with respect to this Agreement, whether in contract, tort or otherwise, exceed the amount of Compensation under this Agreement.

12. Confidentiality. If the Parties have entered into a separate Non-Disclosure or Confidentiality Agreement, such agreement shall remain in effect with respect to the Services and the terms of this Section shall be in addition to the terms of such agreement. Unless approved in advance by Contractor, all documents, reports, disclosures, plans and other information of any nature and description obtained by Contractor in the performance of the Scope of Services hereunder, and not classified as public information by the Client, will be strictly confidential and will not be disclosed to any third party, either during Contractor's performance of the Services or thereafter, except as may be necessary in order to perform the Services.

13. Ownership of Documents. All of the work product of Contractor developed under this Agreement shall become and remain the property of Contractor. Any reuse or modification of Contractor's work products by Client for purposes outside this Agreement without Contractor's written permission will be without liability to Contractor.

14. Hazardous Environmental Conditions. In the event Contractor encounters hazardous environmental conditions, it shall immediately notify Client. Contractor shall suspend performance only as directed by Client except that Contractor may suspend performance to the extent necessary to protect against potential bodily injury or property damage and to comply with any applicable environmental, health or safety laws.

15. Miscellaneous.

15.1 Independent Contractor. Contractor is an independent contractor and will maintain complete control of and responsibility for its employees, subcontractors, and agents. Contractor will be solely responsible for the means and methods for carrying out the scope of services and for the safety of its employees. Neither party will be deemed to be a partner, agent, employee or joint venture partner with the other party or give any other agency authority to act for or otherwise bind the other party in any manner. Nothing contained in the Agreement will create any additional relationship between the Client and Contractor.

15.2 Assignment. Neither party will assign any rights under or interest in this Agreement without the prior written consent of the other.

15.3 Expenses and Fees. In the event of any legal suit or action brought to enforce or concerning this Agreement, the prevailing party shall recover such reasonable amount for investigation costs, attorneys' fees, and expert witness fees, as may be set by the arbitrator or court.

15.4 Governing Law and Jurisdiction. This Agreement shall be interpreted, construed, governed and enforced in accordance with and under the laws of the state of Oklahoma. Any arbitration proceeding shall take place in Payne County, Oklahoma. Any suit or other

proceeding shall be brought in the District Court of Payne County, Oklahoma or in the United States District Court for the Northern District of Oklahoma.

15.5 Severability and Survivability. If any of the provisions in this Agreement are held for any reason to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability will not affect any other provision, and this Agreement will be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

15.6 Waiver. The waiver of any breach or violation of any term, covenant, or condition of this Agreement or of any provision, ordinance, or law will not be deemed to be a waiver of any other term, covenant, condition, ordinance, or law or of any subsequent breach or violation of the same or of any other term, covenant, condition, ordinance, or law. The subsequent payment of any monies or fees which may become due hereunder will not be deemed to be a waiver of any preceding breach or violation of any term, covenant, or condition of this Agreement or any applicable law or ordinance.

15.7 Entire Agreement. This Agreement, including its attachments and exhibits, constitutes the entire agreement between the parties and supersedes all prior or contemporaneous oral or written representations or agreements. This Agreement and its attachments and exhibits will not be modified except in a writing executed by both parties.

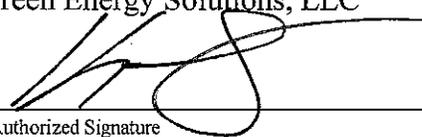
15.8 Counterparts. This Agreement may be executed in multiple counterparts.

{Signature page to follow}

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written by their respectively authorized officers or representatives.

“Contractor”

Green Energy Solutions, LLC



Authorized Signature

By: Kallen Snodgrass
Printed or typed name of person signing

Title: General Counsel
Title of person signing

“Client”

Authorized Signature

By: _____
Printed or typed name of person signing

Title: _____
Title of person signing

Exhibit 1

Statement of Work

The Contractor shall furnish all labor, materials, equipment, tools, supervision, and services necessary to complete the HVAC repair and replacement work at the Project Site in a good and workmanlike manner, in strict accordance with the Bid Proposal, industry standards, and applicable laws. All geothermal-related work shall be performed by licensed Journeyman geothermal technicians. All work shall comply with the Oklahoma Uniform Building Code, local ordinances, and manufacturer's specifications.

Included Items:

1. Replacement of Geothermal Unit 2033 (Second Floor): Address unsafe high-pressure failures. Estimated Cost: \$12,000.
2. Replacement of Geothermal Unit 2071 (Second Floor): Address electrical and compressor issues. Estimated Cost: \$6,000.
3. Replacement of Library - North Unit (Second Floor): Address bad compressor and TXV. Estimated Cost: \$12,000.
4. Replacement of Geothermal Unit Hallway 5 (Second Floor): Address bad compressor and unsafe operation. Estimated Cost: \$6,000.
5. Replacement of OAU #1 (Rooftop): Address failed Yaskawa control, non-repairable. Estimated Cost: \$8,000.
6. Repair of Geothermal Unit 2077 (Library, Second Floor): Replace bad blower motor. Estimated Cost: \$1,500.

Total Contract Price: \$45,500 (Fixed price, inclusive of labor, materials, equipment, transportation, and disposal of removed units. Excludes sales taxes, permits, or costs arising from unforeseen site conditions not identified in the Bid Proposal. Any such exclusions shall be addressed via Change Order. The total value of work under this Contract shall not exceed \$45,500.)

The Contractor shall provide all necessary permits and ensure safe access to the Project Site during performance.

Exhibit 2
Change Order Template

Project Name:
Change Order Number:
Date:

Description of Change: This Change Order modifies the scope of work, timeline, and/or compensation as outlined in the original agreement and any previous amendments or addenda for the above-referenced project. The following changes are requested:

- 1. Scope of Work Changes:**
- 2. Reason for Change:**
- 3. Impact on Timeline:**
 - Original Completion Date:
 - Revised Completion Date:
 - Comments:
- 4. Impact on Compensation:**
 - Original Contract Amount: \$
 - Adjustment Amount (Increase/Decrease): \$
 - Revised Contract Amount: \$

Authorization:

By signing below, both parties agree to the changes described in this Change Order. All other terms and conditions of the original agreement and any prior amendments remain in full force and effect.

Contractor:

Signature: _____
Name:
Title:
Date:

Client:

Signature: _____
Name:
Title:
Date:

***** For this Change Order to be valid, this must be signed by Client and sent to micayla.green@ges.energy and scottm@bhborring.com. A signed copy, if approved, will be returned to the Client. *****



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Rob Lamecker, Director of Facilities
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Consider and Vote to Approve or Not Approve to Declare District Vehicle and Equipment Surplus

BOARD ACTION REQUESTED:

Vote to Approve or Not Approve to Declare District Vehicle and Equipment Surplus

BACKGROUND INFORMATION:

Periodically, the district collects items with some residual value that are no longer needed or wanted and must be declared surplus to allow space for other needed items.

A complete list of these items is attached.

Upon approval, items declared as surplus will be disposed of according to state law and district policy.

Make	Model	Description	SPS Tag	Serial Number
Chevrolet	2007 Van	Van	W102	1GCFG15T271113807
International	2007	Bus	42	4DRBUAFN37B485444
AngelTrax	Camera System	Bus 42	19565	131615



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Bo Gamble, Assistant Superintendent of Operations
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Consider and Vote to Approve or Not Approve Change Order No.02 to return unused funds from the SPS New HS Early Package

BOARD ACTION REQUESTED:

Vote to Approve or Not Approve Change Order No. 2 to return unused funds from the SPS New HS Early Package in the total amount of \$48,822.02

BACKGROUND INFORMATION:

This change order is returning unused funds from the Early Site Package. Returned funds are as follows: Allowance-Material Testing and Inspections \$11,000.00, Allowance Permits \$7.02, and CM Contingency \$37,815.00.

The original GMP was \$1,884,192.00

- Change order #1 board approved November 11, 2024 return of funds in the amount of \$259,051.00
- The GMP will be decreased in the amount of \$48,822.02
- The new GMP sum including this change order will be \$1,576,318.98

The contract time will be unchanged



AIA® Document G701® – 2017

Change Order

PROJECT: *(Name and address)*
Stillwater Public Schools
New High School Early Package
410 West Franklin Lane
Stillwater, Oklahoma 74075

CONTRACT INFORMATION:
Contract For: Construction Management
Date: April 11, 2023

CHANGE ORDER INFORMATION:
Change Order Number: 2
Date: October 29, 2025

OWNER: *(Name and address)*
Independent School District No. 16 of
Payne County, Oklahoma
314 South Lewis Street
Stillwater, Oklahoma 74074

ARCHITECT: *(Name and address)*
505 Architects LLC
1631 South Delaware Avenue
Tulsa, Oklahoma 74104

CONTRACTOR: *(Name and address)*
Willowbrook, Inc.
620 NE 36th Street
Oklahoma City, Oklahoma 73105

THE CONTRACT IS CHANGED AS FOLLOWS:

Returning unused funds from the Early Site Package in the total amount of \$48,822.02. Returned funds are as follows: Allowance - Material Testing & Inspections (\$11,000.00), Allowance - Permits (\$7.02), and CM Contingency (\$37,815.00).

The original Guaranteed Maximum Price was	\$ 1,884,192.00
The net change by previously authorized Change Orders	\$ -259,051.00
The Guaranteed Maximum Price prior to this Change Order was	\$ 1,625,141.00
The Guaranteed Maximum Price will be decreased by this Change Order in the amount of	\$ -48,822.02
The new Guaranteed Maximum Price including this Change Order will be	\$ 1,576,318.98

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

505 Architects LLC

Willowbrook, Inc.

Independent School District No. 16 of
Payne County, Oklahoma

ARCHITECT *(Firm name)*

CONTRACTOR *(Firm name)*

OWNER *(Firm name)*

SIGNATURE

SIGNATURE

SIGNATURE

William Brian Thomas, Owner|Principal

Angelo Bradford VP

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

11/03/2025

10.30.25

DATE

DATE

DATE

DATE



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Bo Gamble, Assistant Superintendent of Operations
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Consider and Vote to Approve or Not Approve the Land Owner Agreement with Nabholz Construction Corporation

BOARD ACTION REQUESTED:

Vote to Approve or Note Approve Land Owner Agreement with Nabholz Construction Corporation

BACKGROUND INFORMATION:

Nabholz Construction Corp. desires to use a portion of the Landowner's property to store construction equipment and materials. The Landowner shall grant the User the right to use a designated portion of the lot located at 36.17478190977142, -97.04716236556212. The designated use will be to store construction equipment and materials to be used on the Stillwater Offsite Infrastructure Improvements Project. Nabholz proposes to improve the property's drainage utilizing excess material from construction activities and installing a gravel lot to be left in place at the end of the project. Nabholz Construction will pay the Owner a sum of \$1,500.00 per month for the duration of use of the property. The User's use of the designated portion of the property shall commence on 11/03/25 and end on 03/31/27.

Landowner Agreement

Parties: This Landowner Agreement ("Agreement") is entered into on 10-24-2025, by Stillwater Schools and between:

User: Nabholz Construction Corporation, 3301 N 2nd St, Rogers, AR 72756

Nick Pierce 913-708-1561

Landowner: Stillwater School District

Bo Gamble 405-707-5035, bgamble@stillwaterschools.com

Background: The Landowner owns the property located at 36.17478190977142, -97.04716236556212

Purpose: The User desires to use a portion of the Landowner's property to store construction equipment and materials.

Terms and Conditions:

1. **Location and Use:** The Landowner grants the User the right to use a designated portion of the lot located at 36.17478190977142, -97.04716236556212. The designated use will be to store construction equipment and materials to be used on the Stillwater Offsite Infrastructure Improvements Project. Nabholz proposes to improve the property's drainage utilizing excess material from construction activities and installing a gravel lot to be left in place at the end of the project.
2. **Duration:** The User's use of the designated portion of the property shall commence on 11/03/2025 and end on 03/31/2027
3. **Condition of Return:** Upon cessation of use, the User agrees to return the designated portion of the property to the Landowner in a condition that is similar to its condition at the commencement of the Agreement with exception of the gravel lot, which will remain, with reasonable wear and tear excepted during use as construction equipment parking being acceptable.
4. **Access and Maintenance:** The User shall ensure that any vehicles or equipment used in conjunction with the construction equipment/ material laydown area do not damage the property beyond reasonable wear and tear.
5. **Indemnification:** The User agrees to indemnify and hold harmless the Landowner from and against any claims, damages, liabilities, costs, and expenses arising out of or related to the User's use of the designated portion of the property.
6. **Insurance:** The User shall maintain adequate insurance coverage to protect against any liability arising out of or related to the User's use of the designated portion of the property.
7. **Miscellaneous:**
 - o **Governing Law:** This Agreement shall be governed by and construed in accordance with the laws of the State of Oklahoma

- **Rent Payment:** Nabholz Construction will pay the Owner a sum of \$1,500.00 per month for the duration of use of the property.
- **Entire Agreement:** This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, whether written or oral, relating thereto.

Signatures:

In witness whereof, the parties hereto have executed this Landowner Agreement as of the date first above written.

Nabholz Construction Corporation

User: Nabholz Construction Corporation

Nick Pierce

Nick.pierce@nabholz.com

913-708-1561

By:  _____

Date: 11/3/2025 _____

Landowner:

Stillwater School District Board

By: _____

Date: _____





STILLWATER PUBLIC SCHOOLS

STILLWATER BOARD OF EDUCATION

PREPARED BY: Dr. Angela Rhoades, Assistant Superintendent
APPROVED BY: Mr. Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Title I Site Schoolwide Plans

- 1) Highland Park School
- 2) Richmond Elementary School
- 3) Skyline Elementary School
- 4) Will Rogers Elementary School
- 5) Stillwater Middle School
- 6) Stillwater Junior High School
- 7) Stillwater High School

BOARD ACTION REQUESTED:

Approve Title I School-Wide Plans

BACKGROUND INFORMATION:

These plans are for the board to review, and are submitted to OSDE through the FY26 Consolidated Application as part of the district's application process for Title I, Title II, Title III EL, Title III Immigrant, Title IV, Title V RLIS, and Title XI-Homeless. The plans are written by the site administration with assistance from the Director of Federal Programs, and are reviewed at the site by the site's Title I Committee.



The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

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

2025 -2026

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

July 25, 2025

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

District Information	
District Name:	Stillwater Public Schools
District Number:	I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Highland Park Elementary
School Site Code:	105
Principal Name:	Becky Dyson
Email Address:	rdyson@stillwaterschools.com
*School Poverty Rate:	100.00%

*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 five 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 Community Stakeholder Involvement

- By checking this box, the school principal certifies that:
- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESEA Section 1114\(b\)\(2\)](#)
 - the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESEA Section 1114\(b\)\(4\)](#)
 - 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

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community 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 schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide 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.

Parents/guardians receive from the school principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents/guardians are advised of their children's progress on a regular basis and opportunities are provided for the parents/guardians to meet with the classroom and Title I teachers to discuss their children’s progress through IEP and 504 meetings, parent/teacher conferences, SLIP plans and quarterly report cards. Parents/guardians receive information and training from teachers and interventionists that will assist them in helping their children at home and at school.



Each parent receives, reviews and signs a “School-Parent Compact” outlining the manner in which parents/guardians, school staff and students share the responsibility for improved student academic achievement in meeting state standards.

Highland Park stakeholders revise mission and vision statements at the beginning of each school year. We have also developed collective commitments to support and enhance the mission and vision statements.

Highland Park Elementary Mission for the 2025-56 school year: Our mission at Highland Park is to ensure the highest levels of emotional and academic learning for ALL students, in a safe environment.

Highland Park Elementary Vision for the 2025-26 school year: As a collaborative community of learners, we make decisions about students’ social, emotional, and academic needs based on data and work to provide all students a guaranteed and viable educational experience.

Highland Park Elementary Collective Commitments for the 2025-2026 school year:

- We commit to continually increasing our knowledge and use of research supported strategies to support students academically and behaviorally.
- We commit to having positive intent while building relationships with all staff, students, and families.
- We commit to using social/emotional learning to teach students how to self-regulate and become responsible learners.
- We commit to establishing clear, high expectations with specific academic and behavioral targets for ALL students.
- We commit to using data to drive effective differentiated instruction and intervention based on the needs of learners.
- We commit to increasing rigor in our Reading, Math, Writing, Language Arts, Science, and Social Studies Curriculum.
- We commit to communicating professionally with parents by providing parents with resources, strategies, and information to help students succeed.



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. [ESEA Section 1114\(b\)\(6\)](#)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. 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 school improvement.
5. Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

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; and a summary of priorities that will be addressed in the schoolwide program.

The site leadership team uses student data and staff data to determine the professional development needs of the staff. Highland Park uses OCCT data, iStation, IXL math, behavioral data, LETRS phonics assessment, Common Formative Assessments, and observations to prioritize our needs and focus our goals for the 2024-26 school year. Our goals are designed to support the social/emotional needs, and academic growth of our students.

Data indicated a deficit in basic reading skills. All PK-3 teachers will complete LETRS training, offered in the summer and fall of 2021, the summer and fall of 2022, summer of 2023, the summer of 2024, and summer of 2025. Title 1 funds were used to purchase Heggerty Phonological Awareness curriculum and Foundations Phonics curriculum. All PK-3 teachers were trained in the use of these curriculums and daily direct instruction is required and monitored. IEP students scored lower in foundational phonic skills. Special Education teachers were trained in summer of 2024 and summer of 2025 in the Wilson Reading Program to provide extra support in this area for students significantly behind in reading.

Behavior support data is collected on google forms on a daily basis. This data is used by the school psychologist, special education teacher, behavior teaching assistant, academic support coach, counselor and instructional coach to continually develop strategies to support children. The majority of certified staff members have attended a two-day trauma responsive training. In addition, seven behavior support team members attended a five-day training in June of 2021, nine teachers attended in June of 2022, five teachers and assistants in June of 2023, and five teachers and one instructional coach in July of 2024: Trauma Responsive Schools conducted by Barbara Sorrels. Title 1 funds are used to provide training in trauma-informed practices such as Conscious Discipline. Additionally, our academic support coach is paid by Title 1 funds. Her role is to support teachers and students in implementing research based positive behavioral and classroom management strategies including Conscious Discipline practices to increase the social/emotional growth of all students.



3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in [ESEA Section 1111\(c\)\(2\)](#)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in [ESEA Section 8101\(21\)](#)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; [ESEA Section 1114\(b\)\(7\)\(A\)\(iii\)](#)
- provide professional development (as defined in [ESEA Section 8101\(42\)](#)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs [ESEA Section 1114\(c\)](#)
- delivery of services by nonprofit or for-profit external providers [ESEA Section 1114\(d\)](#)
- dual or concurrent enrollment programs [ESEA Section 1114\(e\)](#)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, 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 is provided for students experiencing difficulty mastering the state’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Highland Park uses Amira and IXL math assessments, LETRS phonics screener, Heggerty PA, and Acadience MAZE to benchmark student progress 3 times a year. Common formative assessments are used to track student progress on grade level essential skills. Each grade level compiles a digital data tracker of the most essential skills based on the Oklahoma state standards.

Teachers meet each week and use data from benchmarks and CFAs to determine the need for intervention, remediation or extension of skills. The master schedule includes daily intervention time for math and reading intervention in all grade levels. Title 1 funds an experienced interventionist, increasing the number of interventionists available for students. Each third, fourth and fifth grade student with an IEP has a special education teacher and classroom teachers that collaborate to set goals and determine the best methods to assist them with reading/math deficiencies. Highland Park has two reading interventionists that are specifically trained in Take Flight Dyslexia intervention.

Teachers are trained and evaluated on the Marzano instructional strategies. Focus is on planning standards-based lessons/units. All teachers are required to post their lessons with the correlation to state standards and instructional strategies in a digital plan book. Plan books are monitored on a weekly basis by the instructional coach and administrators to ensure the progression of learning and adherence to state standards. Teachers are assisted in helping students identify critical information, keeping students engaged with new content, and developing automaticity with skill and strategies through practice to deepen their knowledge.

Administrators conduct weekly walk-throughs, four informal observations for probationary teachers, and two for career teachers per school year. Timely feedback is provided and teachers dialogue with administrators on appropriate instructional practices, as needed. Teachers participate in grade and subject mapping teams to horizontally and vertically align curriculum, and update curriculum maps and pacing guides each year. All students are taught with state approved curriculum, assessed monthly, and provided extension and intervention as needed.

The Instructional coach and administrators schedule weekly meetings after school with all new certified staff to discuss best instructional practices and Conscious Discipline implementation.

PK – 5 teachers are using Heggerty for daily phonemic awareness instruction and Foundations for daily phonics instruction. These curriculums were purchased with Title 1 funds.



4. Coordination and Integration

Select only one box.

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). [ESEA Section 1114\(b\)\(5\)](#)

OR

By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

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 the school will meet the intents and purposes of each funding source.
4. 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 schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$186,408.13
Title II	Total District Allocation - \$284,028.68
Title III	Total District Allocation - \$80,429.34
Title IV	Total District Allocation - \$161,860.77
Title V	Total District Allocation - \$156,300.39
Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22

At Highland Elementary, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school’s needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The intent and purpose of each funding source are monitored by the principal and the Director of Federal and OSU Programs. The table below includes the available funding sources, a description of the



funding source, and how the funding source is braided into the School Wide Plan.

Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
Title II	Prepare, train, and recruit high-quality teachers, principals, and school leaders.	District-wide Title II funds are used to provide subs, registration costs, stipends, district teacher trainers, and speakers for trainings that support site and district-wide goals.
Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts that frequently.	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.
Title VI	Ensure that indigenous students develop high levels of academic achievement and are college/career ready.	District-wide Title VI funds are used to support the academic and cultural needs of our indigenous



		students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. [ESEA Section 1114\(b\)\(3\)](#)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide 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 schoolwide 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 results achieved by, the schoolwide program, using data from the state’s annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 schoolwide program.

A summary of our Title I plan and budget is shared during PTA and title I meetings throughout the school year. The Title I meetings include staff, parents and community leaders. Written communication with stakeholders is provided in multiple languages. Assessment data is gathered from a variety of sources. Grade level teacher teams meet weekly with specialists, SPED educators and administrators to set academic goals, and review and analyze student data toward meeting these goals. We have an EL teacher and Indian Education teacher assistant who worked with students in small groups and individually as needed. The Data Review Team meets monthly to discuss students who are not making adequate academic growth. The team creates interventions that are scientifically based and then conducted with fidelity.

We review student progress and adjust instruction as necessary. Teachers discuss learning goals, plan instruction, create common formative assessments, and plan interventions and extensions. Teams work collaboratively to answer the following four questions:

- 1) What do we want students to know and be able to do?
- 2) How will we know when they have learned it?
- 3) What will we do when they have not learned it?
- 4) What will we do to extend the learning when they already know it?

Teachers use these questions to guide their planning, instruction, intervention and remediation.

The district collects academic, behavioral, and attendance data quarterly along with completing site and district-wide Needs Assessments each year to evaluate site and district needs.



The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

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

2025-2026

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

07/24/2025

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

District Information	
District Name:	Stillwater Public School
District Number:	I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Richmond Elementary
School Site Code:	135
Principal Name:	Joy Cawood
Email Address:	jcawood@stillwaterschools.com
*School Poverty Rate:	38.96%

*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 five 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 Community Stakeholder Involvement	
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that: <ul style="list-style-type: none"> the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. ESEA Section 1114(b)(2) the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section 1114(b)(4) 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	
<ol style="list-style-type: none"> Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented. Parents and community 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 schoolwide plan. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students. The Title I schoolwide 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.	
<p><i>2025-2026 Identified Needs and Action Plan</i></p> <p>In the completion of the 2024-2025 needs assessment, we determined that families and caregivers feel some frustration with the school’s communication with drop-off and pick-up. While this seems like a little thing, better communicating our process increases trust and goodwill from families, thus improving overall school involvement. Additionally, families indicated they wanted summer learning opportunities, opportunities to be IN the building, and had confusion regarding attendance codes.</p> <p>Family & Community Stakeholder Group is Representative of Richmond students.</p> <p><i>2025-2026 Identified Needs and Action Plan</i></p>	



Families have expressed frustration over a variety of small topics, such as our dismissal procedures, particularly for PreK and Kindergarten students. We are working hard to address each of those little concerns, as we know that positive experiences with our school increase the likelihood that families will choose to be involved in our school and their child’s learning.

In order to see a wider variety of families participating in our school, we will work this year to provide more volunteer opportunities that are varied in their scope. Because research indicates that volunteer opportunities can be an important way for families to be involved in school, we are adding new ways to volunteer, such as Thursday Helpers, Friday Friends, Art Show Committee, and creating Saturday opportunities, so that more families can get involved in the school.

Families also indicated that they were looking for continued learning opportunities over the summer. We provided summer packets for all grade levels that came with family support information. About 25% of our students completed the packets and will participate in a Popsicle Party with the Principal.

We plan to improve attendance communication, incentives, and follow-up over the course of this school year in response to our needs assessment. Families do not understand some of our attendance coding, and we can do more to improve overall attendance. This past school year 9.4% of our students were chronically absent. Our goal through better communication, incentives, and follow-up is to see that decrease by 10%.

Mission & Vision Statement

2025-2026 Identified Needs and Action Plan

While the mission and vision statements were collaboratively created, we recognize the need to continually review our mission and vision and evaluate school decisions with this goal in mind. This year, during back-to-school professional development, we made a micro-vision for the year: Richmond will be a community where purpose and pride drive our work, respect defines our relationships, and everyone succeeds! We have shared this vision with our Parent Teacher Organization and will seek additional feedback at our next meeting.

Language Accessibility

2025-2026 Identified Needs and Action Plan

In addition to providing translation programming for all school communications, the district website (including information from Richmond) is available to be translated directly through the webpage. Parents were informed of this via principal and teacher communications. Parents will continue to be offered translation services when necessary via the district’s contract or an in-house employee capable of translating.

2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of



those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. [ESEA Section 1114\(b\)\(6\)](#)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. 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 school improvement.
5. Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

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; and a summary of priorities that will be addressed in the schoolwide program.

Comprehensive Needs Assessment

2025-2026 Data Sources, Analysis and Reflection

In completing a data review of the 2024-2025 school year, we utilized the following data sources:

- Student Achievement Data (ISIP Monthly benchmarks, weekly progress monitoring, CFAs for essential skills at grade level, and RSA data)
- Attendance and Behavior Data Collection
- Ongoing review of intervention programming with site administrators, core subject teachers, and site leadership team

Data is reviewed by grade levels and within specific subgroups to identify areas of need. We provide support for each grade level for all students identified for Special Education, Indigenous People’s Education and ELL support. This is provided through a collaborative approach with our instructional and support staff.

2025-2026 Identified Needs and Action Plan

Review and reflection of our data from the 2024-2025 school year indicated that the above data should continue to be collected, analyzed, and used for improvement, but that additional data should be added.

Areas to be addressed are:

- Student attendance data - We currently review this and follow SPS procedures for notification, however, we would like to be more proactive in helping catch and eliminate attendance issues for students. We will run a weekly attendance report, per grade in order to identify and address any areas of concern, as they arise. Additionally we are working to add incentives and improve communication with families.
- We will continue to refine and improve our PLC process which will lead to continued use of CFA data to drive our core instruction. This will be done through a series of training and the support of our Instructional Coach position, which is designed to provide ongoing support to teachers.
- Our new Title I academic and behavior support person will provide intervention in academic and behavior areas while also tracking data so we can make bigger changes as needed. We are excited to provide this Tier 2 support in hopes that it will decrease our need for Tier 3 supports. We anticipate seeing data improvements in both academics and behaviors.



- We aim to reduce students scoring below the 40th percentile by 20% from BOY to EOY by improving interventions (MTSS) planning and implementation. At the start of last year, 59 out of 203 students qualified fell below the 40th percentile, which was about 29.1% of our students population. At the end of the year, 57 out of 206 students fell below the 40th percentile, which was about 27.7%. We hope to dramatically improve these numbers with better use of the MTSS system.

3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –



- provide opportunities for all children, including each of the subgroups of students (as defined in [ESEA Section 1111\(c\)\(2\)](#)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in [ESEA Section 8101\(21\)](#)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; [ESEA Section 1114\(b\)\(7\)\(A\)\(iii\)](#)
- provide professional development (as defined in [ESEA Section 8101\(42\)](#)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs [ESEA Section 1114\(c\)](#)
- delivery of services by nonprofit or for-profit external providers [ESEA Section 1114\(d\)](#)
- dual or concurrent enrollment programs [ESEA Section 1114\(e\)](#)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, 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 is provided for students experiencing difficulty mastering the state’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Schoolwide Plan Strategies

2025-2026 Data Sources, Analysis, and Reflection

At Richmond, all curriculum is aligned with the Oklahoma academic standards. Teachers participate in grade-level and subject-level mapping teams to horizontally and vertically align curriculum, and update curriculum maps and pacing guides each year. All students are taught with a state-approved curriculum, assessed monthly, and provided intervention and extensions as needed. Our assessment programs are state-approved and include Amira, state-approved curriculum assessments, and the Oklahoma School Testing Program (grades 3-5).

Teachers meet weekly as a Professional Learning Community (PLC) to review data and determine the progress of each student in reading and math. Teachers share instructional strategies in order to determine the best method of meeting the needs of students. Data is tracked through our MTSS process that includes review of students by their grade level’s team of teachers. We utilize a team of remedial specialists to support our students. Our remedial team works to support students in tiers 2 and 3 of instruction. For Tier II instruction, our remedial team helps review student performance data, design specialized instruction, and monitor student progress for growth. Our specialists provide Tier III instruction for students who need additional instruction. All teachers at Richmond use student data to determine the need for remediation, intervention, and/or extension for each student. Students in need of advanced work and instruction are given differentiated attention throughout the day, but especially during small group times. Students who qualify receive instruction each week from our gifted and talented teacher.

We utilize a DRT (Data Review Team) system to provide structured support for academic and behavior education for our students.

Teachers are evaluated on Marzano’s instructional strategies and provided support in continuing their professional development. Administrators conduct weekly walk-throughs for informal observations, observe probationary teachers four times per year, formally, and twice per year for career teachers. Professional development opportunities are planned based on SPS district initiatives as well as teacher feedback in surveys, input from the school Leadership Team, and through observations provided by our remedial specialists. We recruit and retain effective teachers by providing ongoing administrative and peer support.



4. Coordination and Integration

Select only one box.

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511).

[ESEA Section 1114\(b\)\(5\)](#)

OR

By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

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 the school will meet the intents and purposes of each funding source.
4. 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 schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$51,131.39
Title II	Total District Allocation - \$284,028.68
Title III	Total District Allocation - \$80,429.34
Title IV	Total District Allocation - \$161,860.77
Title V	Total District Allocation - \$156,300.39
Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22

At Richmond Elementary, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school’s needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The intent and purpose of each funding source are monitored by the principal and the Director of Federal and OSU Programs. The table below includes the available funding sources, a description of the funding source, and how the funding source is braided into the School Wide Plan.



Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
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Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts that frequently.	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.
Title VI	Ensure that indigenous students develop high levels of academic achievement and are college/career ready.	District-wide Title VI funds are used to support the academic and cultural needs of our indigenous



		students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. [ESEA Section 1114\(b\)\(3\)](#)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide 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 schoolwide 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 results achieved by, the schoolwide program, using data from the state’s annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 schoolwide program.

Ongoing Title I Plan Review

The following sources of data were utilized in our Title I Needs Assessment and are reviewed on a continual basis as part of our weekly and monthly planning at the classroom and schoolwide level. These data sources are where we find information for adjusting instructional goals, selecting professional development, providing individualized instruction, requesting additional services for students, and deciding on our next steps for continued program growth. School leadership groups analyze this data weekly, and grade-level teams of teachers analyze similar grade-level data in their weekly PLC meetings.

- Student Achievement Data - Amira and IXL Benchmarks, weekly progress monitoring for MTSS process, CFAs for Essential Skills at grade level, and RSA data
- Surveys (Family and Staff)
- Weekly ongoing program review of remedial specialist supports with the site administrator

The district collects academic, behavioral, and attendance data quarterly, along with completing site and district-wide Needs Assessments each year to evaluate site and district needs.





The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

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

2025 -2026

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

10/01/2025

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

District Information	
District Name:	Stillwater Public Schools
District Number:	I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Stillwater High School
School Site Code:	705
Principal Name:	Walter Howell
Email Address:	whowell@stillwaterschools.com
*School Poverty Rate:	36.96%

*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 five 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 Community Stakeholder Involvement

- By checking this box, the school principal certifies that:
- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESEA Section 1114\(b\)\(2\)](#)
 - the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESEA Section 1114\(b\)\(4\)](#)
 - 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

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment, have been identified and implemented.
2. Parents and community 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 schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide 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.

SHS has identified and implemented specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Comprehensive Needs Assessment. Stillwater High has established Title I procedures and programs that will involve parents and community members:

- Each spring, our site Title I committee, made up of administrators, teachers, parents, and local business representatives, will meet to review our Title I program and student achievement data and make changes based on the Needs Assessment.
- SHS will hold a Title I Annual Parent meeting in the fall. An email through SchoolMessenger and



social media outlets will be used as an invitation to all parents and community members. This meeting will be advertised through our SchoolMessenger system, all school social media platforms, and by our SHS PTO.

- SHS will apply our parent involvement policy in order to provide access to all parent and stakeholder groups. We will provide written communication when families or students don't have access to digital communication.
- The annual meeting will provide the new Title I plan for all to review. We then provide an open forum for questions and answers to allow for input into changes that might need to be made to the current Title I plan.
- The SHS principal will send weekly SchoolMessenger updates with help notes, academic support opportunities, and ways for parents and the community to stay involved in our school and the educational process.
- SHS holds Pioneer Pride orientation event for the community in which teachers, staff, and administrators are available to meet each family. Campus tours are provided, and a student panel is used to help orient new students and families to life at SHS, where they are able to learn about the variety of student clubs and organizations offered at SHS.
- SHS uses the Canvas learning management system that allows parents to serve as observers and gain access to grades and other important educational information so they may remain involved in students' grades and attendance. Faculty are accessible through phone, Canvas, and email.
- Parent/Teacher conferences in October provide an opportunity for parent input. This allows the parents time to see what is working and not working for their child's needs and then communicate it with their child's teacher. The teachers then share any new information with the Title I committee.
- The teachers will also have a March parent/teacher conference time to continue more in-depth communication with parents.
- Teachers will provide semester report cards, weekly eligibility updates, and contact for grades below 70% for all students MAP Growth parent reports will be sent home after each screening.
- Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in developing and monitoring the Title I Schoolwide Plan.
- Notifications about school activities and safety updates are sent to all parents, students, and staff.
- Parent University Topics will be determined by parent survey and Title I committee



recommendations.

SHS works to include all parents and community stakeholders who represent the demographic makeup of our school. They are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.

- SHS asks parents and community volunteers to join the Title I Committee each year.
- SHS has a positive relationship with local agencies, including Payne County Youth Services, tribal agencies like CREOKS and the Iowa Tribe, and district-wide programs (i.e. EL, Indian Education). These groups are invited to our community meetings.
- New parents and community volunteers are asked to join our Title I Committee annually.
- SHS includes our PTO in providing input. Members join with our PTO to host quarterly meetings. These meetings will help to determine what our students and teachers need to better the education of our children (supplies, resources, additional supports, etc.). These meetings also help the Title I Committee learn what might be needed to improve our school’s communication with parents and the community.
- SHS’s vision and mission for student success are collaboratively developed based on the beliefs and values of the school community. Families and community stakeholders are included to represent the most at-risk students.
- The annual parent and community member meeting provides a time for input into what is needed to help fulfill our school's mission statement.
- At the end of each school year, the staff, parents, and community members are sent a survey. This survey allows them to provide any new ideas or suggest changes.

SHS’s Title I Schoolwide Plan provides communication regarding its development, evaluation, and revision processes in languages and formats accessible for every family and community stakeholder of the school. The large majority of our students’ families are English and/or Spanish-speaking. As other language formats are needed, SHS will continue to provide appropriate communication.



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. [ESEA Section 1114\(b\)\(6\)](#)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. 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 school improvement.
5. Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

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; and a summary of priorities that will be addressed in the schoolwide program.

SHS’s Needs Assessment is a process that is used to identify needs and performance challenges. This data is used to determine causes and set priorities for future action. SHS uses the Needs Assessment to inform, and improve instructional planning, and budgeting.

Assessments:

- Internal Common Formative Assessment Data (CFA)
- CCRA 2021, 2022, 2023, 2024 & 2025 (Science & Social Studies)
- CCRA 2021, 2022, 2023, 2024 & 2025 (Reading, Writing, & Mathematics (ACT))
- Advanced Placement Testing Data 2021, 2022, 2023, 2024 & 2025
- MAP Growth Math Assessment
- MAP Growth Reading Assessment

Analysis & Determinations:

- Science proficiency has remained in the 46-51% range. Scores have improved since a dip in 2023.
- Social Studies proficiency has remained in the 61-73% range. 2025 scores show a resurgence to higher levels.
- This is the second year to use MAP Growth as a screener, so there is little longitudinal data. However, SPS has implemented MAP Growth data in grades 6 - 11, so soon all students will have a thorough amount of longitudinal data.
- The state junior ACT scores are demonstrating an upward trend:



- Composite scores = 19.2
- Mathematics = 18.5
- Reading = 19.8
- Writing = 6.4 (a slight dip from previous year (6.5))
- Determinations:
- SHS students will benefit from ACT preparation skills in Math, Reading, & Writing.
- MAP Growth data has proved to be predictive and will be used in the 2025 – 2026 school year.
- The social studies and science teams will continue to work to increase rigor as well as strategies specifically with students on IEPs, 504s, and ELAPs.

Non-performance Data:

- Attendance continues to be an issue for SHS. Attendance data indicated that large numbers of students continue to be chronically absent post-COVID-19. More at-risk students showed attendance-related disruptions.
- Attendance Interventions:
 - SHS attendance secretaries, attendance monitors, and administrators will contact parents regarding any absences to determine why the student is absent and if the school can help.
 - SHS utilizes the attendance dialer consistently twice daily.
 - Attendance letters are issued regularly.
 - School counselor attendance check-ins, and attendance committee requirements will help work toward better attendance in 2025-2026.
 - SHS also instituted semester test exemptions which have already shown to have a positive effect on student attendance.
- Process & Perception Data- Annual Stakeholder Survey:
- Parents are given a survey at the end of each school year to gather feedback that may be applied to next year's plan. This year's survey determined that parents appreciate consistent communication and prefer SchoolMessenger as the top way to receive messaging.
- Parents indicated that they believe SHS has strong academic rigor. They most want additional information (i.e. parent education) in the areas of teen mental health, social media use, and substance abuse.

Additional Data:

- Children with disabilities are having their needs met based on individual assessments. Their learning goals are set based on these assessments and their individualized learning plans.
- English Learners are given the ACCESS each year and are given special interventions based on their score, class performance, and formative and summative assessments.
- When looking at student, teacher, school, and community strengths it has been determined that the major strength of SHS is a large level of involvement by all stakeholders. If needs arise or if volunteers are needed, there are people ready to help. SHS has an active Parent Teacher Organization that works cooperatively with school personnel. SHS parents are also involved in individual booster



and support organizations for school activities.

- Certified teacher attendance is a strength for SHS when looking at ADA numbers. However, when looking at chronic absenteeism, we need to improve in this area and plan to through focused communication and monitoring.
- School administration attends an overwhelming majority of all home student activities and invites community members to support career exploration initiatives within the school. A weekly school bulletin message allows for parental communication and provides phone and email contact for administration and guidance in the event parents need to contact the school.
- The administration frequently reviews data related to the Title I Needs Assessments to determine if all students' needs are being met.
- With this initial Title I Plan, focus on improvement in math proficiency, language proficiency across all contents, social emotional, and mental health supports and increased support in teaching and learning strategies for teachers will yield an improvement in student outcomes in math, ELA, science, and attendance data for the 2025 - 2026 school year.



3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in [ESEA Section 1111\(c\)\(2\)](#)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in [ESEA Section 8101\(21\)](#)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; [ESEA Section 1114\(b\)\(7\)\(A\)\(iii\)](#)
- provide professional development (as defined in [ESEA Section 8101\(42\)](#)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs [ESEA Section 1114\(c\)](#)
- delivery of services by nonprofit or for-profit external providers [ESEA Section 1114\(d\)](#)
- dual or concurrent enrollment programs [ESEA Section 1114\(e\)](#)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, 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 is provided for students experiencing difficulty mastering the state’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

SHS leverages resources to improve student outcomes by coordinating funds and supplementing Title funds through different district funds to pay for an instructional coach and two attendance monitors. The added instructional resources will provide more individualized opportunities that are focused on providing instructional support for teachers and intervention to help improve student attendance.

All funds will be used to monitor and acquire items identified through the Needs Assessment to address student needs, particularly the most vulnerable students. The funds will be available to assist classroom teachers and students. They will provide evidence-based instructional materials, instructional strategies, and to fund educational field trips.

SHS will leverage funding streams to connect the reform strategies developed by having Title I personnel use needs assessments to develop individualized learning strategies. The personnel use data to determine what reforms are needed to improve student learning outcomes and emotional needs

SHS will meet the intents and purposes of each funding source by coordinating targeted student learning, organizing and analyzing progress monitoring, and using data to determine student needs through a building-wide PLC process and MAP Growth screening and benchmarking in reading and math.

SHS outlines how consolidated federal funds, along with other district funding sources, will be used to meet the intent and purpose of the programs by having the money funded to specific personnel to meet student needs based on a needs assessment.

SHS utilizes Title III funds generated by English Learners to provide specialized instructional opportunities to accelerate the acquisition of the English language. English Learners are served through a Tier-based model of support.

Instruction is provided by all classroom teachers and other Title I personnel. Students will move up and down the Tier pyramid process based on their performance throughout the year. Formative assessments, Summative assessments, and the MAP Growth screener tool will be utilized as data points for regular review and adjustment to instructions.



4. Coordination and Integration

Select only one box.

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). [ESEA Section 1114\(b\)\(5\)](#)

OR

By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

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 the school will meet the intents and purposes of each funding source.
4. 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 schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$171,108.98
Title II	Total District Allocation - \$284,028.68
Title III	Total District Allocation - \$80,429.34
Title IV	Total District Allocation - \$161,860.77
Title V	Total District Allocation - \$156,300.39
Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22
Continuous Improvement Plan	Total Site Allocation - \$1,964.11
Fundraisers/PTA/Activity Funds/Donations	\$4,000

At SHS, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school's needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The



intent and purpose of each funding source are monitored by the principal and the Director of Federal and OSU Programs. The table below includes the available funding sources, a description of the funding source, and how the funding source is braided into the School Wide Plan.

Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
Title II	Prepare, train, and recruit high-quality teachers, principals, and school leaders.	District-wide Title II funds are used to provide subs, registration costs, stipends, district teacher trainers, and speakers for trainings that support site and district-wide goals.
Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.
Title VI	Ensure that Indigenous students develop high levels of academic achievement and are	District-wide Title VI funds are used to support the academic and



	college/career ready.	cultural needs of our Indigenous students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. [ESEA Section 1114\(b\)\(3\)](#)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide 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 schoolwide 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 results achieved by, the schoolwide program, using data from the state’s annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 schoolwide program.

School leadership, teaching staff, parents, families, and community members will monitor students’ academic scores, including the results of the CCRA assessments and non-academic performances from the previous year at the beginning of the new school year. This will allow for additions and deletions to the Title I Schoolwide Plan. The changes will be based on short and long-term successes of student outcomes, as well as measures to evaluate high-quality implementation. The Title I program will also be analyzed to determine if time is being used effectively or if adjustments need to be made based on the needs assessment and student outcomes, MAP Growth reading and math screeners, and CFA progress monitoring. The team also accesses data from the WAVE that provides attendance rates broken down by ethnicity, the ACCESS results for our English Learners, as well as AP testing data, and CCRA results.

The school planning team will analyze and address the data from the previously stated needs assessment. This data will be presented to individual stakeholders. Data presented to the planning team will include correlation with the A-F grading system publicly released on each school’s webpage. Data will also be provided for target areas and subgroups to compare scores and growth in the subgroups. This will determine if teaching and learning strategies and outcomes are meeting the needs and goals of each student attending SHS. The committee will analyze to determine if there are patterns of growth or losses in each grade level and/or subject area using assessments, state standards, and student grades. This will also determine changes that will be made to the Title I program. Teachers will be provided with professional development to improve any needed practices. The continued use of the Instructional coach will continue to study teaching



and learning needs and provide support both individually and to content teams within PLCs.

The district collects academic, behavioral, and attendance data quarterly, along with completing site and district-wide Needs Assessments each year to evaluate site and district needs.



The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

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

2025 -2026

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

09/08/2025

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

District Information	
District Name:	Stillwater Public Schools
District Number:	I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Stillwater Junior High School
School Site Code:	610
Principal Name:	Darren Nelson
Email Address:	dnelson@stillwaterschools.com
*School Poverty Rate:	46.76%

*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 five 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 Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESEA Section 1114\(b\)\(2\)](#)
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESEA Section 1114\(b\)\(4\)](#)
- 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

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community 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 schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide 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.

SJHS has identified and implemented specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Comprehensive Needs Assessment.

Stillwater Junior High has established Title I procedures and programs that will involve parents and community members:

- Each spring, our site Title I committee, made up of administrators, teachers, parents, and local business representatives, will meet to review our Title I program and student achievement data and



make changes based on the Needs Assessment.

- SJHS will hold a Title I Annual Parent meeting in the fall. An email through SchoolMessenger and social media outlets will be used as an invitation to all parents and community members. This meeting will be advertised through our SchoolMessenger system, all school social media platforms, and by our SJHS PTO.
- SJHS will apply our parent involvement policy in order to provide access to all parent and stakeholder groups. We will provide written communication when families or students don't have access to digital communication.
- The annual meeting will provide the new Title I plan for all to review. We then provide an open forum for questions and answers to allow for input into changes that might need to be made to the current Title I plan.
- The SJHS principal will send weekly SchoolMessenger updates with help notes, academic support opportunities, and ways for parents and community to stay involved in our school and the educational process.
- SJHS holds a Back-To-School event for the community in which teachers are available to meet each family, and families can tour the building and gain access to a variety of services offered at SJHS.
- Advisory teachers contact each of their families within the first 2 weeks of the school year, and all staff continue to be accessible through phone, Canvas, and email.
- SJHS will use Canvas with private passwords and usernames allowing parents to stay actively involved in students' grades and attendance.
- Parent/Teacher conferences in October provide an opportunity for parent input. This allows the parents time to see what is working and not working for their child's needs and then communicate it with their child's teacher. The teachers then share any new information with the Title I committee.
- The teachers will also have a March parent/teacher conference time to continue more in-depth communication with parents.
- Teachers will provide semester report cards, weekly eligibility updates, and contact for grades below 70% for all students MAP Growth parent reports will be sent home after each screening.
- Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in developing and monitoring the Title I Schoolwide Plan.



- Mass notifications about school activities and safety updates are sent out to all parents, students, and staff.
- Parent University Topics will be determined by parent survey and Title 1 committee recommendations.

SJHS works to include all parents and community stakeholders who represent the demographic make-up of our school. They are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title 1 Schoolwide Plan.

- SJHS asks parents and community volunteers to join the Title 1 Committee each year.
- SJHS has a positive relationship with local agencies, including Payne County Youth Services, tribal agencies like CREOKS and the Iowa Tribe, and district-wide programs (i.e. EL, Indian Education). These groups are invited to our community meetings.
- New parent and community volunteers are asked to join our Title 1 Committee annually.
- SJHS includes our PTO in providing input. Members join with our PTO to host monthly meetings. These meetings will help to determine what our students and teachers need to better the education of our children (supplies, resources, additional supports, etc.). These meetings also help the Title 1 Committee learn what might be needed to improve our school's communication with parents and the community.
- SJHS's vision and mission for student success are collaboratively developed based on the beliefs and values of the school community. Families and community stakeholders are included to represent the most at-risk students.
- The annual parent and community member meeting provides a time for input into what is needed to help fulfill our school's mission statement.
- At the end of each school year, the staff, parents, and community members are sent a survey. This survey allows them to provide any new ideas or suggest changes.

SJHS's Title 1 Schoolwide Plan provides communication regarding its development, evaluation, and revision processes in languages and formats accessible for every family and community stakeholder of the school. The large majority of our students' families are English and/or Spanish-speaking. As other language formats are needed, SJHS will continue to provide appropriate communication.



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. [ESEA Section 1114\(b\)\(6\)](#)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. 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 school improvement.
5. Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

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; and a summary of priorities that will be addressed in the schoolwide program.

SJHS’s Needs Assessment is a process that is used to identify needs and performance challenges. This data is used to determine causes and set priorities for future action. SJHS uses the Needs Assessment to inform, and improve instructional planning, and budgeting.

Assessments:

- Internal Common Formative Assessment Data (CFA)
- Common Summative Assessment Data (CSA)
- OSTP 2021, 2022, 2023, 2024 & 2025 (Reading, Math, and Science)
- MAP Growth Math Assessment
- MAP Growth Reading Assessment

Analysis & Determinations:

- Student math proficiency continues to hold steady and shows slight increases across recent OSTP cycles. This is the first year to use MAP Growth as a screener, so no data is available yet.
- Student ELA proficiency has decreased slightly across current OSTP cycles. Common assessment data have predicted this slight decrease. This is the first year to use MAP Growth as a screener, so no data is available yet.
- Science proficiency increased substantially from 2024 to 2025; however, this data compares two different student populations. OAS science standards and the OSTP changed dramatically in 2023.



- Determinations:
- Math intervention needs to continue to be intentional and intense for both 8th and 9th-grade students in all subgroups.
- Language/Literacy skills across all content areas need to be an additional focus of purposeful and intentional intervention.
- MAP Growth data should be closely predictive, it will be used throughout the 2025 – 2026 school year.
- The science team will continue to work to increase rigor and resilience as well as literacy strategies specifically with students on IEPs, 504s, and ELAPs.

Non-performance Data:

- Attendance data indicated that large numbers of students were affected at least in part by the COVID-19 disruptions even as school expectations stabilized. Most at-risk students showed more attendance-related disruptions than pre-pandemic numbers.
- Our attendance policy indicates that our attendance secretary will contact parents regarding any absences to determine why the student is absent and if the school can help. This combined with attendance dialer consistency, attendance letters issued weekly, guidance counselor attendance check-ins, and attendance committee requirements will help work toward better attendance in 2025-2026. (Bus route cancellations were a large factor in 22-23, however, the district had a slight improvement in regular bus routes in 23-24.)
- Process & Perception Data- Annual Stakeholder Survey:
- Parents are given a survey at the end of each school year to gather feedback that may be applied to next year's plan. This year's survey determined that parents appreciate consistent communication and prefer SchoolMessenger as the top way to receive messaging.
- Parents indicated that they believe academic rigor is close to accurate. They most want additional information (i.e. parent education) in the areas of teen mental health, social media use, and substance abuse.
- Parents indicated that they want to see the tutoring program continue.

Additional Data:

- Due to intervention needs and needs for additional academic rigor, parents have asked for before and after-school tutoring support in all academic areas, specifically math.
- Children with disabilities are having their needs met based on individual assessments. Their learning goals are set based on these assessments and their individualized learning plans.
- English Learners are given the ACCESS each year and are given special interventions based on their score, class performance, and formative and summative assessments.
- When looking at student, teacher, school, and community strengths it has been determined that the major strength of SJHS is a large level of involvement by all stakeholders. If needs arise or if volunteers are needed, there are people ready to help. SJHS has an active parent organization that works cooperatively with school personnel. SJHS parents are also involved in individual booster and support organizations for school activities.
- Certified teacher attendance is a strength for SJHS when looking at ADA numbers. However, when looking at chronic absenteeism, we need to improve in this area and plan to through focused



communication and monitoring.

- School administration attends an overwhelming majority of all home student activities and invites community members to support career exploration initiatives within the school. A weekly update message allows for parental communication and provides phone and email contact for administration and guidance in the event parents need to contact the school.
- The administration is always analyzing data related to the Title 1 Needs Assessments to determine if all students' needs are being met.
- With this initial Title 1 Plan, focus on improvement in math proficiency, language proficiency across all contents, social emotional, and mental health supports and increased support in teaching and learning strategies for teachers will yield an improvement in student outcomes in math, ELA, science, and attendance data for the 2025 - 2026 school year.



3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in [ESEA Section 1111\(c\)\(2\)](#)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in [ESEA Section 8101\(21\)](#)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; [ESEA Section 1114\(b\)\(7\)\(A\)\(iii\)](#)
- provide professional development (as defined in [ESEA Section 8101\(42\)](#)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs [ESEA Section 1114\(c\)](#)
- delivery of services by nonprofit or for-profit external providers [ESEA Section 1114\(d\)](#)
- dual or concurrent enrollment programs [ESEA Section 1114\(e\)](#)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, 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 is provided for students experiencing difficulty mastering the state’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

SJHS leverages resources to improve student outcomes by coordinating funds and supplementing title funds through different district funds to pay for an academic support coach, instructional coach, math interventionist, reading teacher, academic/testing assistant, academic and behavior assistant, substance abuse counselor, technology trainer, an Indian education tutor, and EL teacher. The added instructional resources will provide more individualized opportunities that are focused on providing instructional support for teachers, small group intervention for students in all academic areas with math as a target, and student behavior and mental health support in order to focus on closing learning gaps.

All funds will be used to monitor and acquire items identified through the Needs Assessment to address student needs, particularly the most vulnerable students. The funds will be available to assist classroom teachers and students. They will provide evidence-based instructional materials and instructional strategies. Each child in need of intensive intervention will be provided additional support in the classroom as well as access to our free tutoring and homework help program.

SJHS will leverage funding streams to connect the reform strategies developed by having Title 1 personnel use needs assessments to develop individualized learning strategies. The personnel use data to determine what reforms are needed to improve student learning outcomes and emotional needs

SJHS will meet the intents and purposes of each funding source by organizing the RTI process, coordinating targeted student learning, organizing and analyzing progress monitoring, and using data to determine student needs through a building-wide PLC process and MAP Growth screening and benchmarking in reading and math.

SJHS outlines how consolidated federal funds from 515 CSI funds and Title 1, along with other district funding sources will be used to meet the intent and purpose of the programs by having the money funded to specific personnel to meet student needs based on a needs assessment. All SJHS students will receive instruction through the tiered intervention process.

SJHS utilizes Title III funds generated by English Learners to provide specialized instructional opportunities to accelerate the acquisition of the English language. English Learners are served through a Tier-based model of support.

Instruction is provided by all classroom teachers and other Title 1 personnel. Students will move up and down the Tier pyramid process based on their performance throughout the year. Formative assessments, Summative assessments, and the MAP Growth screener tool will be utilized as data points for regular review and adjustment to instructions.



4. Coordination and Integration

Select only one box.

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). [ESEA Section 1114\(b\)\(5\)](#)

OR

By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

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 the school will meet the intents and purposes of each funding source.
4. 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 schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$174,329.85
Title II	Total District Allocation - \$284,028.68
Title III	Total District Allocation - \$80,429.34
Title IV	Total District Allocation - \$161,860.77
Title V	Total District Allocation - \$156,300.39
Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22
Continuous Improvement Plan	Total Site Allocation - \$1,964.11
Fundraisers/PTA/Activity Funds/Donations	\$4,000

At SJHS, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school’s needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The



intent and purpose of each funding source are monitored by the principal and the Director of Federal and OSU Programs. The table below includes the available funding sources, a description of the funding source, and how the funding source is braided into the School Wide Plan.

Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
Title II	Prepare, train, and recruit high-quality teachers, principals, and school leaders.	District-wide Title II funds are used to provide subs, registration costs, stipends, district teacher trainers, and speakers for trainings that support site and district-wide goals.
Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.
Title VI	Ensure that Indigenous students develop high levels of academic achievement and are	District-wide Title VI funds are used to support the academic and



	college/career ready.	cultural needs of our Indigenous students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. [ESEA Section 1114\(b\)\(3\)](#)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide 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 schoolwide 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 results achieved by, the schoolwide program, using data from the state’s annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 schoolwide program.

School leadership, teaching staff, parents, families, and community members will monitor the students’ academic scores, including the results of the OSTP assessments and non-academic performances from the previous year at the beginning of the new school year. This will allow for additions and deletions to the Title 1 Schoolwide Plan. The changes will be based on short and long-term successes of student outcomes, as well as measures to evaluate high-quality implementation. The Title 1 program will also be analyzed to determine if time is being used effectively or if adjustments need to be made based on the needs assessment and student outcomes, MAP Growth reading and math screeners, and CFA and CSA progress monitoring. The team also accesses data from the WAVE that provides attendance rates broken down by ethnicity, the ACCESS results for our English Learners, as well as the OSTP results with historical trend data.

The school planning team will analyze and address the data from the previously stated needs assessment. This data will be presented to individual stakeholders. Data presented to the planning team will include correlation with the A-F grading system publicly released on each school’s webpage. Data will also be provided for target areas and subgroups to compare scores and growth in the subgroups. This will determine if teaching and learning strategies and outcomes are meeting the needs and goals of each student attending SJHS. The committee will analyze to determine if there are patterns of growth or losses in each grade level and/or subject area using assessments, state standards, and student grades. This will also determine changes that will be made to the Title 1 program. Teachers will be provided with professional development to improve any needed practices. The continued use of the Instructional coach and the Academic Support



Coach will continue to study teaching and learning needs and provide support both individually and to content teams within the building PLC. The Math Interventionist will provide and implement an intensive math intervention program to target the needs of individual students through a tier 3 course offering to provide the best academic outcomes for our SJHS students. The addition of a reading teacher will provide and implement an intensive tier 3 reading skills program for our most in-need students. The regulation room and behavior assistant will support student mental health needs in an attempt to support and maximize the instructional time of all students. Due to an increasing need to support students academically through assessment accommodations and approaches, we will add a full-time teaching assistant to provide dedicated academic assessment support. Due to demand data and academic data showing the need, the tutoring program will continue to include both before and after-school offerings.

The district collects academic, behavioral, and attendance data quarterly along with completing site and district-wide Needs Assessments each year to evaluate site and district needs.



The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

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

2025-2026

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

07/24/2025

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

District Information	
District Name:	Stillwater Public School
District Number:	I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Skyline Elementary
School Site Code:	120
Principal Name:	Natalie Fluty
Email Address:	nfluty@stillwaterschools.com
*School Poverty Rate:	92.74%

*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 five 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 Community Stakeholder Involvement	
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that: <ul style="list-style-type: none"> the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. ESEA Section 1114(b)(2) the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section 1114(b)(4) 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	
<ol style="list-style-type: none"> Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented. Parents and community 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 schoolwide plan. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students. The Title I schoolwide 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.	
<p>Strategies to Increase Family and Community Stakeholder Involvement</p> <p>Skyline Elementary is committed to building strong partnerships with families and community stakeholders to support student success. The following strategies address the expectations for family and community involvement:</p> <ol style="list-style-type: none"> Surveys and Needs Assessment <ul style="list-style-type: none"> Parents, students, and teachers complete annual surveys to assess needs and guide decision-making. Feedback from these surveys informs the Title I plan, parent involvement activities, and academic supports. Communication and Accessibility <ul style="list-style-type: none"> Parents are notified of all activities, PTA meetings, and events through written notices, email, Talking Points, and mailed communication. 	



- Non-English-speaking families are supported through the OPI-SPS Language Line, Talking Points translation services, and Gmail translation tools.
- Meetings and documents are provided in accessible formats and languages whenever possible.
- Communication between teachers and families is ongoing via phone calls, email, text, and written notes in weekly folders, with documentation in the district system.

3. Parent Involvement Opportunities

- Parents are invited to two major engagement events each year that coincide with the book fair and annual fundraiser.
- Meet-the-Teacher Night is hosted before the school year begins, where families receive the Parent Right-to-Know information and complete the Student-Parent Compact.
- Each grade level distributes Curriculum Guidelines to review goals, state academic standards, expectations, and resources.
- Parents participate in Title I Planning and Review Committee meetings to provide feedback and guide future planning.

4. Academic Partnership and Resources

- Teachers provide parents with resources, academic websites, and grade-level curriculum goals to support learning at home.
- Amira (ELA) and IXL (Math) data are shared with parents to monitor student progress.
- Third through fifth-grade families receive training and support for accessing the online gradebook.
- Parents receive quarterly report cards, with additional conferences available upon request. Teachers offer flexible scheduling from early morning to evening to accommodate families.

5. Shared Responsibility and Collaborative Problem-Solving

- Skyline promotes the belief that “all children can learn at high levels,” and staff work closely with families when students need extra support.
- When a student is underperforming, a collaborative team—including parents, teachers, and administrators—develops an individualized plan.
- Parents are encouraged to be active partners in their child’s academic and social-emotional growth.

6. Ongoing Family Engagement

- Title I meetings and parent-teacher conferences are held twice annually, with flexible options for additional meetings.
- Parents receive continuous updates on student progress and guidance on how to best support their child.
- Surveys and feedback opportunities are provided throughout the year to ensure all voices are heard.
- Virtual platforms such as Google Meet and Zoom are used to include families who cannot attend in person.

Through these strategies, Skyline ensures that families and community stakeholders—including those representing at-risk student populations—are actively engaged in the development, implementation, and evaluation of the Title I schoolwide plan.



<p>2. Comprehensive Needs Assessment</p>
<p><input checked="" type="checkbox"/> By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. ESEA Section 1114(b)(6)</p>
<p>Expectations</p>
<ol style="list-style-type: none"> 1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources. 2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners). 3. Examines student, teacher, school and community strengths and needs. 4. 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 school improvement. 5. Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.
<p>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; and a summary of priorities that will be addressed in the schoolwide program.</p>
<p>The Skyline leadership team and administrators collaborated using multiple data sources to determine the professional development needs and strategic focus for the 2025-2026 school year. These data sources included Amira (ELA), IXL (Math), Common Formative Assessments, summative assessments, anecdotal records, behavioral data, and staff/community feedback. Data were reviewed for all student subgroups, including English Learners, students with disabilities, and economically disadvantaged students, to ensure equitable decision-making.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Math: Students demonstrated significant gaps in number sense, fact fluency, and critical thinking/problem-solving skills. Pandemic-related disruptions, including limited access to manipulatives and hands-on learning, contributed to these deficits. Subgroups most impacted include students with disabilities and at-risk learners. • Reading: State Testing data and teacher records show students performing below grade level in fluency and comprehension, with the largest gaps for at-risk and economically disadvantaged students. • Social-Emotional Needs: Behavioral records and anecdotal observations highlight the continued need for trauma-informed practices to support self-regulation and positive behavior. • Technology: Variability in digital literacy was identified among students and families, especially in younger grade levels and in homes with limited technology access. <p>Strengths:</p> <ul style="list-style-type: none"> • Skyline is a trauma-informed school, implementing strategies from Connected Kids training and utilizing a nurture room to provide additional behavior and emotional support. • The district supports our site with a Title I-funded academic support coach and a remedial interventionist who deliver Tier 1, Tier 2, and Tier 3 supports for at-risk students.



- Daily built-in intervention time (**WIN – What I Need**) provides all students with targeted support in reading and math. Building Fact Fluency, purchased with Title I funds, is being expanded for K–5 Tier 2 math interventions to strengthen conceptual understanding and procedural fluency.
- Teachers collaborate in **weekly PLCs**, submit **growth plans**, participate in **peer observations**, and receive support through administrator and specialist coaching. Skyline is a **Great Expectations Model School**, with GE practices enhancing both academics and behavior.

Schoolwide Priorities for 2025-2026:

1. **Math Achievement:** Implement Building Fact Fluency consistently across K–5 to address fact fluency, number sense, and conceptual understanding; strengthen Tier 2 and Tier 3 math interventions with Title I support staff.
2. **Reading Growth:** Provide differentiated instruction using Amira and CFA data, with additional WIN support for struggling readers.
3. **Social-Emotional Learning:** Continue trauma-informed practices through Connected Kids strategies, nurture room supports, and integration of Great Expectations life principles.
4. **Professional Development:** Focus on math instructional strategies, trauma-informed practices, and continued use of Marzano’s best practices and Great Expectations.
5. **Technology and Access:** Strengthen student digital literacy and provide parent training to ensure equitable use of technology for learning.

Through this comprehensive review, Skyline has identified a clear plan to support **academic achievement, social-emotional well-being, and equity of access** for all students.



3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in [ESEA Section 1111\(c\)\(2\)](#)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in [ESEA Section 8101\(21\)](#)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; [ESEA Section 1114\(b\)\(7\)\(A\)\(iii\)](#)
- provide professional development (as defined in [ESEA Section 8101\(42\)](#)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs [ESEA Section 1114\(c\)](#)
- delivery of services by nonprofit or for-profit external providers [ESEA Section 1114\(d\)](#)
- dual or concurrent enrollment programs [ESEA Section 1114\(e\)](#)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, 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 is provided for students experiencing difficulty mastering the state’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Skyline has aligned its strategies to the needs identified in the comprehensive needs assessment and supported them with site and district Title I funds. Our goal is to provide early, targeted, and consistent interventions to improve achievement for the lowest performing students.

Academic Interventions:

- Skyline uses Amira (ELA) and IXL (Math) to monitor student progress, identify mastered and unmastered skills, and form small groups for targeted interventions. Teachers review this data weekly in Professional Learning Communities (PLCs) to adjust instruction.
- A reading interventionist supports each grade level, and Certified Academic Language Therapists provide dyslexia-specific instruction.
- An instructional coach and academic support coach assist teachers in refining Tier 1 instruction and interventions.
- A remedial interventionist delivers Tier 2 and Tier 3 supports, with dedicated WIN (What I Need) time built into the master schedule at every grade level for reading and math intervention.

Behavioral, Social-Emotional, and Attendance Supports:

- Skyline is a trauma-informed school with access to a behavioral health coach, embedded therapist, care coordinator, and high-needs counselors through Grand Mental Health Center.
- A behavior/academic teaching assistant provides in-class regulation support. Students also receive help from the district Family Support Services team and the on-site School Resource Officer (SRO).
- Attendance is closely monitored by an attendance committee consisting of the principal, counselor, secretary, and SRO. Specific plans are created for students with chronic absenteeism to ensure they remain in school and engaged in learning.

Instructional Practices and Professional Development:

- Teachers implement Marzano’s instructional strategies, with emphasis on identifying critical content, keeping students engaged, and building automaticity through practice.
- Administrators conduct weekly walkthroughs, provide timely feedback, and hold regular conferences with teachers to review professional goals. Probationary and career teachers also receive the required informal and formal observations.
- Teachers participate in peer observations, PLCs, and curriculum mapping teams to horizontally and vertically align curriculum with Oklahoma Academic Standards.
- Professional development is embedded throughout the year, focused on ELA vertical alignment (fluency, critical thinking, and writing) and math fluency interventions, trauma-informed practices, and Great Expectations principles.

Technology and Curriculum Enhancements:

- All students have access to Chromebooks and research-based digital programs, including Amira, IXL, and curriculum apps such as HMH and Social Studies Weekly to supplement instruction.
- Curriculum is state-approved, aligned to Oklahoma standards, assessed monthly, and adjusted for interventions and extensions as needed.
- Skyline implements Great Expectations life principles and practices daily, enhancing both academic and behavioral outcomes.

Monitoring and Outcomes:

- Student growth in reading, math, and social-emotional skills is measured frequently using formative and summative data, as well as OSTP results in grades 3–5.
- Teachers, administrators, and specialists meet regularly to review progress, adjust interventions, and ensure supports are effectively implemented.

Through these comprehensive strategies, Skyline ensures that the lowest performing students receive early interventions, sustained academic and behavioral supports, and high-quality instruction aligned with state standards.



4. Coordination and Integration

Select only one box.

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511).

[ESEA Section 1114\(b\)\(5\)](#)

OR

By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

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 the school will meet the intents and purposes of each funding source.
4. 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 schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$118,367.15
Title II	Total District Allocation - \$284,028.68
Title III	Total District Allocation - \$80,429.34
Title IV	Total District Allocation - \$161,860.77
Title V	Total District Allocation - \$156,300.39
Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22

At Skyline Elementary, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school’s needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The intent and purpose of each funding source are monitored by the principal and the Director of Federal and OSU Programs. The table below includes the available funding sources, a description of the funding source, and how the funding source is braided into the School Wide Plan.



Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
Title II	Prepare, train, and recruit high-quality teachers, principals, and school leaders.	District-wide Title II funds are used to provide subs, registration costs, stipends, district teacher trainers, and speakers for trainings that support site and district-wide goals.
Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts that frequently.	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.
Title VI	Ensure that indigenous students develop high levels of academic achievement and are college/career ready.	District-wide Title VI funds are used to support the academic and cultural needs of our indigenous



		students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. [ESEA Section 1114\(b\)\(3\)](#)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide 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 schoolwide 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 results achieved by, the schoolwide program, using data from the state’s annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 schoolwide program.

Evaluation of the Schoolwide Program

Skyline Elementary, with support from the district, conducts ongoing evaluation of the schoolwide program to ensure its effectiveness in raising student achievement, particularly for students furthest from meeting state standards.

Site-Level Evaluation:

- Grade-level teacher teams meet weekly with specialists and administrators to review data from state assessments, district benchmarks, Amira (ELA), IXL (Math), and common formative assessments.
- An Instructional Coach, EL Teacher, Indigenous Education Teaching Assistant, Remedial Interventionist, and Academic Support Coach provide classroom support and targeted small-group or individual interventions.
- The Data Review Team meets every six weeks to monitor students who are not making adequate academic progress, develop individualized plans, and adjust interventions as needed.
- Teachers use the PLC process weekly to collaborate around four guiding questions:
 1. What do we want students to know and be able to do?
 2. How will we know when they have learned it?
 3. What will we do when they have not learned it?
 4. What will we do to extend the learning when they already know it?

District-Level Evaluation:

- The district collects and reviews academic, behavioral, and attendance data quarterly to monitor schoolwide progress.



- Annual Needs Assessments at both the site and district level provide a comprehensive review of student subgroup performance, instructional practices, and resource allocation.
- Title I, II, III, IV, V, VI, and IX funds are reviewed annually to ensure alignment with identified needs and intended outcomes.

Continuous Improvement:

- Based on student performance trends, intervention effectiveness, and needs assessment results, the schoolwide plan is revised annually in collaboration with the LEA, staff, and parent stakeholders.
- Adjustments may include reallocating funds, modifying intervention strategies, updating professional development priorities, or strengthening family engagement efforts.
- This ongoing cycle of data collection, analysis, implementation, and revision ensures continuous improvement and equitable outcomes for all students.



The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

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

2025-2026

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

10/27/2025

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

District Information	
District Name:	Stillwater Public School
District Number:	I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Stillwater Middle School
School Site Code:	505
Principal Name:	Ryan Blake
Email Address:	rblake@stillwaterschools.com
*School Poverty Rate:	46.06%

*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 five 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 Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESEA Section 1114\(b\)\(2\)](#)
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESEA Section 1114\(b\)\(4\)](#)
- 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

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community 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 schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide 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.

Stillwater Middle School families are encouraged to engage and participate in offerings for parental involvement. SMS provides several different occasions for parent involvement and engagement throughout the school year.

Before the start of school, SMS hosts a schedule pick-up, which provides access to faculty and staff and allows students and their families to become familiar with their new school.

SMS offers two parent engagement events during the year, one in the fall and one in the spring. Programming for both is based on feedback received from parent surveys. The Fall/Spring 2025-26 topics include:

- Cell phone usage, social media, and internet safety



- MAPS Data Interpretation for student growth and achievement Open house
- Mental health resources for students/families
- Drug/alcohol/vaping education
- Internet safety for teens. Each topic will be presented by Stillwater community experts.

The Spring 2025-26 Parent-Camp will focus on

- Resolving conflicts
- Coping with daily stress and frustrations.

All families are notified of each parent-involvement activity prior to each event.

Parent/teacher conferences are offered in the fall and spring, and they are used to communicate strengths and weaknesses, along with gathering parental feedback on how to best serve each student. Parent/Teacher conferences are available in-person, along with a virtual option for patron convenience.

Stillwater Middle School hosts a career day every year, and SMS parents (along with Stillwater community members) are invited to participate. Parents from various cultural and employment backgrounds are utilized as guest speakers.

Finally, SMS reaches out to incoming students and parents during the spring and hosts a 5th-grade (incoming 6th-grade students/parents) parent night. This event provides information for those incoming students and their parents regarding the enrollment process and family preparation for the middle school transition. All opportunities are promoted and shared with parents through the district messaging service (email) and social media platforms, as well as local media access. The six Stillwater Public Schools elementary sites also help with communication for these events. Stillwater Public Schools provides translation/interpretation services for parents in need of language support, and we provide other means of communication for parents without internet access.

*All parental involvement information is made available in multiple languages



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. [ESEA Section 1114\(b\)\(6\)](#)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. 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 school improvement.
5. Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

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; and a summary of priorities that will be addressed in the schoolwide program.

Needs assessment information is gathered through a variety of resources at Stillwater Middle School. SMS employs a variety of data resources, including MAP Growth reading and math screener. READ180 and MATH180 are intervention programs utilized by our students during the school day to address gaps in learning.

Common Formative Assessments (CFAs) are developed by each content area (during weekly PLCs) and these quick assessments are used to inform and drive instruction.

SMS Staff members regularly complete surveys related to professional development opportunities, and our students are tasked with completing surveys for our Safe and Healthy Schools committee. Parent surveys are sent out after Fall and Spring Parent-Camps, which provide feedback and guidance for future decisions and offerings.

School attendance is monitored regularly by the site attendance secretary in collaboration with the site administrators, counselors, the SMS attendance monitor, and the School Resource Officer. Student absences are proactively reviewed each Friday, and regular communication between home and school is used to inform parents/students and promote regular student attendance. Attendance letters are generated every week, and parents receive notification whenever a student reaches five or ten absences within a given semester. The SMS and district-wide attendance committees meet quarterly to review attendance questions or concerns.



Student discipline at Stillwater Middle School continues to evolve as we strive to limit out-of-school suspensions. Our site is committed to limiting out-of-school suspensions when possible and allowing students to remain on campus by using a modified form of instruction.

Title I funding has allowed SMS to create an academic center available for student placement throughout the school day. The academic center is utilized by students for tutoring and test-taking. Title I funds are being used to support students and staff through Title I Reading and Math Interventionists.

Through our Professional Learning Communities (PLCs), teachers collaborate and work effectively to plan instruction and review student learning related to pre- and post-assessments and common formative assessments. Instructional strategies are examined every week, and adjustments are made as needed to ensure student growth and success.

Parent-Teacher conferences allow for open communication and collaboration with parents, which helps support student achievement.

Stillwater Middle School utilizes a “Team” approach when building our 6th and 7th-grade schedules. Teams are used to group students into smaller communities within the school. Students on each team share the same Math, Science, Social Studies, and ELA teachers. Compartmentalizing students into our Teams allows the same core teachers the opportunity to collaborate about their shared students. SMS provides weekly time for each Team to collaborate and reflect on individual student behavior and academic progress.



3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in [ESEA Section 1111\(c\)\(2\)](#)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in [ESEA Section 8101\(21\)](#)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; [ESEA Section 1114\(b\)\(7\)\(A\)\(iii\)](#)
- provide professional development (as defined in [ESEA Section 8101\(42\)](#)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs [ESEA Section 1114\(c\)](#)
- delivery of services by nonprofit or for-profit external providers [ESEA Section 1114\(d\)](#)
- dual or concurrent enrollment programs [ESEA Section 1114\(e\)](#)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, 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 is provided for students experiencing difficulty mastering the state’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Stillwater Middle School teachers utilize weekly PLC meetings and Team meetings to discuss instructional strategies, curriculum strengths/weaknesses, develop CFAs, monitor student growth, and address concerns related to academics, behavior, or social-emotional areas, and review essential standards and curriculum maps. Academic growth, along with social/emotional wellness, is equally valued at SMS as we prepare our students for the future.

SMS teachers have received strategic professional development focusing on distance learning strategies, Google Classroom training, trauma awareness, NWEA Maps, EL instructional strategies, dyslexia awareness, child abuse/reporting, classroom management, online curriculum capabilities, and a multitude of educational technology platforms.

The SMS Administrative team monitors classroom instruction through the use of daily walk-throughs and formal observations utilizing the Marzano TLE framework. Marzano's teacher evaluation platform requires a minimum of two formal observations in concert with a pre-, mid-point, and summative conference. SMS administrators work with each staff member to monitor professional growth goals submitted through iObservation. The site administrative team works diligently to provide timely feedback following each classroom observation and ensure educators are progressing toward their professional growth goals. In addition to administrative feedback, SMS teachers have access to a full-time instructional coach who assists all teachers with instructional planning and implementation. Our instructional coach attends all PLC meetings and serves as an invaluable resource for our brand-new and tenured teachers.

Through the use of Title I funding, SMS has an academic support coach who works with staff and students to provide positive behavior support and classroom management strategies to ensure the academic success of all students. Students are assessed in a variety of formats, which include MAP Growth, content area CFAs, pre- and post-assessments, and OSTP testing (math and reading for grades 6 and 7). Technology is employed in a number of ways, including Chromebooks, Google Classroom, KidBlog, Kahoot, and other online formats that engage students in learning.



4. Coordination and Integration

Select only one box.

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511).

[ESEA Section 1114\(b\)\(5\)](#)

OR

By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

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 the school will meet the intents and purposes of each funding source.
4. 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 schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$173927.24
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Title III	Total District Allocation - \$80,429.34
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Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22

At Stillwater Middle School, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school’s needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The intent and purpose of each funding source are monitored by the principal and the Director of



Federal and OSU Programs. The table below includes the available funding sources, a description of the funding source, and how the funding source is braided into the School Wide Plan.

Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
Title II	Prepare, train, and recruit high-quality teachers, principals, and school leaders.	District-wide Title II funds are used to provide subs, registration costs, stipends, district teacher trainers, and speakers for trainings that support site and district-wide goals.
Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts that frequently.	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.



Title VI	Ensure that indigenous students develop high levels of academic achievement and are college/career ready.	District-wide Title VI funds are used to support the academic and cultural needs of our indigenous students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. [ESEA Section 1114\(b\)\(3\)](#)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide 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 schoolwide 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 results achieved by, the schoolwide program, using data from the state’s annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 schoolwide program.

SMS has developed appropriate strategies for both academic and behavioral interventions and supports. Teachers and administrators take part in trainings for best practices in regard to instructional strategies for the diverse learning of students and behavioral interventions for school-wide discipline and individual students at risk.

Academics -

Ensuring academic growth for each student is our primary focus at Stillwater Middle School. SMS also relies on the instructional practices and common language of Great Expectations as important pillars of our instructional philosophy. SMS utilizes the 17 instructional practices highlighted by GE to ensure quality instruction is delivered daily to every student. Student data is gleaned from multiple resources to ensure an accurate assessment is provided for each student. Utilizing our RTI (Response to Interventions) structure, SMS students are identified for targeted levels of academic interventions. SMS teachers utilize one day each week to provide interventions, remediation, and extensions for identified students. No new instruction is introduced during each intervention day. The progress of each student is monitored through our PLCs and instructional Teams. Each PLC unit collects data on instruction, curriculum, student results and growth, and student needs. This data is used to drive decisions and instruction. Targeted interventions for all content areas are developed within our PLC meetings throughout the week.

Behavior -



Behavioral interventions are similarly developed and implemented for students in need. Once again, SMS relies on the common language of Great Expectations to provide a foundation of mutual respect among students, staff, and parents. The RTI pyramid of tiered interventions provides a basis for behavioral support for students. SMS has developed a school-wide discipline plan that sets universal interventions for all students. Character development and anti-bullying curricula are introduced during home-based (advisory) periods. Targeted interventions are established for those students exhibiting behavioral risks. These include parent contact, team with student meetings for intervention, behavior plans, counseling support, and assistance from the district social worker. A partnership with Grand Lakes Counseling Services provides on-site counseling for our students in need. Additional supports include Indian Education tutoring, ELL support, IEP and 504 services, and alternative education programming. All SMS certified teachers have completed the trauma-informed school training with Barbara Sorel. Our staff is using knowledge from this experience to transition our building into a trauma-responsive school

The district collects academic, behavioral, and attendance data quarterly, along with completing site and district-wide Needs Assessments each year to evaluate site and district needs.



The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

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

2025-2026

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

6/24/2025

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

District Information	
District Name:	Stillwater Public School
District Number:	60-I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Will Rogers Elementary
School Site Code:	130
Principal Name:	Dane Sallaska
Email Address:	dsallaska@stillwaterschools.com
*School Poverty Rate:	98.5%

*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 five 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 Community Stakeholder Involvement

- By checking this box, the school principal certifies that:
- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESEA Section 1114\(b\)\(2\)](#)
 - the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESEA Section 1114\(b\)\(4\)](#)
 - 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

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community 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 schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide 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.

2025-2026 Identified Needs and Action Plan

In the completion of the 2024-2025 needs assessment, we determined that families and caregivers would like increased communication and more opportunities to be invited into the school. In response to this feedback, teachers will send home weekly updates regarding classroom activities and lessons, and the administration will send home weekly updates involving the whole school. We will also provide curriculum nights, Title I Education nights, and at least two opportunities for parents to review student progress (Parent/Teacher Conferences). Our Title I team will commit to creating at least four (quarterly) engagement nights, whereby we will serve families and engage kids at both an academic and social level.

Family & Community Stakeholder Group is Representative of Will Rogers students.

2025-2026 Identified Needs and Action Plan

In order to more adequately represent our student body, we will seek to grow PTA membership by



having a PTA table set up at events to which school families are invited to attend. Additionally, we will hold a minimum of four events, separate from parent-teacher conferences, where parents are invited to attend in hopes of establishing more parent involvement. In seeking greater feedback from parents, we will create our parent survey earlier than the previous year and ask parents to fill out the survey at the final family engagement night.

Mission & Vision Statement

2025-2026 Identified Needs and Action Plan

While the mission and vision statements were collaboratively created, we recognize the need to continually review our mission and vision and evaluate school decisions with this goal in mind. We will complete a focused review of our mission statement in our Leadership Team this year and gain feedback from Will Rogers’ teachers and PTA.

Language Accessibility

2025-2026 Identified Needs and Action Plan

In addition to providing translation programming for all school communications and providing several versions of school communications, including Spanish, Pashto, Persian, Vietnamese, Chinese, Korean, and Arabic, the district website (including information from Will Rogers) is available to be translated directly through the webpage. Parents were informed of this at curriculum night and via principal and teacher communications. Parents will continue to be offered translation services when necessary via the district’s contract or an in-house employee capable of translating.



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. [ESEA Section 1114\(b\)\(6\)](#)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. 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 school improvement.
5. Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

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; and a summary of priorities that will be addressed in the schoolwide program.

Comprehensive Needs Assessment

2025-2026 Data Sources, Analysis, and Reflection

In completing a data review of the 2024-2025 school year, we utilized the following data sources:

- Student Achievement Data (ISIP Monthly benchmarks, weekly progress monitoring, CFAs for essential skills at grade level, and RSA data)
- Teacher Survey
- Attendance and Behavior Data Collection
- Ongoing review of intervention programming with site administrators, core subject teachers, and the site leadership team

Data is reviewed by grade levels and within specific subgroups to identify areas of need. We provide support for each grade level for all students identified for Special Education, Indigenous Peoples’ Education, and ELL support. This is provided through a collaborative approach with our instructional and support staff.

2025-2026 Identified Needs and Action Plan

Review and reflection of our data from the 2024-2025 school year indicated that the above data should continue to be collected, analyzed, and used for improvement, but that additional data should be added.



Areas to be addressed are:

- Student attendance data - We currently review this and follow SPS procedures for notification; however, we would like to be more proactive in helping catch and eliminate attendance issues for students. We will run a weekly attendance report, per grade, in order to identify and address any areas of concern as they arise.
- We will continue to refine and improve our PLC process, which will lead to continued use of CFA data to drive our core instruction. This will be done through a series of training and the support of our Instructional Coach position, which is designed to provide ongoing support to teachers.
- Our interventionist programming will continue to be a major area of focus for schoolwide and system improvement. We will continue to dedicate time each Friday to work with our team of interventionists for ongoing programming and processes review.
- Our Academic Support Coach will work with staff and students to ensure positive behavioral supports are placed in classrooms to ensure the academic success of all students.
- A Take Flight Certified Academic Language Therapist (CALT) has been added to our team to identify and provide remediation for students displaying characteristics of dyslexia. Two more interventionists are working toward the CALT certification.



3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in [ESEA Section 1111\(c\)\(2\)](#)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in [ESEA Section 8101\(21\)](#)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; [ESEA Section 1114\(b\)\(7\)\(A\)\(iii\)](#)
- provide professional development (as defined in [ESEA Section 8101\(42\)](#)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs [ESEA Section 1114\(c\)](#)
- delivery of services by nonprofit or for-profit external providers [ESEA Section 1114\(d\)](#)
- dual or concurrent enrollment programs [ESEA Section 1114\(e\)](#)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need and addresses 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 is provided for students experiencing difficulty mastering the state’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, and transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding the level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high-need subjects.



Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Schoolwide Plan Strategies

2025-2026 Data Sources, Analysis, and Reflection

Our goal for each school year is to improve student achievement by demonstrating growth in all subject areas. During the 2024-25 school year, we focused on refining our programs to improve the growth of all students through Special Education, gifted and extension programming, English language learner support, and providing a firm social expectation and climate-based through our Great Expectations programming. Daily objectives were posted in classrooms, and we focused on strategies to address academic content. Specifically, we aim to help students identify critical information, engage with new content, and develop automaticity with skills and strategies through practice to deepen their knowledge.

At Will Rogers, all curriculum is aligned with the Oklahoma academic standards. Teachers participate in grade-level and subject-level mapping teams to horizontally and vertically align curriculum, and update curriculum maps and pacing guides each year. All students are taught with a state-approved curriculum, assessed monthly, and provided intervention and extensions as needed. Our assessment programs are state-approved and include Istation, state-approved curriculum assessments, and the Oklahoma School Testing Program (grades 3-5).

Teachers meet bi-weekly as a Professional Learning Community (PLC) to review data and determine the progress of each student in reading and math. Teachers share instructional strategies in order to determine the best method of meeting the needs of students. Data is tracked through our RTI process that includes review of students by their grade level's team of teachers. We utilize a team of remedial specialists to support our students. A full-time certified specialist is assigned to work with each team to support student achievement. Our remedial team works to support students in all three Tiers of instruction. At the Tier I level, the remedial specialists provide support for classroom teachers in designing lessons that incorporate research-based strategies for student engagement and learning. For Tier II instruction, our remedial team helps review student performance data, design specialized instruction, and monitor student progress for growth. Our specialists provide Tier III instruction for students who need additional instruction. All teachers at Will Rogers use student data to determine the need for remediation, intervention, and/or extension for each student. Students in need of advanced work and instruction are given differentiated attention throughout the day, but especially during small group times. Students who qualify receive instruction each week from our gifted and talented teacher.

We utilize a DRT (Data Review Team) system to provide structured support for academic and behavior education for our students.

Teachers are evaluated on Marzano's instructional strategies and provided support in continuing their professional development. Administrators conduct weekly walk-throughs for informal observations, observe probationary teachers four times per year, formally, and twice per year for career teachers. Professional development opportunities are planned based on SPS district initiatives as well as teacher feedback in surveys, input from the school Leadership Team, and through observations provided by our remedial specialists. We recruit and retain effective teachers by



providing ongoing administrative and peer support, investing in creating personal connections between staff members and providing professional development to help teachers achieve success in their teaching assignments.

2025-2026 Identified Needs and Action Plan

The Great Expectations program is the tool that we use to set the foundation for our school climate and culture. We will focus on familiarizing all staff and students with the 8 expectations for living, and incorporating the life principles into our daily routines. All other procedures will remain in place, and we will continue to implement and refine these practices. Major areas of improvement will focus on improving family and stakeholder engagement. Additionally, we will focus on growing our PLC practices through professional development and via direct support from our instructional coach.

2025-2026 Identified Needs and Action Plan

We will continue with our instructional supports, PLC practices, and Great Expectations training. In addition to our remedial specialist and instructional coach, we will have an Academic Support Coach to work with staff and students to ensure positive behavior supports are implemented in classrooms to ensure the academic success of all students



4. Coordination and Integration

Select only one box.

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). [ESEA Section 1114\(b\)\(5\)](#)

OR

By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

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 the school will meet the intents and purposes of each funding source.
4. 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 schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$184,797.70
Title II	Total District Allocation - \$284,028.68
Title III	Total District Allocation - \$80,429.34
Title IV	Total District Allocation - \$161,860.77
Title V	Total District Allocation - \$156,300.39
Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22

At Highland Elementary, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school’s needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The intent and purpose of each funding source are monitored by the principal and the Director of Federal and OSU Programs. The table below includes the available funding sources, a description of the



funding source, and how the funding source is braided into the School Wide Plan.

Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
Title II	Prepare, train, and recruit high-quality teachers, principals, and school leaders.	District-wide Title II funds are used to provide subs, registration costs, stipends, district teacher trainers, and speakers for trainings that support site and district-wide goals.
Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts that frequently.	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.
Title VI	Ensure that indigenous students develop high levels of academic achievement and are	District-wide Title VI funds are used to support the academic and



	college/career ready.	cultural needs of our indigenous students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. [ESEA Section 1114\(b\)\(3\)](#)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide 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 schoolwide 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 results achieved by, the schoolwide program, using data from the state’s annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 schoolwide program.

Ongoing Title I Plan Review

The following sources of data were utilized in our Title I Needs Assessment and are reviewed on a continual basis as part of our weekly and monthly planning at the classroom and schoolwide level. These data sources are where we find information for adjusting instructional goals, selecting professional development, providing individualized instruction, requesting additional services for students, and deciding on our next steps for continued program growth. School leadership groups analyze this data weekly, and grade-level teams of teachers analyze similar grade-level data in their weekly PLC meetings.

- Student Achievement Data - ISIP Monthly Benchmarks, weekly progress monitoring (Dibels) for RTI process, CFAs for Essential Skills at grade level, and RSA mid-year data
- Teacher survey
- Weekly ongoing program review of remedial specialist supports with the site administrator and the district EL coordinator

The district collects academic, behavioral, and attendance data quarterly, along with completing site and district-wide Needs Assessments each year to evaluate site and district needs.



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Mrs. Kristie Newby, MBA, CFE, Chief Financial Officer
APPROVED BY: Mr. Tyler Bridges, Superintendent
DATE: November 11 2025

AGENDA ITEM:

Treasurer's Report

BOARD ACTION REQUESTED:

Consider and Vote to approve Treasurer's report (which includes the monthly Bond Expenditures and Revenues Report) as of November 1, 2025

BACKGROUND INFORMATION:

The Treasurer's Report is a monthly report is highlighting changes to existing Purchase Orders and activity thru November 1, 2025.

The monthly Bond Expenditures and Revenues Report for May 2025 provides an overview of the General Obligation Bond Issue approved on February 14, 2017 (Bond 31) and the General Obligation Bond Issue approved on February 14, 2023 (Bond 32/33).

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 11 GENERAL FUND						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT YR)	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 1120 AD VALOREM TAX LEVY (PRIOR YRS)	\$0.00	\$185,291.70	\$0.00	\$185,291.70	N/A	\$59,084.96
Source - 1130 REVENUE IN LIEU OF TAXES	\$0.00	\$59,305.02	\$0.00	\$59,305.02	N/A	\$0.00
Source - 1310 INTEREST EARNINGS	\$0.00	\$233,004.58	\$0.00	\$233,004.58	N/A	\$40,136.24
Source - 1350 INTEREST ON TAXES	\$0.00	\$2,169.31	\$0.00	\$2,169.31	N/A	\$155.28
Source - 1410 RENTAL OF SCHOOL FACILITIES	\$0.00	\$9,953.95	\$0.00	\$9,953.95	N/A	\$774.00
Source - 1510 INSURANCE LOSS RECOVERIES	\$0.00	\$6,594.87	\$0.00	\$6,594.87	N/A	\$0.00
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$0.00	\$352,557.61	\$0.00	\$352,557.61	N/A	\$69,333.83
Source - 1710 STUDENT LUNCHS/BREAKFASTS/MILK	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 1720 A LA CARTE OR CATERING REVENUE	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 1730 ADULT LUNCHES/BREAKFASTS	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Series - 1000 Total	\$0.00	\$848,877.04	\$0.00	\$848,877.04	N/A	\$169,484.31
Series - 2000						
Source - 2100 COUNTY 4 MILL AD VALOREM TAX	\$0.00	\$59,422.74	\$0.00	\$59,422.74	N/A	\$43,763.46
Source - 2200 COUNTY APPORTIONMENT (MORTGAGE TAX)	\$0.00	\$127,107.50	\$0.00	\$127,107.50	N/A	\$42,184.57
Series - 2000 Total	\$0.00	\$186,530.24	\$0.00	\$186,530.24	N/A	\$85,948.03
Series - 3000						
Source - 3110 GROSS PRODUCTION TAX	\$0.00	\$57,536.85	\$0.00	\$57,536.85	N/A	\$13,018.28
Source - 3120 MOTOR VEHICLE COLLECTIONS	\$0.00	\$751,251.49	\$0.00	\$751,251.49	N/A	\$235,797.22
Source - 3130 RURAL ELECTRIC COOPERATIVE TAX	\$0.00	\$81,133.51	\$0.00	\$81,133.51	N/A	\$24,029.28
Source - 3140 STATE SCHOOL LAND EARNINGS	\$0.00	\$319,528.82	\$0.00	\$319,528.82	N/A	\$93,313.32
Source - 3150 VEHICLE TAX STAMP	\$0.00	\$1,424.70	\$0.00	\$1,424.70	N/A	\$97.30
Source - 3160 FARM IMPLEMENT TAX STAMP	\$0.00	\$925.77	\$0.00	\$925.77	N/A	\$487.37
Source - 3210 FOUNDATION AND SALARY INCENT AID	\$0.00	\$5,073,397.42	\$0.00	\$5,073,397.42	N/A	\$1,691,132.47
Source - 3250 EDUCATION FLEX BENEFIT ALLOWANCE	\$0.00	\$1,464,858.95	\$0.00	\$1,464,858.95	N/A	\$488,286.31
Source - 3420 STATE TEXTBOOK	\$0.00	\$103,405.95	\$0.00	\$103,405.95	N/A	\$34,468.65
Source - 3436 SCHOOL RESOURCE OFFICER PROGRAM	\$0.00	\$93,041.47	\$0.00	\$93,041.47	N/A	\$0.00
Source - 3690 OTHER MISC SOURCES OF STATE REVENUE	\$0.00	\$50,000.00	\$0.00	\$50,000.00	N/A	\$25,000.00
Source - 3811 COMP HS VOCATIONAL SAL REIMB	\$0.00	\$5,940.00	\$0.00	\$5,940.00	N/A	\$0.00
Source - 3812 VOCATIONAL PROGRAM ASSISTANCE GRANT	\$0.00	\$46,187.00	\$0.00	\$46,187.00	N/A	\$0.00
Series - 3000 Total	\$0.00	\$8,048,631.93	\$0.00	\$8,048,631.93	N/A	\$2,605,630.20
Series - 4000						
Source - 4140 TITLE VI INDIAN, NATIVE HI/AK EDU	\$0.00	\$25,243.63	\$0.00	\$25,243.63	N/A	\$0.00
Source - 4164 SUB-MARGINAL LANDS	\$0.00	\$788.72	\$0.00	\$788.72	N/A	\$0.00

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Source - 4210 TITLE I-PART A-IMPROVING BASIC PROG	\$0.00	\$304,932.38	\$0.00	\$304,932.38	N/A	\$0.00
Source - 4271 PART A, SUPPORTING EFFECTIVE INST	\$0.00	\$3,252.41	\$0.00	\$3,252.41	N/A	\$0.00
Source - 4281 TITLE III PT A ENG LANG ACQUISITION	\$0.00	\$88.50	\$0.00	\$88.50	N/A	\$0.00
Source - 4310 INDIVIDUALS WITH DISABIL IDEA--B	\$0.00	\$424,881.08	\$0.00	\$424,881.08	N/A	\$147,533.79
Source - 4340 PRESCHOOL AGES 3-5 IDEA-B	\$0.00	\$5,189.31	\$0.00	\$5,189.31	N/A	\$5,189.31
Source - 4442 STUDENT SUPPORT & ACADEMIC ENRICH	\$0.00	\$9,048.62	\$0.00	\$9,048.62	N/A	\$0.00
Source - 4480 TITLE IX- ED FOR HOMELESS/OTHER LAW	\$0.00	\$9,233.26	\$0.00	\$9,233.26	N/A	\$0.00
Source - 4580 MEDICAID RESOURCES	\$0.00	\$37,429.12	\$0.00	\$37,429.12	N/A	\$10,331.00
Source - 4720 BREAKFASTS	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Series - 4000 Total	\$0.00	\$820,087.03	\$0.00	\$820,087.03	N/A	\$163,054.10
Series - 6000						
Source - 6110 CASH FORWARD	\$0.00	\$7,653,287.98	\$0.00	\$7,653,287.98	N/A	\$0.00
Series - 6000 Total	\$0.00	\$7,653,287.98	\$0.00	\$7,653,287.98	N/A	\$0.00
Fund - 11 GENERAL FUND Total	\$0.00	\$17,557,414.22	\$0.00	\$17,557,414.22	N/A	\$3,024,116.64

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 21 BUILDING FUND						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT YR)	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 1120 AD VALOREM TAX LEVY (PRIOR YRS)	\$0.00	\$26,477.59	\$0.00	\$26,477.59	N/A	\$8,443.05
Source - 1590 MISCELLANEOUS REIMBURSEMENTS	\$0.00	\$37,164.00	\$0.00	\$37,164.00	N/A	\$0.00
Series - 1000 Total	\$0.00	\$63,641.59	\$0.00	\$63,641.59	N/A	\$8,443.05
Series - 3000						
Source - 3160 FARM IMPLEMENT TAX STAMP	\$0.00	\$132.30	\$0.00	\$132.30	N/A	\$69.65
Source - 3250 EDUCATION FLEX BENEFIT ALLOWANCE	\$0.00	\$81,639.49	\$0.00	\$81,639.49	N/A	\$27,213.16
Series - 3000 Total	\$0.00	\$81,771.79	\$0.00	\$81,771.79	N/A	\$27,282.81
Series - 6000						
Source - 6110 CASH FORWARD	\$0.00	\$2,486,751.18	\$0.00	\$2,486,751.18	N/A	\$0.00
Series - 6000 Total	\$0.00	\$2,486,751.18	\$0.00	\$2,486,751.18	N/A	\$0.00
Fund - 21 BUILDING FUND Total	\$0.00	\$2,632,164.56	\$0.00	\$2,632,164.56	N/A	\$35,725.86

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 22 CHILD NUTRITION PROGRAMS FUND						
Series - 1000						
Source - 1710 STUDENT LUNCHS/BREAKFASTS/MILK	\$0.00	\$157,663.08	\$0.00	\$157,663.08	N/A	\$55,656.14
Source - 1720 A LA CARTE OR CATERING REVENUE	\$0.00	\$53,196.14	\$0.00	\$53,196.14	N/A	\$20,171.84
Source - 1730 ADULT LUNCHES/BREAKFASTS	\$0.00	\$6,062.74	\$0.00	\$6,062.74	N/A	\$2,296.87
Series - 1000 Total	\$0.00	\$216,921.96	\$0.00	\$216,921.96	N/A	\$78,124.85
Series - 3000						
Source - 3250 EDUCATION FLEX BENEFIT ALLOWANCE	\$0.00	\$95,460.73	\$0.00	\$95,460.73	N/A	\$31,820.25
Source - 3720 STATE MATCHING	\$0.00	\$3,456.00	\$0.00	\$3,456.00	N/A	\$0.00
Series - 3000 Total	\$0.00	\$98,916.73	\$0.00	\$98,916.73	N/A	\$31,820.25
Series - 4000						
Source - 4710 LUNCHES	\$0.00	\$330,910.08	\$0.00	\$330,910.08	N/A	\$210,454.45
Source - 4720 BREAKFASTS	\$0.00	\$135,275.94	\$0.00	\$135,275.94	N/A	\$86,476.64
Source - 4740 SUMMER FOOD SERVICE PROGRAM	\$0.00	\$286,154.52	\$0.00	\$286,154.52	N/A	\$0.00
Series - 4000 Total	\$0.00	\$752,340.54	\$0.00	\$752,340.54	N/A	\$296,931.09
Series - 6000						
Source - 6110 CASH FORWARD	\$0.00	\$1,305,180.19	\$0.00	\$1,305,180.19	N/A	\$0.00
Series - 6000 Total	\$0.00	\$1,305,180.19	\$0.00	\$1,305,180.19	N/A	\$0.00
Fund - 22 CHILD NUTRITION PROGRAMS FUND Total	\$0.00	\$2,373,359.42	\$0.00	\$2,373,359.42	N/A	\$406,876.19

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 31 BOND FUND 31						
Series - 6000						
Source - 6110 CASH FORWARD	\$0.00	\$1,085,835.29	\$0.00	\$1,085,835.29	N/A	\$0.00
Series - 6000 Total	\$0.00	\$1,085,835.29	\$0.00	\$1,085,835.29	N/A	\$0.00
Fund - 31 BOND FUND 31 Total	\$0.00	\$1,085,835.29	\$0.00	\$1,085,835.29	N/A	\$0.00

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 32 BOND FUND 32						
Series - 1000						
Source - 1310 INTEREST EARNINGS	\$0.00	\$1,075.20	\$0.00	\$1,075.20	N/A	\$0.00
Series - 1000 Total	\$0.00	\$1,075.20	\$0.00	\$1,075.20	N/A	\$0.00
Series - 6000						
Source - 6110 CASH FORWARD	\$0.00	\$9,261,435.86	\$0.00	\$9,261,435.86	N/A	\$0.00
Series - 6000 Total	\$0.00	\$9,261,435.86	\$0.00	\$9,261,435.86	N/A	\$0.00
Fund - 32 BOND FUND 32 Total	\$0.00	\$9,262,511.06	\$0.00	\$9,262,511.06	N/A	\$0.00

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 33 BOND FUND 33						
Series - 6000						
Source - 6110 CASH FORWARD	\$0.00	\$10,761,950.75	\$0.00	\$10,761,950.75	N/A	\$0.00
Series - 6000 Total	\$0.00	\$10,761,950.75	\$0.00	\$10,761,950.75	N/A	\$0.00
Fund - 33 BOND FUND 33 Total	\$0.00	\$10,761,950.75	\$0.00	\$10,761,950.75	N/A	\$0.00

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 41 SINKING FUND						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT YR)	\$0.00	\$0.00	\$0.00	\$0.00	N/A	\$0.00
Source - 1120 AD VALOREM TAX LEVY (PRIOR YRS)	\$0.00	\$135,408.44	\$0.00	\$135,408.44	N/A	\$42,916.05
Source - 1310 INTEREST EARNINGS	\$0.00	\$254,199.58	\$0.00	\$254,199.58	N/A	\$57,614.36
Series - 1000 Total	\$0.00	\$389,608.02	\$0.00	\$389,608.02	N/A	\$100,530.41
Series - 3000						
Source - 3160 FARM IMPLEMENT TAX STAMP	\$0.00	\$680.24	\$0.00	\$680.24	N/A	\$358.10
Series - 3000 Total	\$0.00	\$680.24	\$0.00	\$680.24	N/A	\$358.10
Series - 6000						
Source - 6110 CASH FORWARD	\$0.00	\$9,631,092.03	\$0.00	\$9,631,092.03	N/A	\$0.00
Series - 6000 Total	\$0.00	\$9,631,092.03	\$0.00	\$9,631,092.03	N/A	\$0.00
Fund - 41 SINKING FUND Total	\$0.00	\$10,021,380.29	\$0.00	\$10,021,380.29	N/A	\$100,888.51

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 81 GIFT FUND						
Series - 1000						
Source - 1610 CONTRIBUTIONS/DONATIONS-PRIVATE	\$0.00	\$600,000.00	\$0.00	\$600,000.00	N/A	\$100,000.00
Series - 1000 Total	\$0.00	\$600,000.00	\$0.00	\$600,000.00	N/A	\$100,000.00
Fund - 81 GIFT FUND Total	\$0.00	\$600,000.00	\$0.00	\$600,000.00	N/A	\$100,000.00

Stillwater Public Schools

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 10/31/2025

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Report Total	\$0.00	\$54,294,615.59	\$0.00	\$54,294,615.59	N/A	\$3,667,607.20

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 11 GENERAL FUND						
000 NON-CATEGORICAL	1,328,816.31	1,683.07	1,683.07	0.00	1,327,133.24	0.13%
001 HIGH SCHOOL	7,500.00	5,769.06	4,369.06	1,400.00	1,730.94	76.92%
002 JUNIOR HIGH	7,500.00	579.00	579.00	0.00	6,921.00	7.72%
003 MIDDLE SCHOOL	6,250.00	2,416.22	1,759.42	656.80	3,833.78	38.66%
004 HIGHLAND PARK	5,000.00	206.00	206.00	0.00	4,794.00	4.12%
005 RICHMOND	5,000.00	1,537.50	0.00	1,537.50	3,462.50	30.75%
006 SANGRE RIDGE	5,000.00	1,502.80	1,500.30	2.50	3,497.20	30.06%
007 SKYLINE	6,330.00	2,428.94	0.00	2,428.94	3,901.06	38.37%
008 WESTWOOD	5,000.00	4,860.00	4,860.00	0.00	140.00	97.20%
009 WILL ROGERS	5,000.00	4,983.14	4,583.14	400.00	16.86	99.66%
010 LINCOLN ACADEMY	3,495.00	1,108.56	1,108.56	0.00	2,386.44	31.72%
011 CURRICULUM & INSTRUCTIONAL	81,515.00	39,538.91	17,559.37	21,979.54	41,976.09	48.51%
012 NURSE & OSHA SUPPLIES	4,250.00	2,174.19	1,674.19	500.00	2,075.81	51.16%
013 ED SERVICES SUPPLIES	1,000.00	585.01	585.01	0.00	414.99	58.50%
014 CUSTODIAL SUPPLIES	95,500.00	95,189.52	90,115.54	5,073.98	310.48	99.67%
015 ADMIN OPERATIONS SUPPLIES	2,000.00	250.00	250.00	0.00	1,750.00	12.50%
016 DISTRICT SUPPLIES	50,000.00	47,925.72	47,925.72	0.00	2,074.28	95.85%
017 AVIATION GRANT	14,650.00	1,251.00	0.00	1,251.00	13,399.00	8.54%
018 CONTRACTED SOCIAL SERVICES	288,000.00	280,000.00	37,220.00	242,780.00	8,000.00	97.22%
019 LIBRARY	45,770.00	23,955.78	4,591.37	19,364.41	21,814.22	52.34%
020 CAREERTECH GRANT-FEDERAL STRENGTHENING	25,000.00	0.00	0.00	0.00	25,000.00	0.00%
021 SUMMER SCHOOL	39,100.00	17,472.15	17,472.15	0.00	21,627.85	44.69%
022 EXTENDED SCHOOL YEAR	11,220.00	3,922.78	3,922.78	0.00	7,297.22	34.96%
023 PR AND COMMUNICATIONS	5,100.00	594.32	594.32	0.00	4,505.68	11.65%
024 BAND	27,150.00	24,477.00	5,227.00	19,250.00	2,673.00	90.15%
025 ORCHESTRA	10,200.00	0.00	0.00	0.00	10,200.00	0.00%
026 LEGAL SERVICES	51,000.00	40,000.00	14,550.81	25,449.19	11,000.00	78.43%
027 AUDIT SERVICES	15,000.00	14,100.00	14,100.00	0.00	900.00	94.00%
028 POSTAGE & FREIGHT	18,700.00	18,700.00	6,336.65	12,363.35	0.00	100.00%
029 BOE/CABINET PROFESSIONAL DEVELOPMENT	42,500.00	6,515.00	4,715.00	1,800.00	35,985.00	15.33%
030 FACILITIES MISCELLANEOUS	17,235.56	15,125.00	1,225.00	13,900.00	2,110.56	87.75%
031 BOE GENERAL EXPENSES	12,977.00	12,977.00	12,977.00	0.00	0.00	100.00%
032 FINANCE	135,000.00	1,584.08	1,584.08	0.00	133,415.92	1.17%
033 BOARD ELECTION/BOND FEES	76,000.00	25,109.78	450.00	24,659.78	50,890.22	33.04%
034 SPED TESTING	17,000.00	14,382.54	10,354.34	4,028.20	2,617.46	84.60%
035 BOE/SUPERINTENDENT SUPPLIES	5,000.00	290.22	290.22	0.00	4,709.78	5.80%
036 MILEAGE EXPENSE-NO DIST TRANSP AVAIL (CFO AUTH)	2,000.00	2,000.00	0.00	2,000.00	0.00	100.00%
040 TIER II SPECIAL NEEDS	120,000.00	0.00	0.00	0.00	120,000.00	0.00%

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 11 GENERAL FUND						
041 DISTRICT SUPPLIES-ELEMENTARY REIMBURSEABLE	83,000.00	81,376.98	81,376.98	0.00	1,623.02	98.04%
042 HUMAN RESOURCES	528,001.00	521,823.98	476,270.30	45,553.68	6,177.02	98.83%
045 FLEET FUEL	250,000.00	250,000.00	55,681.75	194,318.25	0.00	100.00%
047 DISTRICT WIDE TRANSPORTATION	189,825.00	165,322.31	35,549.37	129,772.94	24,502.69	87.09%
048 TRANSPORTATION MISCELLANEOUS	47,305.00	22,684.02	8,696.32	13,987.70	24,620.98	47.95%
049 UTILITIES-ELECTRICITY	1,024,000.00	894,000.00	470,505.74	423,494.26	130,000.00	87.30%
051 UTILITIES-GAS	348,500.00	348,500.00	17,608.88	330,891.12	0.00	100.00%
052 UTILITIES-TELEPHONE/INTERNET	67,000.00	0.00	0.00	0.00	67,000.00	0.00%
053 UTILITIES-WATER/TRASH	392,800.00	392,800.00	102,069.03	290,730.97	0.00	100.00%
054 BUILDING MAINTENANCE	153,000.00	22,000.00	2,904.53	19,095.47	131,000.00	14.38%
055 GROUNDS	48,450.00	320.40	0.00	320.40	48,129.60	0.66%
056 VOCAL MUSIC	1,020.00	755.98	755.98	0.00	264.02	74.12%
057 DRAMA	4,250.00	2,550.98	2,550.98	0.00	1,699.02	60.02%
058 ATHLETICS	83,300.00	4,448.29	4,448.29	0.00	78,851.71	5.34%
060 PROFESSIONAL DEVELOPMENT	60,000.00	12,715.00	10,190.00	2,525.00	47,285.00	21.19%
061 LIABILITY BONDS	4,935.50	4,835.50	4,607.50	228.00	100.00	97.97%
064 PROPERTY INSURANCE	1,451,908.00	1,451,908.00	1,451,908.00	0.00	0.00	100.00%
065 HIGH SCHOOL GRADUATION	33,500.00	2,392.45	2,392.45	0.00	31,107.55	7.14%
066 PERFORMING ARTS CENTER	3,187.50	750.00	250.00	500.00	2,437.50	23.53%
067 COUNTY RE-EVALUATION	430,250.00	425,250.00	0.00	425,250.00	5,000.00	98.84%
072 SECURITY	133,000.00	131,271.00	50,616.27	80,654.73	1,729.00	98.70%
086 RSI	12,064.98	2,000.00	2,000.00	0.00	10,064.98	16.58%
087 MTSS GRANT NON-PAYROLL EXPENSES	343,388.52	8,218.99	1,733.00	6,485.99	335,169.53	2.39%
088 OPIOID ABATEMENT GRANT NON-PAYROLL EXPENSES	25,000.00	20,443.00	0.00	20,443.00	4,557.00	81.77%
092 TECHNOLOGY MISCELLANEOUS	25,600.00	14,112.70	0.00	14,112.70	11,487.30	55.13%
100 MAIN PERSONNEL	36,000,000.00	35,959,506.37	7,736,995.53	28,222,510.84	40,493.63	99.89%
101 FACILITIES PERSONNEL	1,200,000.00	1,082,103.73	480,115.22	601,988.51	117,896.27	90.18%
102 EAS/CREDIT RECOVERY PERSONNEL	10,000.00	0.00	0.00	0.00	10,000.00	0.00%
103 HOMEBOUND SERVICES PERSONNEL	26,000.00	0.00	0.00	0.00	26,000.00	0.00%
104 CLASSROOM COVER PERSONNEL	15,000.00	0.00	0.00	0.00	15,000.00	0.00%
105 NATIONAL BOARD CERTIFIED BONUS -DISTRICT PAID	11,000.00	0.00	0.00	0.00	11,000.00	0.00%
106 NON-FUNDED CAREERTECH PERSONNEL COSTS	1,386,200.00	1,386,089.78	351,986.17	1,034,103.61	110.22	99.99%
110 PALS PERSONNEL	200,000.00	186,475.22	41,447.23	145,027.99	13,524.78	93.24%
111 ACTIVITY FUND PAID PERSONNEL	226,260.81	132,513.22	28,183.59	104,329.63	93,747.59	58.57%
112 MTSS GRANT PERSONNEL	190,100.00	169,002.40	47,825.99	121,176.41	21,097.60	88.90%
113 DHS REFUGEE ASSISTANCE PERSONNEL	50,000.00	0.00	0.00	0.00	50,000.00	0.00%

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 11 GENERAL FUND						
114 OPIOID ABATEMENT GRANT PERSONNEL	50,000.00	50,000.00	16,841.97	33,158.03	0.00	100.00%
312 NATIONAL BOARD CERTIFIED BONUS -STATE PAID	46,000.00	0.00	0.00	0.00	46,000.00	0.00%
331 ED FLEX BENEFIT-CERTIFIED IN LIEU OF	73,613.76	63,087.55	11,223.31	51,864.24	10,526.21	85.70%
332 ED FLEX BENEFIT-SUPPORT IN LIEU OF	213,879.27	188,362.17	52,923.51	135,438.66	25,517.10	88.07%
333 STATE TEXTBOOKS	467,167.62	0.00	0.00	0.00	467,167.62	0.00%
334 ED FLEX BENEFIT-CERTIFIED MED PD BY STATE	3,580,248.00	3,213,315.00	599,536.00	2,613,779.00	366,933.00	89.75%
335 ED FLEX BENEFIT-SUPPORT MED PD BY STATE	1,557,662.40	1,397,739.00	402,283.00	995,456.00	159,923.40	89.73%
361 ACHIEVING CLASSROOM EXCELLENCE (ACE) TECHNOLOGY	153,419.16	0.00	0.00	0.00	153,419.16	0.00%
367 STRONG READERS	321,158.10	19,779.14	19,779.14	0.00	301,378.96	6.16%
376 SCHOOL RESOURCE OFFICER	216,473.62	49,615.18	16,478.06	33,137.12	166,858.44	22.92%
388 ALTERNATIVE EDUCATION	166,324.71	161,527.68	28,080.34	133,447.34	4,797.03	97.12%
411 OK CAREERTECH=COMPREHENSIVE SECONDARY PROGRAMS	63,460.00	63,456.02	33,621.35	29,834.67	3.98	99.99%
412 OK CAREERTECH-VOCATIONAL PROGRAMS ASSISTANCE	187,000.00	103,131.51	68,084.07	35,047.44	83,868.49	55.15%
511 TITLE I, PART A (BASIC PROGRAM)	1,735,860.24	1,242,696.50	230,442.17	1,012,254.33	493,163.74	71.59%
515 TITLE I (SCHOOL SUPPORT)	1,964.11	1,964.11	1,964.11	0.00	0.00	100.00%
518 TITLE I, PART A, SUBPART 2 (NEGLECTED, LEAS)	29,976.96	4,261.71	4,261.71	0.00	25,715.25	14.22%
541 TITLE II, PART A (SUPPORT EFFECTIVE INSTRUCTION)	284,028.68	141,919.70	29,739.74	112,179.96	142,108.98	49.97%
552 TITLE IV, PART A (STU SUP & ACAD ENRICH FRM GRANT)	161,860.77	61,981.84	12,329.18	49,652.66	99,878.93	38.29%
561 TITLE VI, PART A (INDIAN EDUCATION)	147,452.00	111,196.75	29,939.44	81,257.31	36,255.25	75.41%
571 TITLE III, PART A (IMMIGRANT EDUCATION ACT)	16,283.90	0.00	0.00	0.00	16,283.90	0.00%
572 TITLE III, PART A (ENG LANG ACQ, ENH & ACHEIVE)	64,145.44	14,188.63	14,188.63	0.00	49,956.81	22.12%
587 TITLE V, PART B, SUBPRT 2 (RURAL/LOW INC SCHL PGM)	156,300.39	73,650.54	54,786.63	18,863.91	82,649.85	47.12%
596 TITLE IX, PART A (HOMELESS CHILDREN & YOUTH)	77,018.22	49,892.48	13,192.41	36,700.07	27,125.74	64.78%
613 IDEA PART B (SPED PROF DEVELOP OSDE SPONSORED)	7,800.00	6,225.00	4,425.00	1,800.00	1,575.00	79.81%
615 IDEA PART B (SPED PROF DEVELOP DISTRICT)	6,726.55	4,840.00	3,815.00	1,025.00	1,886.55	71.95%
616 IDEA PART B (SUB AREA CERT EXAM REIMBURSE)	300.00	118.00	0.00	118.00	182.00	39.33%

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 11 GENERAL FUND						
618 IDEA PART B (SECONDARY TRANS SERVICES)	17,976.06	7,081.45	4,760.55	2,320.90	10,894.61	39.39%
621 IDEA PART B (FLOW THROUGH, P.L.108-446)	1,399,200.53	1,314,731.09	258,412.64	1,056,318.45	84,469.44	93.96%
625 IDEA PART B (FLOW THRU, P.L.108-446 PRIVATE SCHL)	13,643.09	11,000.00	0.00	11,000.00	2,643.09	80.63%
627 IDEA PART B (FLOW THRU, P.L.108-446 HGH ND TR II)	47,366.68	0.00	0.00	0.00	47,366.68	0.00%
641 IDEA PART B (PRESCHOOL, AGED 3-5, P.L. 108-446)	34,084.56	34,084.56	10,378.62	23,705.94	0.00	100.00%
697 MEDICAID FEDERAL MATCH	10,000.00	0.00	0.00	0.00	10,000.00	0.00%
698 MEDICAID RESOURCES	30,000.00	13,776.00	13,776.00	0.00	16,224.00	45.92%
Total Fund - 11 GENERAL FUND	\$58,994,000.00	\$52,814,986.20	\$13,718,300.78	\$39,096,685.42	\$6,179,013.80	89.53 %

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 21 BUILDING FUND						
000 NON-CATEGORICAL	1,075,212.46	0.00	0.00	0.00	1,075,212.46	0.00%
030 FACILITIES MISCELLANEOUS	7,420.54	7,420.54	7,420.54	0.00	0.00	100.00%
032 FINANCE	3,000.00	3,000.00	1,500.00	1,500.00	0.00	100.00%
100 MAIN PERSONNEL	260,000.00	256,231.36	65,998.02	190,233.34	3,768.64	98.55%
101 FACILITIES PERSONNEL	1,500,000.00	1,473,113.02	377,881.50	1,095,231.52	26,886.98	98.21%
332 ED FLEX BENEFIT-SUPPORT IN LIEU OF	21,123.00	18,210.24	4,552.56	13,657.68	2,912.76	86.21%
335 ED FLEX BENEFIT-SUPPORT MED PD BY STATE	281,244.00	249,571.00	62,216.00	187,355.00	31,673.00	88.74%
Total Fund - 21 BUILDING FUND	\$3,148,000.00	\$2,007,546.16	\$519,568.62	\$1,487,977.54	\$1,140,453.84	63.77 %

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 22 CHILD NUTRITION PROGRAMS FUND						
000 NON-CATEGORICAL	27,832.00	0.00	0.00	0.00	27,832.00	0.00%
049 UTILITIES-ELECTRICITY	28,321.00	28,320.30	28,320.30	0.00	0.70	100.00%
051 UTILITIES-GAS	9,000.00	8,976.66	8,976.66	0.00	23.34	99.74%
052 UTILITIES-TELEPHONE/INTERNET	2,600.00	0.00	0.00	0.00	2,600.00	0.00%
053 UTILITIES-WATER/TRASH	9,000.00	8,940.08	8,940.08	0.00	59.92	99.33%
064 PROPERTY INSURANCE	120,000.00	119,408.84	119,408.84	0.00	591.16	99.51%
091 LOCAL CHILD NUTRITION EXPENSES	172,130.00	148,597.83	49,870.01	98,727.82	23,532.17	86.33%
100 MAIN PERSONNEL	55,000.00	0.00	0.00	0.00	55,000.00	0.00%
101 FACILITIES PERSONNEL	43,500.00	3,597.71	3,597.71	0.00	39,902.29	8.27%
332 ED FLEX BENEFIT-SUPPORT IN LIEU OF	53,558.00	37,038.65	9,484.50	27,554.15	16,519.35	69.16%
335 ED FLEX BENEFIT-SUPPORT MED PD BY STATE	300,000.00	273,609.00	73,528.00	200,081.00	26,391.00	91.20%
385 CHILD NUTRITION PROGRAM	30,000.00	28,174.65	12,384.02	15,790.63	1,825.35	93.92%
763 LUNCHESES	2,302,099.00	2,252,572.07	625,815.02	1,626,757.05	49,526.93	97.85%
764 BREAKFASTS	786,680.00	687,960.18	153,941.45	534,018.73	98,719.82	87.45%
766 SUMMER FOOD SERVICE PROGRAM	286,000.00	183,002.32	68,434.77	114,567.55	102,997.68	63.99%
767 PROF STANDARDS FOR SCHOOL NUTRITION EMPLOYEES	4,000.00	2,577.00	1,302.00	1,275.00	1,423.00	64.43%
Total Fund - 22 CHILD NUTRITION PROGRAMS FUND	\$4,229,720.00	\$3,782,775.29	\$1,164,003.36	\$2,618,771.93	\$446,944.71	89.43 %

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 31 BOND FUND 31						
000 NON-CATEGORICAL	337,388.62	0.00	0.00	0.00	337,388.62	0.00%
030 FACILITIES MISCELLANEOUS	19,390.00	19,387.90	18,487.97	899.93	2.10	99.99%
032 FINANCE	356,396.65	107,830.54	103,643.54	4,187.00	248,566.11	30.26%
047 DISTRICT WIDE TRANSPORTATION	224,096.52	224,096.52	224,096.52	0.00	0.00	100.00%
054 BUILDING MAINTENANCE	53,203.50	52,603.50	33,717.02	18,886.48	600.00	98.87%
055 GROUNDS	15,000.00	15,000.00	15,000.00	0.00	0.00	100.00%
071 BUILDING ACQUISITION/KICKER/OES REMODEL	80,360.00	12,106.53	0.00	12,106.53	68,253.47	15.07%
Total Fund - 31 BOND FUND 31	\$1,085,835.29	\$431,024.99	\$394,945.05	\$36,079.94	\$654,810.30	39.70 %

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 32 BOND FUND 32						
000 NON-CATEGORICAL	2,698.10	0.00	0.00	0.00	2,698.10	0.00%
011 CURRICULUM & INSTRUCTIONAL	360,086.79	0.00	0.00	0.00	360,086.79	0.00%
024 BAND	3.00	0.00	0.00	0.00	3.00	0.00%
032 FINANCE	433,633.40	0.00	0.00	0.00	433,633.40	0.00%
038 BOND-DW PRINTING/COPIERS	20,428.46	0.00	0.00	0.00	20,428.46	0.00%
047 DISTRICT WIDE TRANSPORTATION	433,458.80	427,162.20	26,698.20	400,464.00	6,296.60	98.55%
054 BUILDING MAINTENANCE	178,398.74	15,630.00	0.00	15,630.00	162,768.74	8.76%
055 GROUNDS	144,147.36	9,500.00	0.00	9,500.00	134,647.36	6.59%
058 ATHLETICS	43,087.82	14,444.80	1,906.40	12,538.40	28,643.02	33.52%
066 PERFORMING ARTS CENTER	50,000.00	0.00	0.00	0.00	50,000.00	0.00%
068 2023 BOND - HIGH SCHOOL PROJECT	2,795,520.97	2,642,608.19	209,367.22	2,433,240.97	152,912.78	94.53%
069 2023 BOND - ATHLETICS PROJECT	1,077,827.08	1,077,826.29	193,917.19	883,909.10	0.79	100.00%
071 BUILDING ACQUISITION/KICKER/OES REMODEL	801,947.62	314,251.51	314,251.51	0.00	487,696.11	39.19%
073 BOND-CLASSROOM TECHNOLOGY	242,351.54	0.00	0.00	0.00	242,351.54	0.00%
075 DISTRICT WIDE ROOF REPAIR	1,924,830.99	1,638,009.25	1,065,745.09	572,264.16	286,821.74	85.10%
076 BOND-CHROMEBOOKS & CARTS	522,209.33	0.00	0.00	0.00	522,209.33	0.00%
077 BOND-SUBSCRIPTIONS/LICENSING	90,298.31	0.00	0.00	0.00	90,298.31	0.00%
092 TECHNOLOGY MISCELLANEOUS	140,507.55	0.00	0.00	0.00	140,507.55	0.00%
Total Fund - 32 BOND FUND 32	\$9,261,435.86	\$6,139,432.24	\$1,811,885.61	\$4,327,546.63	\$3,122,003.62	66.29 %

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 33 BOND FUND 33						
000 NON-CATEGORICAL	28,221.75	0.00	0.00	0.00	28,221.75	0.00%
011 CURRICULUM & INSTRUCTIONAL	375,165.00	1,200.00	1,200.00	0.00	373,965.00	0.32%
024 BAND	100,210.00	0.00	0.00	0.00	100,210.00	0.00%
033 BOARD ELECTION/BOND FEES	12,500.00	6,500.00	0.00	6,500.00	6,000.00	52.00%
038 BOND-DW PRINTING/COPIERS	148,000.00	883.96	58.96	825.00	147,116.04	0.60%
047 DISTRICT WIDE TRANSPORTATION	477,225.00	377,185.57	139,993.72	237,191.85	100,039.43	79.04%
054 BUILDING MAINTENANCE	850,000.00	528,381.80	166,170.18	362,211.62	321,618.20	62.16%
055 GROUNDS	150,000.00	30,006.49	15,631.99	14,374.50	119,993.51	20.00%
058 ATHLETICS	75,000.00	39,540.00	19,980.00	19,560.00	35,460.00	52.72%
066 PERFORMING ARTS CENTER	50,000.00	13,527.86	13,527.86	0.00	36,472.14	27.06%
068 2023 BOND - HIGH SCHOOL PROJECT	4,533,642.00	2,767,713.16	0.00	2,767,713.16	1,765,928.84	61.05%
069 2023 BOND - ATHLETICS PROJECT	2,470,192.00	459,363.50	0.00	459,363.50	2,010,828.50	18.60%
073 BOND-CLASSROOM TECHNOLOGY	372,880.00	166,483.79	166,483.79	0.00	206,396.21	44.65%
076 BOND-CHROMEBOOKS & CARTS	250,000.00	159,952.60	44,354.60	115,598.00	90,047.40	63.98%
077 BOND-SUBSCRIPTIONS/LICENSING	168,915.00	152,555.23	152,555.23	0.00	16,359.77	90.31%
092 TECHNOLOGY MISCELLANEOUS	700,000.00	496,761.87	266,042.92	230,718.95	203,238.13	70.97%
Total Fund - 33 BOND FUND 33	\$10,761,950.75	\$5,200,055.83	\$985,999.25	\$4,214,056.58	\$5,561,894.92	48.32 %

Stillwater Public Schools

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 41 SINKING FUND						
000 NON-CATEGORICAL	15,779,713.00	720,756.25	0.00	720,756.25	15,058,956.75	4.57%
Total Fund - 41 SINKING FUND	\$15,779,713.00	\$720,756.25	\$0.00	\$720,756.25	\$15,058,956.75	4.57 %

Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2025-2026						
Fund - 81 GIFT FUND						
201 GOOGLE DONATIONS-ED SERVICES	100,000.00	0.00	0.00	0.00	100,000.00	0.00%
202 GOOGLE DONATIONS-DISTRICT LIGHTING UPGRADES	500,000.00	0.00	0.00	0.00	500,000.00	0.00%
Total Fund - 81 GIFT FUND	\$600,000.00	\$0.00	\$0.00	\$0.00	\$600,000.00	0.00 %
Total 2025-2026	\$103,860,654.90	\$71,096,576.96	\$18,594,702.67	\$52,501,874.29	\$32,764,077.94	68.45 %

Stillwater Public Schools Budget Analysis

Options: Year: 2025-2026, Date Range: 7/1/2025 - 10/31/2025, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
Report Total	\$103,860,654.90	\$71,096,576.96	\$18,594,702.67	\$52,501,874.29	\$32,764,077.94	68.45 %

Date Range: 7/1/2025 - 10/31/2025

Classification Bolding: N/A

Print Detail: No

Dimension	Group Order	Total	Bold	Filter
Fiscal Year	1	Yes	No	2026
Fund	2	Yes	No	11-41, 81
Project	3	Yes	No	
Function	N/A	N/A	N/A	
Object	N/A	N/A	N/A	
Program	N/A	N/A	N/A	
Subject	N/A	N/A	N/A	
JobClass	N/A	N/A	N/A	
Unit	N/A	N/A	N/A	



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Mrs. Kristie Newby, MBA, CFE, Chief Financial Officer
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:
Second Revised Budget

BOARD ACTION REQUESTED:
Consider and Vote to approve the Second Revised Budget for FY 2025-2026

BACKGROUND INFORMATION:
The Second Revised Budget reflects an update in Federal and State funding, as well as an increase in budgets for yearly expenses.

STILLWATER PUBLIC SCHOOLS
DISTRICT BUDGET AND FINANCING PLAN
FOR APPROPRIATED FUNDS
FISCAL YEAR 2025-2026

ADOPTED BY:

STILLWATER PUBLIC SCHOOLS

Roberta Douglas, President

Rachel Dillin, Vice-President

Dr. Gay Washington, Member

Dr. Marshall Baker, Member

Tim Riley, Member

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Stillwater Public Schools
Summary of Estimated Revenues

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
GENERAL FUND (11)			
LOCAL SOURCES OF REVENUES:			
1110 Property Taxes Current Year	\$ 20,745,521.73	\$ 17,043,348.00	\$ 21,105,200.00
1120 Property Taxes Prior Year	465,469.70	400,000.00	400,000.00
1130 Revenue In Lieu of Taxes (& 1190)	86,246.95	36,000.00	80,000.00
1300 Interest Earnings	1,050,792.69	650,000.00	650,000.00
1400 Total Rentals, Disposals and Commissions	8,669.40	5,000.00	8,000.00
1500 Total Reimbursements	1,097,448.47	500,000.00	542,000.00
1600 District Services	840.00	-	-
TOTAL LOCAL SOURCES OF REVENUE	\$ 23,454,988.94	\$ 18,634,348.00	\$ 22,785,200.00
INTERMEDIATE SOURCES OF REVENUES:			
2100 County 4 Mill Ad Valorem Tax	\$ 2,694,378.79	\$ 2,500,000.00	\$ 2,600,000.00
2200 County Apportionment (Mortgage Tax)	326,118.51	235,000.00	300,000.00
2300 Resale of Property	-	-	-
TOTAL INTERMEDIATE SOURCES OF REVENUE	\$ 3,020,497.30	\$ 2,735,000.00	\$ 2,900,000.00
STATE SOURCES OF REVENUES:			
3110 Gross Production Tax	\$ 173,168.71	\$ 180,000.00	\$ 170,000.00
3120 Motor Vehicle Collections	2,454,089.90	2,550,000.00	2,450,000.00
3130 Rural Electric Cooperative Tax	221,505.61	200,000.00	220,000.00
3140 State School Land Earnings (State Apportionment)	1,061,605.12	1,018,000.00	1,060,000.00
3150 Vehicle Tax Stamp	6,839.99	4,400.00	5,500.00
3160 Farm Implement	3,074.54	2,900.00	3,000.00
3190 Other Dedicated Revenue	-	-	-
3210 Foundation And Salary Incentive Aid	18,886,303.82	18,500,000.00	17,211,000.00
3250 State Flexible Benefit Allowance	5,368,434.84	5,235,000.00	6,081,330.24
3310 Alt Ed, Statewide Prog. (388)	174,474.28	175,000.00	175,000.00
3412 National Board Bonus	70,000.00	70,000.00	46,000.00
3415 Strong Readers (367)	149,310.36	149,000.00	149,000.00
3420 State Textbook (383)	390,019.50	390,000.00	382,985.01
3440 Drivers Education	-	-	-
3470 Advanced Placement	-	-	-
3620 State Land Reimburse	100.37	100.00	100.00
3690 Other State Sources (000, 112, 113, 361, 376)	679,538.12	441,600.11	510,756.45
3811 ODCTE Salary Supplement (411)	63,460.00	63,460.00	63,460.00
3812 ODCTE Program Assistance (412, 421)	179,750.00	179,750.00	184,750.00
3892 OK Education Lottery Fund (469)	-	-	-
TOTAL STATE SOURCES OF REVENUE	\$ 29,881,675.16	\$ 29,159,210.11	\$ 28,712,881.70
FEDERAL SOURCES OF REVENUES:			
4140 Title 7, Indian Ed. (561)	\$ 147,938.67	\$ 146,340.71	\$ 147,452.00
4210 Title 1A (511, 515 & 518)	1,454,456.58	1,152,635.26	1,587,973.83
4271 Title 2 (541)	290,890.71	205,606.06	278,535.89
4281 Title 3 ELL (571, 572)	18,426.61	67,589.48	79,509.68
4310 IDEA Basic (613, 615, 616, 618, 621, 625, 627)	1,433,419.41	1,430,771.63	1,468,012.91
4340 IDEA Preschool (641)	36,950.95	34,560.23	34,084.56
4442 Title 4 Part A (552)	83,787.33	73,750.89	141,999.61
4470 Title V RLIS (587)	74,536.74	130,166.32	156,300.39
4480 McKinney Vinto Homeless Title IX (596)	73,137.97	69,500.00	27,018.22
4580 Medicaid Reimbursement (697, 698)	132,334.40	45,000.00	172,000.00
4689 Misc Sources of Fed Rev (799)	3,134,941.71	-	603,902.46
4821 Carl Perkins, Vocational and Applied Tech	-	-	-
TOTAL FEDERAL SOURCES OF REVENUE	\$ 6,880,821.08	\$ 3,355,920.58	\$ 4,696,789.55
5000 Non Revenue Receipts	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 63,237,982.48	\$ 53,884,478.69	\$ 59,094,871.25
6000 Prior Year Fund Balance Forward	\$ 2,549,805.63	\$ 5,100,000.00	\$ 7,653,287.98
6140 Estopped Warrants	5,414.26	-	-
6200 Inter-Fund Transfers via Form 308	2,082,147.93	\$ -	\$ -
TOTAL ALL SOURCES OF REVENUE	\$ 67,875,350.30	\$ 58,984,478.69	\$ 66,748,159.23

Stillwater Public Schools
Summary of Estimated Expenditures

GENERAL FUND (11)	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
1000 Instruction	\$ 35,748,659.31	\$ 31,344,004.36	\$ 33,648,000.00
SUPPORT SERVICES:			
2110 Attendance and Social Work Services	\$ 368,045.42	\$ 353,618.50	\$ 400,000.00
2120 Guidance Services	2,036,550.57	\$ 1,776,329.95	\$ 2,020,000.00
2130 Health Services	979,138.05	\$ 935,029.90	\$ 980,000.00
2140 Psychological Services	781,561.19	\$ 657,599.50	\$ 850,000.00
2150 Speech Pathology and Audiology Services	900,867.83	\$ 866,020.00	\$ 900,000.00
2170 Physical Therapy	161,082.35	\$ 227,050.00	\$ 169,000.00
2180 Visually Impaired Services	769.16	\$ 770.00	\$ 1,000.00
2190 Other Student Services	1,134,497.70	\$ 1,107,795.00	\$ 1,200,000.00
2100 Total Student Support Services	\$ 6,362,512.27	\$ 5,924,212.85	\$ 6,520,000.00
2210 Improvement of Instructional Services	\$ 1,490,953.06	\$ 1,232,152.04	\$ 1,350,000.00
2220 Educational Media Services	1,002,974.90	\$ 950,000.00	\$ 1,000,000.00
2230 Instruction Technology	174,584.35	\$ 186,200.00	\$ 175,000.00
2240 Student Assessment	259.50	\$ 500.00	\$ 500.00
2200 Total Support Services-Instructional Staff	\$ 2,668,771.81	\$ 2,368,852.04	\$ 2,525,500.00
2310 Board of Education Services	\$ 610,973.48	\$ 591,229.80	\$ 600,000.00
2320 Office of Superintendent Services	1,013,855.71	\$ 854,514.34	\$ 1,020,000.00
2330 Special Area Administration Services	-	-	-
2340 Other Administration Services	98,851.46	\$ 90,000.00	\$ 120,000.00
2300 Total Support Services-General Administration	\$ 1,723,680.65	\$ 1,535,744.14	\$ 1,740,000.00
2410 Office of the Principal Services	\$ 3,360,453.57	\$ 3,133,041.32	\$ 3,400,000.00
2490 Other School Administration Services	341,649.66	\$ 261,737.27	\$ 350,000.00
2400 Total Support Services-School Administration	\$ 3,702,103.23	\$ 3,394,778.59	\$ 3,750,000.00
2510 Fiscal Services	\$ 1,140,936.43	\$ 1,088,012.00	\$ 1,250,000.00
2520 Internal Services	236,641.65	\$ 244,513.00	\$ 240,000.00
2530 Printing, Publishing and Duplicating Services	11,522.45	\$ 15,000.00	\$ 12,000.00
2540 Evaluation Services	21,504.00	\$ 25,000.00	\$ 22,000.00
2560 Information Services	51,591.95	\$ 19,000.00	\$ 52,000.00
2570 Personnel Services	620,827.82	\$ 589,680.00	\$ 800,000.00
2580 Admin Tech Services	734,278.15	\$ 627,643.49	\$ 752,000.00
2500 Total Support Services-Business	\$ 2,817,302.45	\$ 2,608,848.49	\$ 3,128,000.00
2620 Operation of Building Services	\$ 3,699,444.98	\$ 4,981,443.67	\$ 4,700,000.00
2630 Care and Upkeep of Grounds Services	92,962.98	\$ 69,657.23	\$ 95,000.00
2640 Care and Upkeep of Equipment Services	73,405.68	\$ 65,700.00	\$ 75,000.00
2650 Vehicle Operations & Maint Service	20,681.92	\$ 20,000.00	\$ 21,000.00
2660 Security Services	309,903.98	\$ 315,000.00	\$ 310,000.00
2670 Safety	37,970.51	\$ 34,000.00	\$ 41,000.00
2600 Total Operation and Maintenance of Plant Services	\$ 4,234,370.05	\$ 5,485,800.90	\$ 5,242,000.00
2720 Vehicle Operation and Maintenance	\$ 1,489,713.62	\$ 1,106,933.99	\$ 1,500,000.00
2730 Monitoring Services	173,629.61	\$ 148,612.80	\$ 175,000.00
2740 Vehicle Servicing and Maintenance	469,492.48	\$ 461,700.00	\$ 530,000.00
2700 Total Student Transportation Services	\$ 2,132,835.71	\$ 1,717,246.79	\$ 2,205,000.00
TOTAL SUPPORT SERVICES	\$ 23,641,576.17	\$ 23,035,483.80	\$ 25,110,500.00
3120 Food PR & Dispensing Svc	\$ -	\$ -	\$ -
3300 Community Services	210,485.02	\$ 215,072.00	\$ 215,000.00
4400 Architectural Services	-	-	-
4720 Building Improvement Services	576,383.05	-	-
5000 Fund Transfers, Correcting Entries	27,694.78	\$ 35,000.00	\$ 20,500.00
Total Other Uses of Funds	\$ 814,562.85	250,072.00	235,500.00
TOTAL EXPENDITURES	\$ 60,204,798.33	\$ 54,629,560.16	\$ 58,994,000.00

Stillwater Public Schools
Summary of Estimated Revenues

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
BUILDING FUND (21)			
LOCAL SOURCES OF REVENUES:			
1110 Ad Valorem Tax Levy (Current)	\$ 2,950,455.85	\$ 2,445,000.00	\$ 2,886,120.00
1120 Ad Valorem Tax Levy (Prior Years)	80,400.48	-	-
1130 Revenue In Lieu of Taxes (& 1190)	375,000.00	-	-
1300 Total Earnings on Investments	-	-	-
1400 Rentals and Sales	-	-	-
1500 Insurance Loss Recovery and Reimbursements	1,510,697.55	-	-
3000 State Revenue	279,370.45	270,000.00	270,000.00
TOTAL LOCAL SOURCES OF REVENUE	\$ 5,195,924.33	\$ 2,715,000.00	\$ 3,156,120.00
5000 Non Revenue Receipts	-	-	-
6000 Prior Year Fund Balance Forward	\$ 2,934,295.98	\$ 1,442,145.09	\$ 2,486,751.18
6140 Estopped Warrants	\$ 2.25		
6200 Inter-Fund Transfers via Form 308	(2,082,147.93)	-	-
TOTAL ALL SOURCES OF REVENUE	\$ 6,048,074.63	\$ 4,157,145.09	\$ 5,642,871.18

Stillwater Public Schools
Summary of Estimated Expenditures

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
BUILDING FUND (21)			
1000 Instruction		\$ -	\$ -
SUPPORT SERVICES:			
2100 Other Support Services-Student	-	\$ 350,000.00	-
2400 Support Services-Office Of Principal and School Administration	6,866.44	325,000.00	\$ 7,000.00
2500 Support Services-Business, Technology, Information and Tax	96.32	1,000.00	\$ 1,000.00
2600 Operation Of Building and Grounds Services	3,554,360.69	2,036,201.90	3,140,000.00
Total Operation and Maintenance of Plant Services	\$ 3,561,323.45	\$ 2,712,201.90	\$ 3,148,000.00
OTHER USES OF FUNDS:			
4200 Site Improvement Services	-	-	-
4300 Land Improvement Services	-	-	-
4400 Architecture and Engineering Services	-	-	-
4600 Building Acquisition and Construction Services	-	-	-
4700 Building Improvement Services	-	-	-
5100 Debt Service	-	-	-
5600 Correcting Entries	-	-	-
Total Other Uses of Funds	\$ -	\$ -	\$ -
TOTAL FISCAL YEAR BUDGET	\$ 3,561,323.45	\$ 2,712,201.90	\$ 3,148,000.00

**Stillwater Public Schools
Summary of Estimated Revenues**

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
CHILD NUTRITION FUND (22)			
LOCAL SOURCES OF REVENUES:			
1710 Student Lunches	\$ 627,328.74	\$684,782.80	\$685,000.00
1720 A La Carte Food	36,620.95	\$39,974.88	\$185,000.00
1730-40 Adult Meals	4,438.09	\$4,844.55	\$21,000.00
1760 Contract meals		-	-
1790-99 Other Revenue	681.37	\$791.40	\$790.00
TOTAL LOCAL SOURCES OF REVENUE	\$ 669,069.15	\$ 730,393.63	\$ 891,790.00
STATE SOURCES OF REVENUES:			
3250 State Flexible Benefit Allowance	\$ 346,718.88	\$281,477.50	\$381,390.00
3720 State Matching	26,879.04	\$27,873.56	\$30,000.00
TOTAL STATE SOURCES OF REVENUE	\$ 373,597.92	\$ 309,351.06	\$ 411,390.00
FEDERAL SOURCES OF REVENUES:			
4705 Emergency Oper Costs Reimb-SBP/NSLP	\$ -	\$ -	\$ -
4710 National School Lunch Program	1,686,366.29	\$1,601,152.93	\$1,855,000.00
4720 School Breakfast Program	837,241.51	\$851,599.36	\$785,540.00
4740 Summer Feeding Program	88,658.30	\$219,603.77	\$286,000.00
4780 National School Lunch Eq Grant	23,967.61	-	-
TOTAL FEDERAL SOURCES OF REVENUE	\$ 2,636,233.71	\$ 2,672,356.06	\$ 2,926,540.00
TOTAL REVENUES	\$ 3,678,900.78	\$ 3,712,100.75	\$ 4,229,720.00
5000 Non Revenue Receipts	\$ -	\$ -	\$ -
6000 Prior Year Fund Balance Forward	\$ 1,697,637.43	\$1,422,637.43	\$1,305,180.19
6140 Estopped Warrants	\$ -	\$0.00	\$0.00
TOTAL ALL SOURCES OF REVENUE	\$ 5,376,538.21	\$ 5,134,738.18	\$ 5,534,900.19

**Stillwater Public Schools
Summary of Estimated Expenditures**

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
CHILD NUTRITION FUND (22)			
CHILD NUTRITION PROGRAM SERVICES:			
3110 Food a la carte	\$ 3,518.66	\$ 75,000.00	\$ 93,000.00
3120 Food Preparation and Dispensing	110,812.38	1,700,000.00	1,775,000.00
3130 Food and Supplies Delivery Services	1,740,246.83	115,000.00	90,000.00
3140 Other Direct Services	117,876.65	425,000.00	425,680.00
3150 Food Procurement Services	566,979.84	1,320,000.00	1,726,540.00
3155 Food Adult	1,381,069.25	8,000.00	10,500.00
3160 Non Reimbursed Services	13,472.33	3,000.00	3,000.00
3180 Nutrition Education	7,659.65	5,500.00	5,500.00
3190 Other Child Nutrition Program Operations	1,942.00	60,000.00	100,000.00
5000 Fund Transfers and Correcting Entry	127,780.43	500.00	-
7400 Workers Compensation		-	500.00
8900 Other Transfers		-	-
Total Child Nutrition Services	\$ 4,071,358.02	\$ 3,712,000.00	\$ 4,229,720.00
TOTAL FISCAL YEAR BUDGET	\$ 4,071,358.02	\$ 3,712,000.00	\$ 4,229,720.00

Stillwater Public Schools
Summary of Estimated Revenues

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
BOND FUNDS (31-39)			
LOCAL SOURCES OF REVENUES:			
5111 Premium on Bonds Sold	\$ -		
5112 Proceeds from Sale of Original Bonds	10,886,950.00	\$ 6,707,641.00	\$ 6,707,641.00
1310 Interest	703,954.85	\$ -	\$ -
TOTAL LOCAL SOURCES OF REVENUE	\$ 11,590,904.85	\$ 6,707,641.00	\$ 6,707,641.00
TOTAL REVENUES	\$ 11,590,904.85	\$ 6,707,641.00	\$ 6,707,641.00
6100 Prior Year Fund Balance Forward	\$ 24,285,497.61	\$ 23,733,900.00	\$ 21,109,221.90
6140 Estopped Warrants	\$ 135,601.60	\$ -	\$ -
6200 Inter-fund Transfers	\$ -	\$ -	\$ -
TOTAL ALL SOURCES OF REVENUE	\$ 36,012,004.06	\$ 30,441,541.00	\$ 27,816,862.90

Stillwater Public Schools
Summary of Estimated Expenditures

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
BOND FUNDS (31-39)			
1000 Instruction	\$ 67,509.19	\$ 584,993.00	\$ 70,000.00
SUPPORT SERVICES:			
2100 Other Support Services-Student	\$ 270,331.46	323,210.00	300,000.00
2220 Library Media Services	45.74	-	-
2230 Instruction Related Technology	350,922.11	1,822,880.00	360,000.00
2300 Board of Education Services	19,987.56	9,500.00	20,000.00
2340 Other General and Administrative Services	-	-	-
2530 Printing Equipment	127,571.54	-	130,000.00
2580 Tech Supplies	666,105.95	-	670,000.00
2620 Operation of Building Services	1,639,230.63	500,000.00	939,862.00
2630 Care and Upkeep of Grounds Services	1,226.98	500,000.00	2,000.00
2640 Care and Upkeep of Equipment Services	37,585.78	50,000.00	40,000.00
2660 Security Services	9,762.00	-	-
2670 Safety	55,911.16	-	-
2720 Bus Operation Services	719,535.20	477,225.00	750,000.00
3300 Athletics Supplies and Uniforms	31,912.18	-	35,000.00
Total Support Services	\$ 3,930,128.29	\$ 3,682,815.00	\$ 3,246,862.00
OTHER USES OF FUNDS			
4300 Land Improvement Services	752,465.91	-	-
4400 Architectural and Engineering Services	-	-	-
4600 All Other New Construction	6,473,928.34	17,132,092.00	15,500,000.00
4700 Facilities Improvement Services	3,514,720.08	9,000,000.00	9,000,000.00
5600 Correcting Entry	-	-	-
Total Other Uses of Funds	\$ 10,741,114.33	\$ 26,132,092.00	\$ 24,500,000.00
TOTAL FISCAL YEAR BUDGET	\$ 14,738,751.81	\$ 30,399,900.00	\$ 27,816,862.00

Stillwater Public Schools
Summary of Estimated Revenues

	ACTUAL	ORIGINAL SBA BUDGET	SECOND REVISED SBA BUDGET
	FY 2024-2025	FY 2025-2026	FY 2025-2026
DEBT SERVICE FUND (41)			
LOCAL SOURCES OF REVENUES:			
1110 Ad Valorem Tax Levy (Current)	\$ 15,240,869.11	\$ 16,357,875.00	\$ 14,683,670.00
1120 Ad Valorem Tax Levy (Prior Years)	335,102.29	-	-
1130 Revenue In Lieu of Taxes	-	-	-
1190 Other Taxes	-	-	-
1300 Total Earnings on Investments	50,312.50	-	-
TOTAL LOCAL SOURCES OF REVENUE	\$ 15,626,283.90	\$ 16,357,875.00	\$ 14,683,670.00
3000 State Receipts	\$ 2,059.42	\$ 2,000.00	\$ 2,000.00
5111 Premium on Bonds Sold	724,443.71	385,000.00	385,000.00
6100 Prior Year Fund Balance Forward	7,908,563.26	8,131,257.43	9,631,092.03
TOTAL ALL SOURCES OF REVENUE	\$ 24,261,350.29	\$ 24,874,132.43	\$ 24,699,762.03

Stillwater Public Schools
Summary of Estimated Expenditures

	ACTUAL	ORIGINAL SBA BUDGET	SECOND REVISED SBA BUDGET
	FY 2024-2025	FY 2025-2026	FY 2025-2026
DEBT SERVICE FUND (41)			
USES OF FUNDS:			
2319 Accounting Services	\$ 8,039.48	\$ 15,779,713.00	\$ 15,779,713.00
5100 Debt Service	\$ 14,622,465.00	\$ 15,779,713.00	\$ 15,779,713.00
Total Uses of Funds	\$ 14,630,504.48	\$ 15,779,713.00	\$ 15,779,713.00
5600 Correcting Entries	\$ -	\$ -	\$ -
TOTAL FISCAL YEAR BUDGET	\$ 14,630,504.48	\$ 15,779,713.00	\$ 15,779,713.00

Stillwater Public Schools
Summary of Estimated Revenues

GIFT FUND (81)

LOCAL SOURCES OF REVENUES:

1600 Donations

TOTAL LOCAL SOURCES OF REVENUE

6100 Prior Year Fund Balance Forward

TOTAL ALL SOURCES OF REVENUE

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
	\$ -	\$ -	\$ 800,000.00
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	
	-	-	-
	\$ -	\$ -	\$ 800,000.00

Stillwater Public Schools
Summary of Estimated Expenditures

GIFT FUND (81)

USES OF FUNDS:

Various

Total Uses of Funds

5600 Correcting Entries

TOTAL FISCAL YEAR BUDGET

	ACTUAL FY 2024-2025	ORIGINAL SBA BUDGET FY 2025-2026	SECOND REVISED SBA BUDGET FY 2025-2026
	\$ -	\$ -	\$ 800,000.00
	-	-	
	-	-	800,000.00
	-	-	
	-	-	-
	\$ -	\$ -	\$ 800,000.00



STILLWATER PUBLIC SCHOOLS
STILLWATER BOARD OF EDUCATION

PREPARED BY: Bo Gamble, Assistant Superintendent of Operations
APPROVED BY: Tyler Bridges, Superintendent
DATE: November 11, 2025

AGENDA ITEM:

Receive Bond 2023 Update.

BOARD ACTION REQUESTED:

This is an information item only. No board action is requested.

BACKGROUND INFORMATION:

Attached to this memo is an update on Bond 2023.

*SPS BOND 2023
PROJECTS REPORT
11.11.2025*



HS Phase 1 and 2 – Construction Phase

- Owner, Architect, and Constructor (OAC) meetings are scheduled for every two weeks to review construction progress and coordination with upcoming installations of SPS Owner provided equipment and systems.
- SPS FF&E Procurement is progressing.

HS Phase 1 and 2 – Construction Phase

SITE WORK SUMMARY

- West parking lot paving is in progress.
- Landscaping (trees/sod/irrigation)
West and East side is in progress



HS Phase 1 and 2 – Construction Phase



OCTOBER 29, 2025



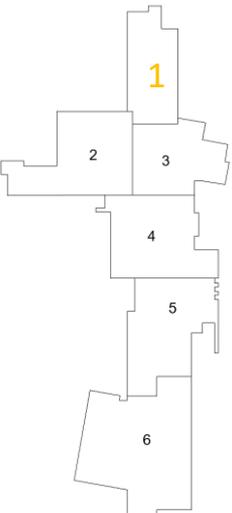
OCTOBER 6, 2025



HS Phase 1 and 2 – Construction Phase



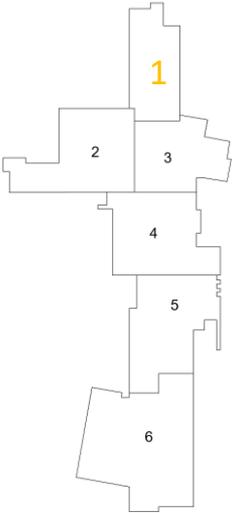
EXTERIOR – ENTRY LANE ISLAND TREES AND BOULDERS



HS Phase 1 and 2 – Construction Phase



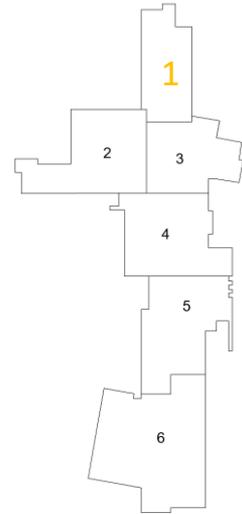
EXTERIOR – WEST PARKING / DROP-OFF LANE



HS Phase 1 and 2 – Construction Phase

AREA 1 WORK SUMMARY

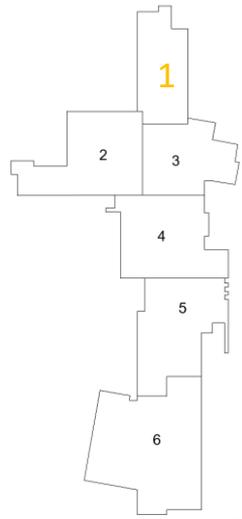
- Millwork installation is complete
- Door hardware installation is complete
- Corridor ceiling grid is complete
- Exposed structure painting is complete
- MEP trim out is in progress
- Science Lab Fume hood installation is in progress.



HS Phase 1 and 2 – Construction Phase



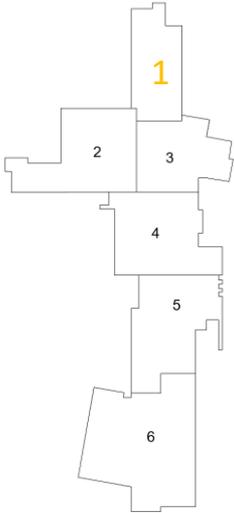
AREA 1 – COMMON SPACE



HS Phase 1 and 2 – Construction Phase



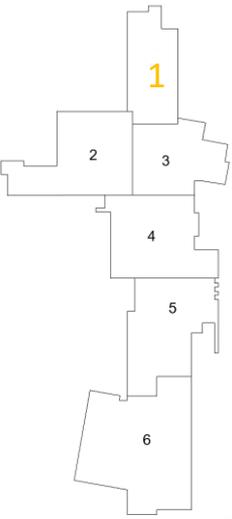
AREA 1 – SCIENCE HALLWAY



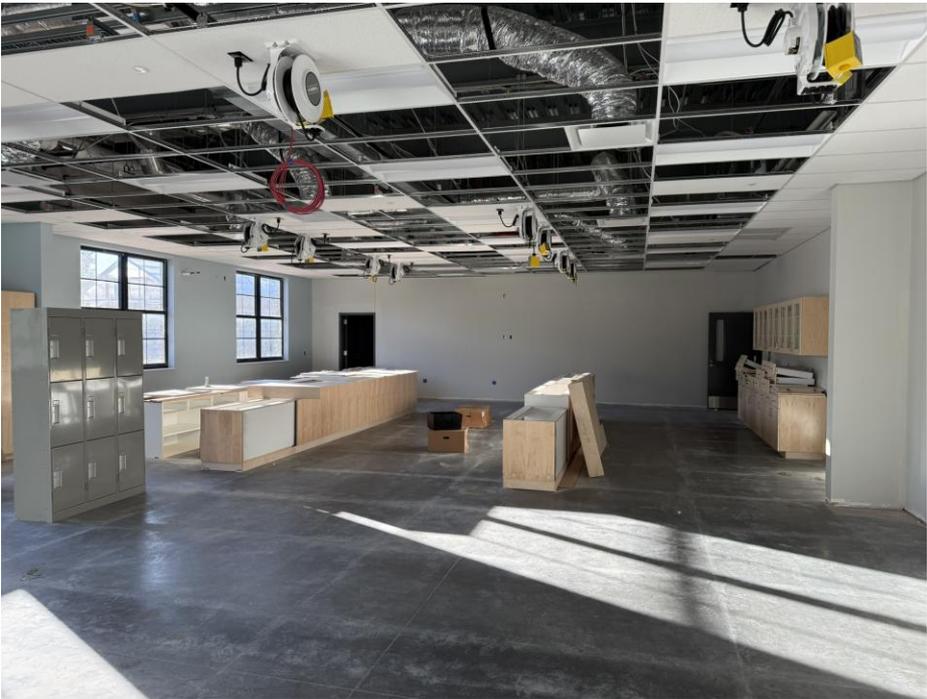
HS Phase 1 and 2 – Construction Phase



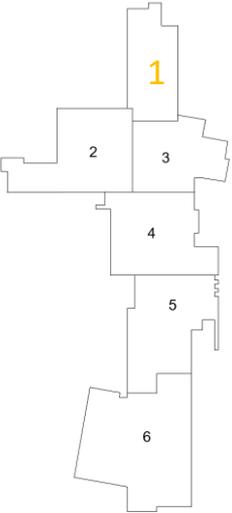
AREA 1 – SCIENCE HALLWAY



HS Phase 1 and 2 – Construction Phase



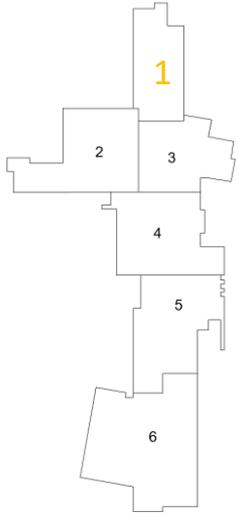
AREA 1 – SCIENCE LAB



HS Phase 1 and 2 – Construction Phase



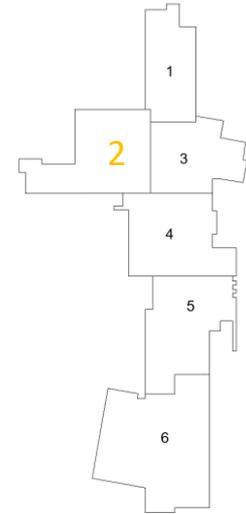
AREA 1 – NORTH STAIRWAY



HS Phase 1 and 2 – Construction Phase

AREA 2 WORK SUMMARY

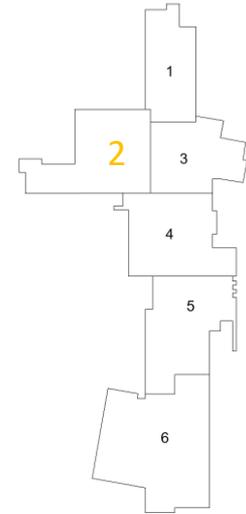
- Plumbing fixture installation is complete
- Light fixture installation is complete
- Millwork installation is complete.
- Corridor ceiling grid is in progress.
- Locker installation is in progress.
- Metal panel installation is in progress.



HS Phase 1 and 2 – Construction Phase



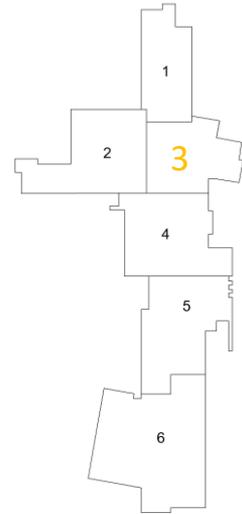
AREA 2 – EXTERIOR METAL PANELS



HS Phase 1 and 2 – Construction Phase

AREA 3 WORK SUMMARY

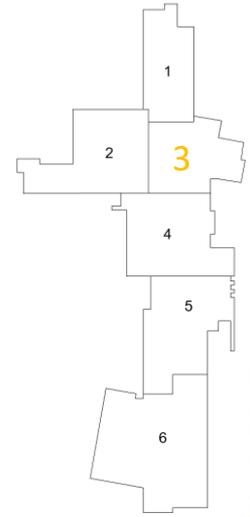
- Light fixture installation is complete.
- Millwork installation is in progress.
- Wall tile installation is complete
- Greenhouse installation is complete



HS Phase 1 and 2 – Construction Phase



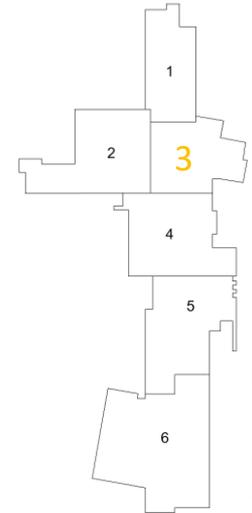
AREA 3 – CONNECTION TO STUDENT CENTER



HS Phase 1 and 2 – Construction Phase



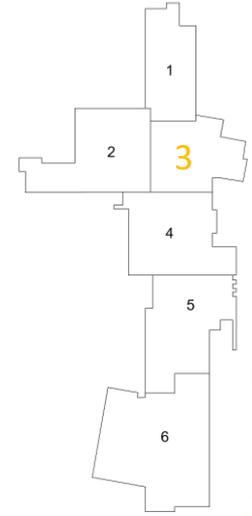
AREA 3 – PRESENTATION ROOM ENTRY



HS Phase 1 and 2 – Construction Phase



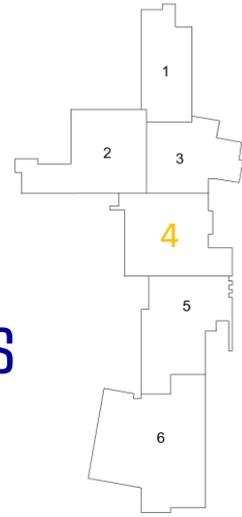
AREA 3 – GIRLS RESTROOMS



HS Phase 1 and 2 – Construction Phase

AREA 4 WORK SUMMARY

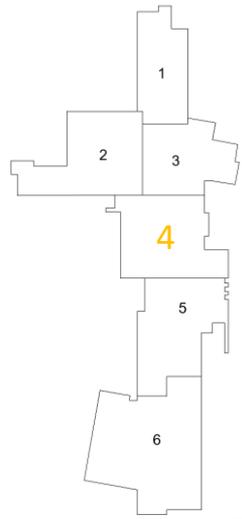
- Fiber cement panels are nearing completion.
- Exterior curtain walls are in progress.
- Hard lid drywall ceilings are in progress.
- Tape, bed, prime and first coat of paint in progress
- Restroom tile is complete.
- Polycarbonate canopy panels are in progress



HS Phase 1 and 2 – Construction Phase



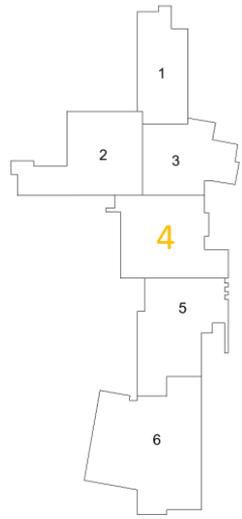
AREA 4 – BUILDING ENTRY



HS Phase 1 and 2 – Construction Phase



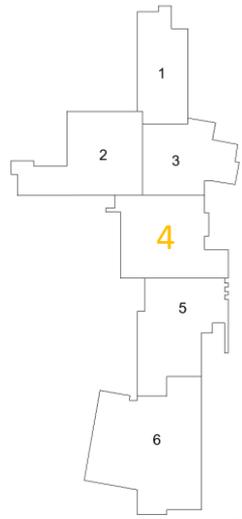
AREA 4 – ADMIN / PATIO CANOPY



HS Phase 1 and 2 – Construction Phase



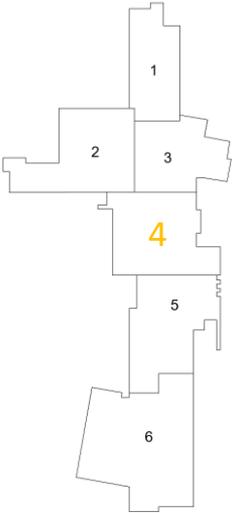
AREA 4 – ENTRY LOBBY



HS Phase 1 and 2 – Construction Phase



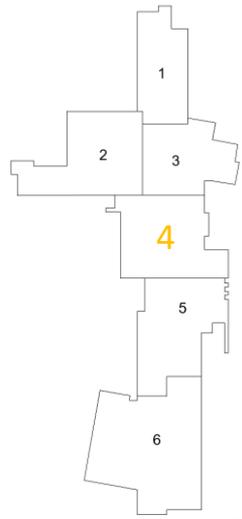
AREA 4 – PIONEER PERCH / STUDENT CENTER



HS Phase 1 and 2 – Construction Phase



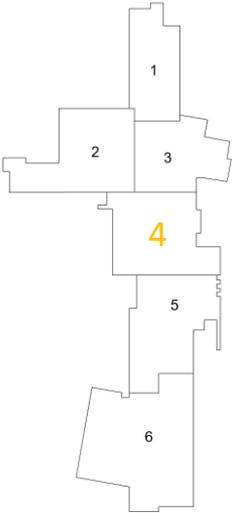
AREA 4 – STUDENT CENTER



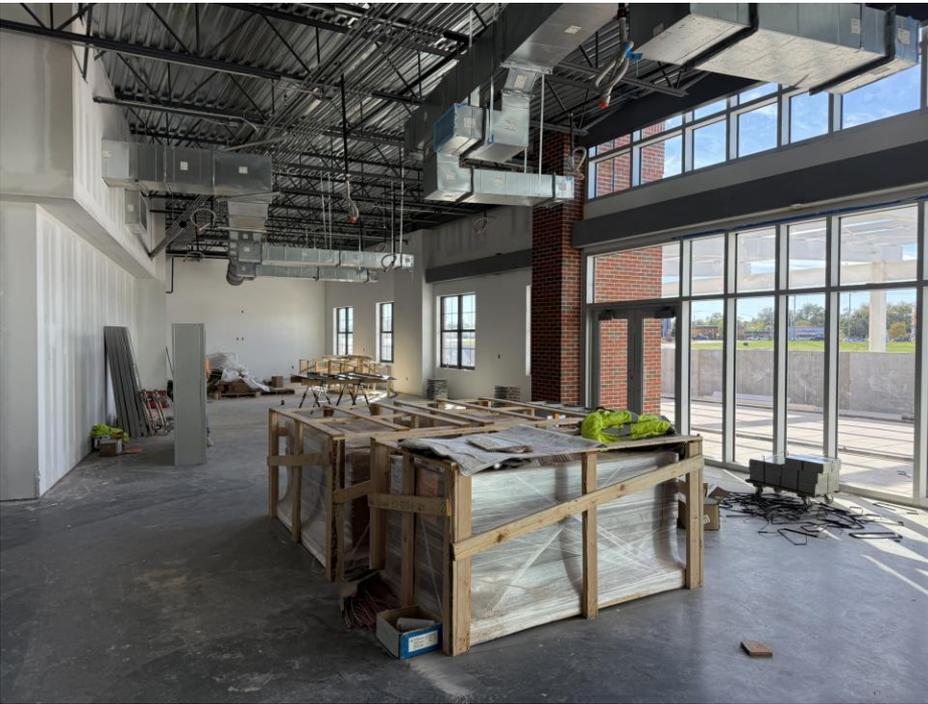
HS Phase 1 and 2 – Construction Phase



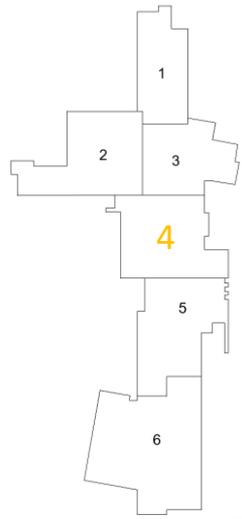
AREA 4 – MEDIA CENTER VIEW TO PATIO



HS Phase 1 and 2 – Construction Phase



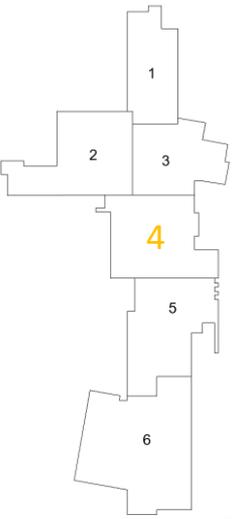
AREA 4 – MEDIA CENTER



HS Phase 1 and 2 – Construction Phase



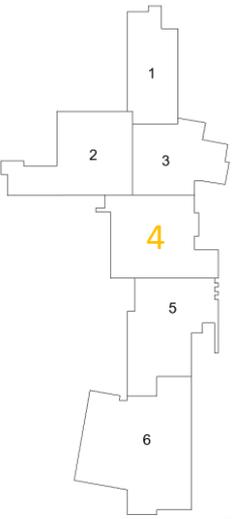
AREA 4 – MEDIA CENTER ENTRY AREA



HS Phase 1 and 2 – Construction Phase



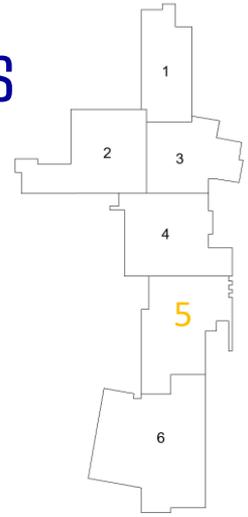
AREA 4 – MEDIA CENTER PATIO



HS Phase 1 and 2 – Construction Phase

AREA 5 WORK SUMMARY

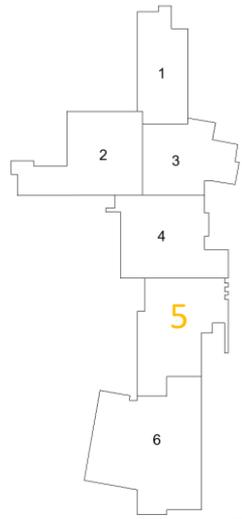
- Tape, bed, prime and first coat of paint in progress
- 2nd floor ceiling grid is in progress.
- Overhead MEP rough-in is nearing completion.
- Kitchen MEP rough-in is in progress.



HS Phase 1 and 2 – Construction Phase



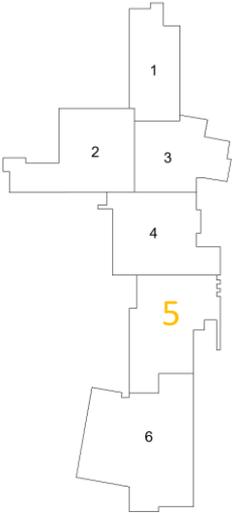
AREA 5 – KITCHEN FRAMING



HS Phase 1 and 2 – Construction Phase



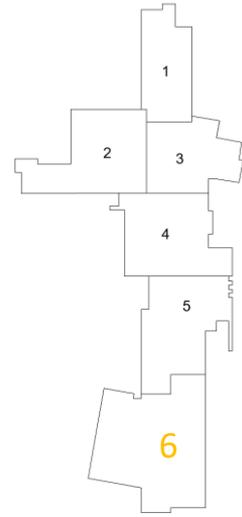
AREA 5 – ELA HALLWAY



HS Phase 1 and 2 – Construction Phase

AREA 6 SUMMARY

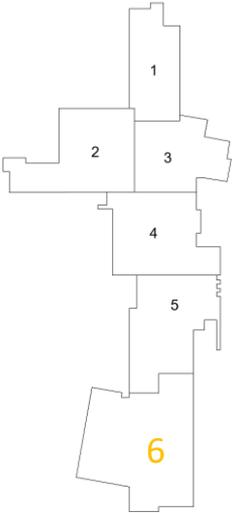
- Exposed structure painting is in progress.
- Acoustical ceiling installation is in progress.
- Hard lid drywall ceilings are in progress.
- Restroom tile is in progress.
- Overhead MEP is nearing completion.
- Misc soffit framing is in progress.
- Tape, bed, prime, and 1st coat of paint is in progress.
- Curtain walls have been installed.



HS Phase 1 and 2 – Construction Phase



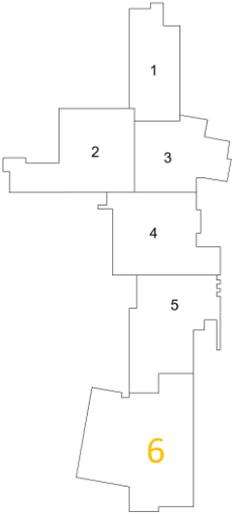
AREA 6 – CHOIR CLASSROOM



HS Phase 1 and 2 – Construction Phase



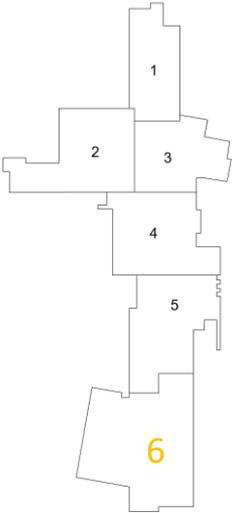
AREA 6 – PA WING RESTROOMS



HS Phase 1 and 2 – Construction Phase



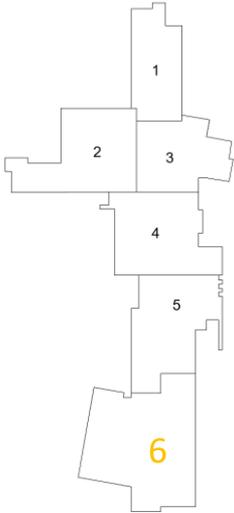
AREA 6 – PA WING LARGE BAND ROOM



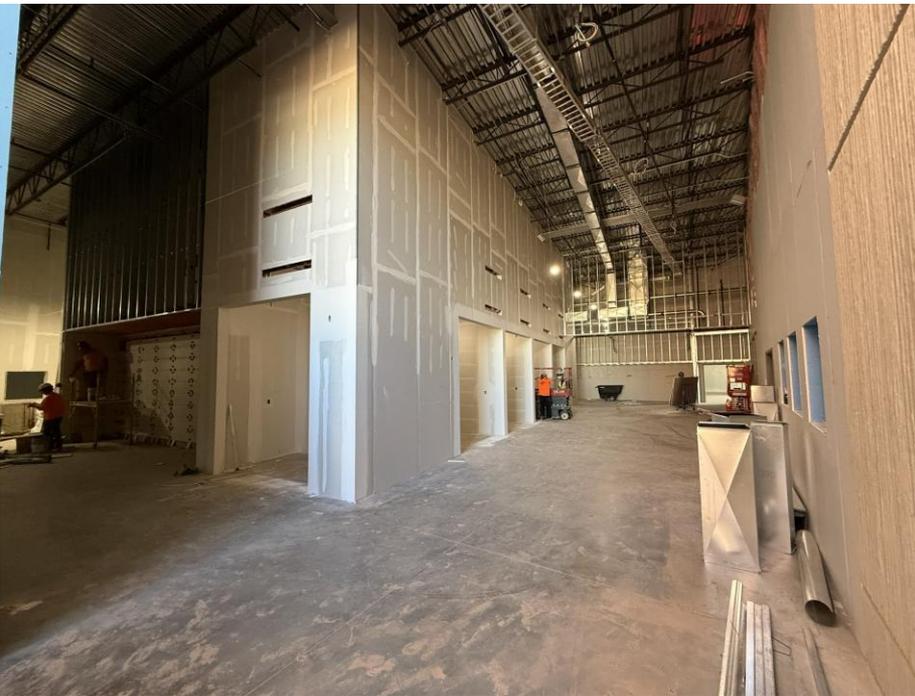
HS Phase 1 and 2 – Construction Phase



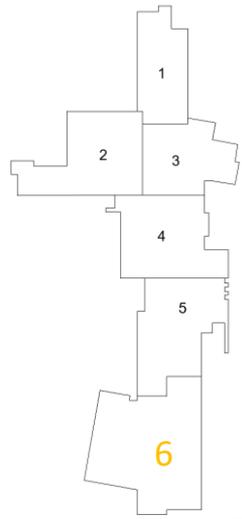
AREA 6 – PA WING PRACTICE ROOMS / COMMON SPACE



HS Phase 1 and 2 – Construction Phase



AREA 6 – PA WING COMMON SPACE



HS Athletics Phase 1 Design Phase

SPS Athletics Phase 1 improvements on the existing High School campus that include new gym, weight room, wrestling, locker rooms, indoor practice spaces, outdoor practice field, and associated supports spaces. Project is in Design Development Phase.

- SPS Athletics Phase 1 KUG Design Development review meetings are on going for the individual spaces.
- Design Development 50% KUG and DRC Second meeting and Community Meetings are upcoming on 12/1.
- SPS Athletics Phase 1 is scheduled to Bid in April 2026 and begin construction in June 2026.





STILLWATER PUBLIC SCHOOLS



ACTIVITY FUNDS

The Stillwater Board of Education (**the Board**) shall exercise complete control over all activity funds and shall adopt appropriate rules and regulations for handling, expending, and accounting for all such funds. As such, all requests for a new activity fund account must be submitted to the finance department using CFB-E1 and all requests must be approved by the board.

The purpose of the activity funds is to support and enhance the experience of students. To this end, the student governance of the activity that is supported by the activity fund will be responsible for developing a budget that provides a detailed accounting of the anticipated sources of revenues and expenses.

The superintendent is directed to establish a regulation governing activity funds. Such regulation, when approved by the board of education, shall be incorporated into this policy and shall become a part hereof. **(CFB-R1)**

These provisions shall not apply to funds collected by student achievement programs or parent-teacher associations and organizations that are sanctioned by the board of education. Guidelines adopted by the board for the sanctioning of such organizations and associations may include, but not be limited to, examinations of financial and performance audits performed on each such organization and association. (See CFBB, CFBB-P)

Annual Account Approvals

The board alone has the authority to approve the establishment of accounts by whatever name or style it deems best suited to its needs for the revenue collected.

Annually, **before the start of the fiscal year**, the board shall approve all school activity fund subaccounts, subaccount budget plans (revenues and expenditures), and subaccount purposed fundraising activities **(including any fundraiser that an employee wishes to create utilizing online services) at the June Board Meeting. This is accomplished by submitting the Annual Activity Fund Planning and Approval Package (CFB-E1) by April 30 of each year for the following fiscal year.** In addition, the board will also be provided a report on the prior year subaccount budget including the ending fund balance.

The board shall **also consider approval of additional fundraiser requests throughout the year. This includes any fundraiser that an employee wishes to create utilizing online services.** The board delegates the authority to the **chief financial officer Superintendent** to approve specific fundraisers that are submitted during the year **that need to take place before to be approved by the Board approval** at the next regular board meeting.

The board may establish petty cash accounts to be used only for the purpose of making small cash expenditures, such as postage, freight or express charges; provided that no single expenditure from the petty cash account will be made in excess of seventy-five dollars (\$75.00), and the total expenditures during any one fiscal year will not exceed two thousand five hundred dollars (\$2,500.00) per school building.

Fundraising By In-School Organizations

The Stillwater Board of Education recognizes that organizations or classes within the school system may have a need to raise funds to finance certain projects. All fundraisers should be Board approved before starting fundraising activities.

Any organization wishing to raise funds should adhere to the following procedure:

- 1. Submit a fundraiser request form from policy CFB-E1 to the finance department that includes,**
 - a. a description of the fundraiser and the purpose for raising funds,**
 - b. an estimate for the cost of the project, estimated income, and net profit for the fundraiser,**
 - c. appropriate activity fund sponsor and director/principal authorization.**

2. Obtain approval for the fundraiser from the board of education.
3. All funds raised should go into the activity fund, except funds raised by a group or organization sanctioned by the board that should remain the property of that group or organization. Only the superintendent or the superintendent's designee can approve expenditures out of the activity fund.
4. Any door-to-door solicitation will not be conducted during school hours.
5. All funds must be returned to the school sponsor and deposited in the appropriate activity account on a daily basis.

Raffles

Student groups or organizations and parent-teacher associations affiliated with this school district meeting the qualification requirements of state law are permitted to conduct raffles for the benefit of school-related initiatives within this district subject to the approval process above. Raffles permit such qualified organizations to raise funds by issuing numbered tickets in conjunction with voluntary contributions to the organization.

Online Fundraising

Prior to creating an online fundraiser, an employee shall make a formal request using the fundraiser request form found in policy CFB-E1 and submit to the finance department. The finance department will process the request and make a determination as to whether the request will be submitted to the board of education for approval. If approved by the board of education, the employee shall create an online fundraiser which will be subject to all state laws and district policies.

Annual Activity Fund Administrative Approvals and Oversight

The school activity fund custodian will be appointed by the board of education. The board shall annually review the surety bond for the activity fund custodian, which shall be in no case less than one thousand dollars, and such bond shall be filed with the clerk of the board of education. The depository bond for the activity fund, authorized signers on the account, and location where interest will be placed will also be approved annually by the board.

The superintendent shall cause the activity account to be audited annually by a certified public accountant that shall be selected by the board. The audit shall be furnished to the board and the cost of the audit shall be paid from the general fund.

ACTIVITY FUNDS (Cont.)**Activity Fund Operations**

Building principals shall cause to be kept complete and accurate accounts of all activity funds, and shall see that monthly reports on receipts and expenditures are made to appropriate parties.

Recognizing that students will also be involved in the collecting and accounting of funds through fundraising and student activities, the board encourages student participation and instruction in proper accounting procedures. The budget should be planned and adopted cooperatively by students, sponsors, and school officials.

Receipts

The board shall require the custodian to deposit receipts in the local bank in a timely manner as prescribed by statute. All activity monies shall be deposited with the office of the superintendent. The custodian of such funds shall cause the funds to be deposited by the close of the next business day following receipt of the funds.

The board shall require that receipts for collections by the custodian be given proper internal control by using pre-numbered tickets for admission and providing written reconciliation made of tickets sold to actual revenues collected. Reconciliation documents will be filed and kept as documentation for the activity fund by the duly appointed activity fund custodian. The board shall evaluate and adopt standard forms for the documentation of cash receipts.

Expenditures

The board shall prohibit purchases from the activity fund for materials or equipment unless invoices or delivery tickets are furnished. No expenditures shall be made from activity funds except by check and with the authorization of the sponsor of the group to whom the fund belongs. All such checks are to be issued and signed by the custodian of the activity fund and countersigned by a person designated by the board.

The custodian of a school activity fund may provide cash advances to sponsors for travel expenses on behalf of school district students and sponsors of certain school activities. The cash advances may come only from the school activity subaccount directly involved in the travel of such students or sponsor and only if the travel is one of the stated functions or purposes for the establishment of the subaccount. Receipts must be turned in to the custodian.

Transfers

The school activity fund custodian shall not use funds in one account for another purpose unless a transfer is granted as provided by law.

The board further requires the following procedures for the activity fund account:

1. Prenumbered school activity fund receipts shall be issued for every subaccount for each fiscal year.
2. The activity fund sponsor shall issue receipts and keep records of the credits, debits, and balances of the subaccount.
3. The books of each subaccount must reconcile with the records of the school activity fund.
4. The purchase requisition is presented to the school activity fund custodian or their designee.
5. Purchase order is then approved by purchasing agent and the order is placed with the vendor.

ACTIVITY FUNDS (Cont.)

6. **Checks will be issued only when invoice or supporting document and merchandise have been received** by the school activity fund custodian.
7. All checks will be issued by the school activity fund custodian and countersigned. **No checks will be issued in excess of subaccount balance.**
8. Record of all bad checks shall be kept and charged to the proper subaccount.
9. Each school activity fund subaccount shall be reported to the State Department of Education through curricular subject dimension of OCAS, where applicable.
10. The school activity fund custodian shall furnish a report to superintendent and board of education monthly. This report should show previous balance in each subaccount and total school activity fund balance. The activity fund custodian shall reconcile the bank statement when received. This information will be included in the monthly report to the superintendent and board of education.
11. Every teacher in the school system should be informed that all money received is to be turned in to the school activity fund custodian by the next business day following receipt of funds.
12. The petty cash account is the only student activity subaccount that can be reimbursed from the general fund.
13. A general fund refund subaccount within the school activity fund may be established by board resolution.

The Stillwater Board of Education further believes that activity fund money generated through student fundraising during any year should be used to benefit the students involved in generating those funds. Accordingly, any school activity subaccount fund that exceeds \$1000 and 30% of projected revenue for the year will explain the reason for a fund balance in excess of the target amount and will provide a plan for expending those funds in the following year. This justification and plan is submitted with the Annual Activity Fund Planning and Approval Package (CFB-E1). The board has full authority to approve or deny future account requests if revenues are not being expended for the benefit of the students involved in generating the funds.

REFERENCE: 70 O.S. §5-129, §5-129.1
70 O.S. §22-103

CROSS-REFERENCE: Policy CFB-R1, Activity Funds Regulation
Policy CFB-E1, Annual Activity Fund Planning and Approval Package Policy
Policy CFBB, Sanctioning of Parent Organizations, Booster Clubs and Organizations
Policy DEE-R, Travel and Expense Reimbursement (Regulation)

ANNUAL ACTIVITY FUND PLANNING AND APPROVAL PACKAGE

Due April 30 each year or upon request of a new account

Reporting School Year: _____ Sponsor Name: _____

Name of Activity Fund: _____ Account No: _____

The Stillwater Board of Education believes that activity fund money generated through student fundraising during any year should be used to benefit the students involved in generating those funds. If applicable, please provide an explanation of a fund balance that exceeds \$1000 and 30% of projected revenue:

PACKET CONTENTS:

FORM	FOUND ON PAGE	INITIAL IF COMPLETE
APPROVAL OF ACCOUNT FORM	PAGE 2	
ACTIVITY FUND SUBACCOUNT BUDGET	PAGE 3	
ACTIVITY FUND FUNDRAISER REQUEST(S) (pg. 4)	PAGE 4	
REPORT ON PRIOR YEAR ACTIVITY FUND SUBACCOUNT BUDGET*	PAGE 2	

**This is the form found on page 2, but should be the plan submitted the prior year updated with last year's actual revenues, expenditures, and ending cash balance.*

ACTIVITY FUND REQUEST FOR ACCOUNT

DATE: _____ **SITE:** _____

ACCOUNT NAME: _____

PURPOSE

SOURCE(S) OF INCOME

PLANNED EXPENSES

SPONSOR NAME

SIGNATURE

PRINCIPAL/DIRECTOR

SIGNATURE

TO BE COMPLETED BY FINANCE DEPARTMENT

APPROVED BY: _____ **DATE:** _____

ACCOUNT NUMBER: _____

BOARD OF EDUCATION APPROVAL DATE: _____

ACTIVITY FUND SUBACCOUNT BUDGET

Reporting School Year: _____ Sponsor Name: _____

Name of Activity Fund: _____ Account No: _____

	NEXT YEAR EST.	ACTUALS*
1. ESTIMATED BEGINNING CASH BALANCE, JULY 1	\$ _____	\$ _____
2. SOURCE OF ALL REVENUES AND ESTIMATED AMOUNTS:		
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
Total Revenues:	\$ _____	\$ _____
3. TOTAL CASH BALANCE PLUS REVENUES (ADD 1 AND 2)	\$ _____	\$ _____
4. EXPENDITURES AND ESTIMATED AMOUNTS:		
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
_____	\$ _____	
Total Expenditures:	\$ _____	\$ _____
5. ENDING CASH BALANCE, JUNE 30 (SUBTRACT 4 FROM 3)	\$ _____	\$ _____

FUNDRAISER REQUEST

Submit one copy per fundraiser (Due April 30)

Reporting School Year: _____ Sponsor Name: _____

Name of Activity Fund: _____ Account No: _____

DESCRIPTION OF FUNDRAISER (INCLUDING ITEMS TO BE SOLD AND HOW):

PURPOSE OF RAISING FUNDS:

FUNDRAISER DATES: START _____ END _____

ACCOUNT OF MONEY TO BE RAISED:

EST. INC. _____ - EST. EXP. _____ = EST. PROFIT _____

SPONSOR SIGNATURE

ATHLETIC DIRECTOR AUTHORIZATION
(applicable only if athletic fundraiser)

PRINCIPAL AUTHORIZATION

~~BOARD OF EDUCATION APPROVAL DATE~~
ASSISTANT SUPERINTENDENT
OF ED SERVICES

FUNDRAISER CLOSEOUT

START DATE: _____ END DATE: _____

FUNDRAISER PROFIT

ACT. INC. _____ - ACT. EXP. _____ = ACT. PROFIT _____
(Reconciles to Deposits) (Reconciles to fundraiser related POs) (Net Increase to acct. due to fundraiser)

RECEIPT BOOK #: _____ TO _____

SPONSOR SIGNATURE

FINANCIAL SECRETARY SIGNATURE

BIDS AND QUOTATIONS

No expenditure shall be made except in accordance with the provisions of an approved purchase order, and no contract involving an expenditure of more than \$50,000 for the purpose of erecting a building or making any improvements on school buildings shall be made except upon sealed proposals and to the lowest or best responsible bidder. This does not prohibit the district from erecting a building or making improvements on a force account basis. The term "force account" means the purchase of necessary materials, and the employment of necessary workmen, by the school district itself, rather than entering into a contract with a building or other contractor to construct the building or other improvement. No contract involving sums in excess of \$50,000 shall be split into partial contracts involving sums below \$50,000 for the purpose of avoiding the requirements of the Public Competitive Bidding Act.

General Overview

The solicitation for bids, proposals, and quotations shall be conducted in accordance with the provisions of this policy and district purchasing procedures.

Unless otherwise exempted herein, the following formal and informal bidding and quotation limits shall be followed for the purchase of all goods and services.

- \$0 to \$7,499.99 No quotations required, but recommended.
- ~~\$7,500 to \$24,999.99~~ ~~Three verbal quotations required~~
- \$7,500 to \$49,999.99 Three written quotations required
- \$50,000 and up (non-capital expenditures) Three formal sealed bids required
- \$50,000 and up (capital expenditures) Formal sealed bids in accordance with the competitive bidding act requirements.

For all purchases \$25,000 and greater, the [Non-Kick Back Affidavit](#) (located on the Stillwater Public Schools' Finance Page under the Accounts Payable tab) should be obtained from the vendor and attached to the invoice when forwarding to Admin Finance for payment.

To provide operational efficiency, the Stillwater Public Schools Board (the Board) authorizes the Superintendent and/or Chief Financial Officer to review and approve bids and quotations, as well as sign the related contract, for requisitions under \$50,000, applying the same requirements detailed in this policy. All bids and quotes for requisitions \$50,000 and up must be provided to the Board for review, approval and signing of the related contract.

The chief financial officer or designee may periodically audit any or all requests for purchase requiring bids or quotes.

Formal sealed bids shall have a specific bid opening date and time. All vendors shall have the right to attend the public bid opening. At least one administrator or designee shall be present during the bid opening. All bids will be opened at the designated time and read aloud.

Specific requirements on the general guidelines listed above are detailed as follows:

1. Competitive Bidding Act

All public construction contracts in excess of \$50,000 fall under the requirements of the Oklahoma Competitive Bidding Act of 1974. Administration will request permission to bid from the board of education prior to initiating the bid process for this type of project. Bidding procedures for these types of projects will comply in all respects to the requirements of the competitive bidding act.

BIDS AND QUOTATIONS (Cont.)

2. Purchases Not Subject to the Competitive Bidding Act

A. Purchases of \$50,000 or Greater

All contracts for purchases of supplies and equipment of \$50,000 or greater shall be based on bid prices. Bids shall be reviewed by staff and recommendations presented to the board of education for the lowest and best bid. The applicable purchase order shall be presented to the board of education for approval.
The N

B. Purchases of \$7,500 to \$49,999.99

All purchases of supplies and equipment of ~~\$25,000~~\$7,500 or greater but less than \$50,000.00 shall require written quotes from at least three vendors. Documentation of these quotes will accompany the purchase order. The applicable purchase order will be presented to the board for approval in the same manner as all other purchase orders.

~~C. Purchases of \$7,500 to \$24,999.99~~

~~Purchases of supplies and equipment of \$7,500 or greater but less than \$25,000.00 shall require three verbal quotations to be obtained. Notation of the amounts and sources of these verbal quotations shall be attached to the purchase order. The applicable purchase order shall be presented to the board for approval in the same manner as all other purchase orders.~~

D. Purchases of \$0.00 to \$7,499.99

Purchases of supplies and equipment of amounts less than \$7,500.00 shall not require quotations, however, quotations are still recommended when possible in the interest of good stewardship of public funds.

3. Items Exempt From Bidding

A. Because of the unique nature of some goods and services, the following will be exempt from bidding requirements. However, every effort will be made to obtain the best quality goods and services at the lowest cost from a responsible vendor.

1. Professional Services - those services defined by the Oklahoma Cost Accounting System (OCAS) as purchased professional and technical services. Examples include educational services, accounting services, legal services, medical services, audit services, etc.
2. Textbooks
3. Utilities

BIDS AND QUOTATIONS (Cont.)**B. State and Local Contracts**

Bidding requirements may be waived for goods and services purchased from a vendor awarded an Oklahoma State Contract. Furthermore, when it is in the district's best interest, the district may purchase from other public contracts or special pricing offers awarded and made to other political subdivisions. Bidding requirements shall be waived for procurements made from other public contracts.

C. Single (Sole) Source Selections

Single source selections shall be except from bidding requirements provided that said procurements shall meet all three of the following requirements:

1. Goods or services are unique to one manufacturer/supplier and no other similar (equal in function and performance) or like goods or services are available from another supplier.
2. The manufacturer distributes directly or has limited distribution to a single distributor.
3. Manufacturer (not distributor) submits a written letter on company letterhead stating why the goods or services are unique to his company and that distribution is limited to the manufacturer or sole distributor. This letter must be attached to the requisition.

Sole source procurement may also be allowed where compatibility of equipment, accessories, or replacement pads are of paramount consideration. Documentation of such shall be included with the requisition.

- D. Stillwater Public Schools may provide for a local bid preference of not more than five percent (5%) of the bid price if it is determined that there is an economic benefit to the local area or economy. Provided, however, the local bidder or contractor must agree to perform the contract for the same price and terms as the bid proposed by the nonlocal bidder or contractor. Any bid preference granted hereunder must be in accordance with an established policy adopted by the governing body of the awarding public agency to clearly demonstrate the economic benefit to the local area or economy. Provided, further, no local bid preference shall be granted unless the local bidding entity is the second lowest qualified bid on the contract. The bid specifications shall clearly state that the bid is subject to a local bidder preference law. For purposes of this section, "local bid" means the bidding person is authorized to transact business in this state and maintains a bona fide establishment for transacting such business within this state. This provision does not apply to any construction contract for which federal funds are available for expenditure when its provisions may be in conflict with federal law or regulation.

- E. If an award is made to other than the lowest bidder, the District shall accompany its action with a publicized statement setting forth the reason for its action. Such statement shall be placed on file, open to public inspection and be a matter of public record.

BIDS AND QUOTATIONS (Cont.)

F. It is the intent of the Board to purchase locally whenever equal goods and services are offered. In cases, where two or more responsible suppliers at the local, state, or out-of-state level offer equal materials, supplies, services, equipment, and terms preference may be granted in the following order:

1. Local Supplier*
2. State Supplier
3. Out-of-State Supplier

*A local supplier is defined as one who “maintains a distribution, manufacturing, or processing facility within the confines of the District” with real property or taxable personal property appearing on the ad valorem tax rolls

REFERENCE: 61 O.S. §102, §107, §131, §117
62 O.S. §430.1
70 O.S. §5-123

PROFESSIONAL GROWTH AND DEVELOPMENT OF CERTIFIED PERSONNEL (REGULATION)

A focused and individualized program of professional development shall be created for each certified employee consistent with the Oklahoma State Department of Education's requirements for annual growth goals. The superintendent or designee shall monitor compliance with each individualized program of professional development.

The Professional Development Committee (PDC) shall be composed of **certified instructional staff members appointed by school site administration.** ~~classroom teachers, administrators, and parents/guardians.~~ A majority of the committee shall be composed of classroom teachers. ~~The teacher members shall be first nominated by site principals. The members selected for the committee shall be determined by the approval of a majority vote of the teachers in the district.~~ Two (2) representatives from each **building school** site will serve as members of the PDC. The administrators shall be selected by the superintendent. ~~Parents shall be jointly selected by the administration and the PDC.~~ At a minimum, once every four (4) years the committee shall include at least one (1) school counselor in its membership. The committee shall be headed by a chairperson to be elected by the full committee. **The chairperson will have at least one year of experience on the committee. The assistant superintendent for educational services, or their appointed district administrator representative, will be a member of the Professional Development Committee and serve in an advisory capacity to the membership.**

When classes are dismissed for the purpose of professional development, teachers shall attend professional meetings or forfeit one day's pay for each day of the meeting unattended, unless an emergency exists.

Professional Development Plan

The attendance of teachers at educational conferences may be considered as professional development and as such be part of the annual professional development plan developed **through the district's educational services department with** ~~by~~ the PDC. The **educational services department and the** PDC shall provide to the board of education for approval, a complete proposed annual plan for development for certified staff at the ~~regularly scheduled August board meeting~~ in **August for the previous school year for review as requested by the board.** The plan shall include:

- A list of all requested and planned professional development activities and programs for certified staff,
- ~~The point system developed to account for all professional development activities and the points to be awarded for each certified staff member for the proposed professional development activities/programs.~~
- The specific competencies and instructional strategies in the core curriculum the development program is directed towards,
- The cost of the planned activity or program,
- The data driven analysis used to determine the need for the professional development activity or program,
- The plan for assessing the effectiveness of the professional development activity or program.

Professional Development Guidance

- Each certified employee is urged to earn fifteen (15) staff development ~~points~~ **hours** each school year and shall be required to earn seventy-five (75) ~~points~~ **hours** over a five (5) year period. No more than 150 hours of local, state, or federal professional development or training shall be required for classroom teachers during any five-year period.
- Teachers are encouraged to attend workshops, webinars and conferences in their fields of study.
- Teachers are encouraged to attend college or university courses for continuing education. Costs associated with

such courses shall be the responsibility of the individual teacher.

PROFESSIONAL GROWTH AND DEVELOPMENT (Cont.)

- Counselors are encouraged to complete a minimum of five (5) ~~points~~ hours each year in programs specifically designed for school counselors.
- ~~Membership in Professional Organizations~~
- Teachers shall maintain written documentation of all their completed professional development.
- Professional growth can be obtained by membership in the various professional organizations, but that membership should be on a voluntary basis and not compulsory. The cost of individual membership shall be the responsibility of the employee.
- National Board Certification - Teachers who have submitted an application for National Board Certification may receive two (2) professional days for certification portfolio development during which a substitute teacher shall be provided by the school district at no cost to the teacher.

Approved Professional Development Opportunities

1. Such workshops as shall be provided by the PDC in response to analysis of needs assessments administered annually to all certified and licensed personnel.
2. Credit may be earned through the following alternatives:
 - a. Professional meetings (sanctioned by the State Department of Education or professional development ~~points~~ hours are awarded.)
 - i. CCOSA meetings, SDE and OEA workshops
 - ii. Off-contract workshops
 - iii. Coaches clinics
 - iv. Career Technology workshops
 - v. Teacher visitation
 - vi. Other, as appropriate
 - b. Professional committees
 - j. Textbook Committee
 - ii. Professional Development Committee
 - iii. Local certified personnel conducting workshops
 - iv. Local teacher association president (5 ~~points~~ hours/year)
 - v. Curriculum Review Planning Committee
 - vi. Curriculum review chairpersons (1 ~~point~~ hour/year)
 - c. College courses and credits (one semester hour of approved college credit shall equal 15 professional development ~~points~~ hours)
 - d. Additional kinds of experiences may be recommended as alternative activities to the PDC.
 - e. ~~For each clock hour of participation in alternate activities, one professional development point will be awarded.~~

Record Keeping

1. Certified employees are responsible for maintaining documentation of all professional development.

2. Teachers must present professional development documentation to the principal for their teacher evaluation.
3. College credit earned during the summer must be submitted to the ~~building representative~~ school site administrator as soon as available. A copy of the transcript or grades is needed to show the number of hours earned.

PROFESSIONAL GROWTH AND DEVELOPMENT (Cont.)

4. Any questions concerning professional development should be directed to the ~~building representative~~ school site administrator or the educational services department.

Guidelines for Membership on Professional Development Committee

1. ~~Classroom teacher and principal replacement members for the PDC will be elected for a two year term. Terms for regular and alternate members will coincide.~~
2. ~~The chairperson and vice chairperson will be chosen at the first meeting of the school year (August). The chairperson should be a Professional Development Committee member with at least one year of experience on the committee. The vice chairperson will succeed the chairperson in the following school year. The outgoing chairperson will remain on the PDC for an additional year as the immediate past chairperson.~~
3. ~~The committee's secretary and treasurer positions will be elected by the PDC and must be current members of the committee.~~
4. ~~The assistant superintendent for educational services will be a member of the Professional Development Committee and serve in an advisory capacity to the membership.~~

Reference: 70 O.S. §6-194
OAC 210:20-19-3
OKLA. STAT. tit. 70 § 6-194

GIFTED CHILD EDUCATIONAL PROGRAM

The Stillwater Board of Education recognizes that educational programs are necessary for students identified as gifted and talented as defined by 70 O.S. § 1210.307. Therefore, Stillwater Public Schools will cooperate fully with the State Department of Education in identifying and serving all children who are identified as gifted and talented.

Identification

Children who are identified as gifted and talented are those children who have demonstrated abilities of high performance capability and needing differentiated or accelerated education or services. Demonstrated abilities of high performance will be measured by scores in the top three percent (3%) on any nationally standardized test of intellectual ability, as well as students who excel in one or more of the following areas, hereafter called multicriteria: creative thinking ability, leadership ability, visual and performing arts ability, and specific academic ability. Multicriteria evaluations may include any of the following: measures of performance, work samples, portfolios, referrals by an educator and/or parent, gifted education scales, inventories or checklists, or measures of ability.

Children identified as gifted and talented will be offered gifted and talented educational services directly through the facilities of the district.

Students who have been identified as gifted and talented by another school district prior to enrollment in this district will be placed in the program when appropriate school records have been received. Students who were identified by a test score in the top three percent (3%) on a nationally standardized test of intellectual ability will continue in the district's gifted and talented program. Students who were identified by a multicriteria method will be placed in the district's gifted and talented program for one year and further assessment may be administered for continued placement.

Due Process Rights

A written parent/guardian consent for individual evaluation will be required. All relevant records of referral, identification and placement will be kept confidential. Additional evaluation of a child, upon parent/guardian request, will be made available. **Students will be evaluated no more than once in a 12-month period. Any parent request submitted prior to the 12-month period will be held and processed, but the evaluation will not take place until after the 12-month waiting period has concluded.** Records of placement decisions and data on all nominated students will be kept on file for a minimum of five (5) years or as long as needed for education decisions.

The district will notify in writing the parents/guardians of a child identified as gifted and talented that the child has been so identified. The district shall also provide each such parent/guardian a summary of the program to be offered such child.

Programming Options

Programs for identified students shall include enrichment of content, acceleration, individual instruction, individual guidance, flexible pacing, and special classes. Student interest, abilities, and development level will be considered when making decisions about appropriate gifted and talented educational programming options.

Student Removal from Gifted and Talented Programs

Students may not be removed from gifted and talented educational programming based on grades in regular education classes or student behaviors. Removal may occur based on parental request or ongoing assessments and evaluations

of the student's academic needs. District representatives shall confer with parents/guardians relative to any change in student placement.

GIFTED CHILD EDUCATIONAL PROGRAM (Cont.)**Gifted Education Plan**

The district will design and develop a Gifted Education Plan as outlined in state law. The plan will include:

1. A written statement which specifies the process for selection and assessment of children for placement in gifted and talented education programs that is consistent for grades pre-k through twelve.
2. A description of differentiated curriculum for the gifted education program.
3. Criteria for evaluation of the gifted education program.
4. Evidence of participation by the Local Advisory Committee on planning, child identification and program evaluation.
5. Required competencies and duties of gifted and talented education staff.
6. Other requirements as outlined in state statutes.

Local Advisory Committee

No later than September 15 of each year, the board will appoint a committee of no fewer than three (3) and no more than eleven (11) people to serve on the Local Advisory Committee. At least one-third (1/3) of the members shall be parents/guardians or community members whose purpose is advocacy for gifted and talented education. The committee members shall serve a two-year term with the opportunity to serve continuous terms.

The first meeting of the Local Advisory Committee shall be called no later than October 1 of each year. At this meeting a chair and vice-chair of the committee shall be elected. All meetings of the committee shall be subject to the provisions of the Oklahoma Open Meeting Act.

The committee will assist in the formulation of goals, the development of a gifted and talented education plan, and the development of an annual report required by the State Department of Education.

Teacher Training

Gifted and talented education teachers and coordinators shall participate yearly in professional development or college training designed to assist them in gifted and talented education program components.

Expenditures

Pursuant to 70 O.S. § 5-135, the district shall prepare a report which outlines the expenditures made by the district during the school year for gifted and talented education. Copies of this report will be filed with the State Department of Education by August 1 of each year.

**REFERENCE: 70 O.S. §1210.307, et seq.
70 O.S. §5-135**

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING

Introduction

Under Oklahoma law, district employees have varying legal obligations to report abuse, neglect and exploitation. In addition, district employees have an obligation to report suspected abuse, neglect, exploitation or trafficking affecting students to principals or other school officials to ensure the student's safety and welfare while at school or participating in school activities. The purpose of this policy is to provide directives and guidelines to assist district employees in fulfilling their legal responsibility.

Definitions

Certain terms used in this policy have the following definitions:

1. "Abuse, neglect or exploitation" shall include, but is not limited to all of the following:
 - a. "Abuse" is defined as:
 - i. harm or threatened harm through action or inaction to a child's health, welfare (including non-accidental physical pain or injury, or mental injury), or safety, sexual abuse, sexual exploitation, or negligent treatment or maltreatment, including but not limited to the failure or omission to provide adequate food, clothing, shelter or medical care or protection from harm or threatened harm, by a person responsible for the child's health or welfare. ((10A OKLA. STAT. § 1-1-105);
 - ii. willful or malicious harm or threatened harm or failure to protect from harm or threatened harm to the health, safety, or welfare of a child under eighteen (18) years of age by another, or the act of willfully or maliciously injuring, torturing or maiming a child under eighteen (18) years of age by another. (21 OKLA. STAT. § 843.5); or
 - iii. the intentional infliction of physical pain, injury, or mental anguish or the deprivation of food, clothing, shelter, or medical care to an incapacitated person, partially incapacitated person, or a minor by a guardian or other person responsible for providing these services. (30 OKLA. STAT. § 1-111).
 - b. "Neglect" is defined as:
 - i. the failure or omission to provide any of the following:
 1. adequate nurturance and affection, food, clothing, shelter, sanitation, hygiene, or appropriate education,
 2. medical, dental, or behavioral health care,
 3. supervision or appropriate caretakers, or
 4. special care made necessary by the physical or mental condition of the child,
 - ii. the failure or omission to protect a child from exposure to any of the following:
 1. the use, possession, sale, or manufacture of illegal drugs,
 2. illegal activities, or
 3. sexual acts or materials that are not age-appropriate;
 - iii. abandonment. (10A Okla. Stat. § 1-1-105); or
 - iv. the failure to provide protection, adequate shelter or clothing; or the harming or threatening with harm through action or inaction by either another individual or through the person's own action or inaction because of a lack of awareness, incompetence, or incapacity, which has resulted or may result in physical or mental injury. (30 Okla. Stat. § 1-111).
 - c. "Sexual abuse" is defined as behavior that includes but is not limited to rape, incest and lewd or indecent acts or proposals, made to a child, as defined by law, by a person responsible for the health, safety, or welfare of the child. (10A OKLA. STAT. § 1-1-105).

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)

- d. "Sexual exploitation" is defined as behavior that includes but is not limited to allowing, permitting, encouraging, or forcing a child to engage in prostitution, as defined by law, by any person eighteen (18) years of age or older or by a person responsible for the health, safety, or welfare of a child, or allowing, permitting, encouraging or engaging in the lewd, obscene or pornographic photographing, filming or depicting of a child in those acts by a person responsible for the health, safety, and welfare of the child. (10A Okla. Stat. § 1-1-105).
- e. "Contributing to the delinquency of a minor" is defined as behavior that knowingly or willfully causes, aids, abets or encourages a minor to be, to remain, or to become a delinquent child or a runaway child. (21 OKLA. STAT. § 856).
- f. "Incest" is defined as marrying, committing adultery or fornicating with a person within the degrees of consanguinity within which marriages are by the laws of the state declared incestuous and void. (21 OKLA. STAT. § 885).
- g. "Forcible Sodomy" is defined as sodomy committed:
- i. By a person over eighteen (18) years of age upon a person under sixteen (16) years of age;
 - ii. Upon a person incapable through mental illness or any unsoundness of mind of giving legal consent regardless of the age of the person committing the crime;
 - iii. With any person by means of force, violence, or threats of force or violence accompanied by apparent power of execution regardless of the age of the victim or the person committing the crime;
 - iv. By a state, county, municipal or political subdivision employee or a contractor or an employee of a contractor of the state, a county, a municipality or political subdivision of this state upon a person who is under the legal custody, supervision or authority of a state agency, a county, a municipality or a political subdivision of this state, or the subcontractor or employee of a subcontractor of the contractor of the state or federal government, a county, a municipality or a political subdivision of this state;
 - v. Upon a person who is at least sixteen (16) years of age but less than twenty (20) years of age and is a student of any public or private secondary school, junior high or high school, or public vocational school, with a person who is eighteen (18) years of age or older and is employed by the same school system;
 - vi. Upon a person who is at the time unconscious of the nature of the act, and this fact should be known to the accused;
 - vii. Upon a person where the person is intoxicated by a narcotic or anesthetic agent administered by or with the privity of the accused as a means of forcing the person to submit; or
 - viii. Upon a person who is at least sixteen (16) years of age but less than eighteen (18) years of age by a person responsible for the child's health, safety or welfare. (21 OKLA. STAT. § 888).
- h. "Maliciously, forcibly or fraudulently taking or enticing a child away" is defined as maliciously, forcibly or fraudulently taking or enticing away any child under the age of sixteen (16) years, with intent to detain or conceal such child from its parent, guardian or other person having the lawful charge of such child or to transport such child from the jurisdiction of this state or the United States without the consent of the person having lawful charge of such child. (21 OKLA. STAT. § 891).
- i. "Soliciting or aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography" is defined as:
- i. Willfully solicits or aids a minor child to perform any of the following actions:
 1. Lewdly exposing his or her person or genitals in any public place, or in any place where there are present other persons to be offended or annoyed thereby;

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)

2. Procuring, counseling, or assisting any person to expose such person, or to make any other exhibition of such person to public view or to the view of any number of persons, for the purpose of sexual stimulation of the viewer;
 3. Writing, composing, stereotyping, printing, photographing, designing, copying, drawing, engraving, painting, molding, cutting, or otherwise preparing, publishing, selling, distributing, keeping for sale, knowingly downloading on a computer, or exhibiting any obscene material or child pornography; or
 4. Making, preparing, cutting, selling, giving, loaning, distributing, keeping for sale, or exhibiting any disc record, metal, plastic, or wax, wire or tape recording, or any type of obscene material or child pornography; or
- ii. Shows, exhibits, loans, or distributes to a minor child any obscene material or child pornography for the purpose of inducing said minor to participate in:
1. Lewdly exposing his or her person or genitals in any public place, or in any place where there are present other persons to be offended or annoyed thereby;
 2. Procuring, counseling, or assisting any person to expose such person, or to make any other exhibition of such person to public view or to the view of any number of persons, for the purpose of sexual stimulation of the viewer;
 3. Writing, composing, stereotyping, printing, photographing, designing, copying, drawing, engraving, painting, molding, cutting, or otherwise preparing, publishing, selling, distributing, keeping for sale, knowingly downloading on a computer, or exhibiting any obscene material or child pornography; or
 4. Making, preparing, cutting, selling, giving, loaning, distributing, keeping for sale, or exhibiting any disc record, metal, plastic, or wax, wire or tape recording, or any type of obscene material or child pornography. (21 OKLA. STAT. § 1021).
- j. “Procuring or causing the participation of any minor child in any child pornography or knowingly possessing, procuring or manufacturing child pornography” is defined as procuring or causing the participation of any minor under the age of eighteen (18) years in any child pornography or who knowingly possesses, procures, or manufactures, or causes to be sold or distributed any child pornography. (21 OKLA. STAT. § 1021.2).
- k. “Permitting or consenting the participation of a minor child in any child pornography” is defined as a parent, guardian or individual having custody of a minor under the age of eighteen (18) years who knowingly permits or consents to the participation of a minor in any child pornography. (21 Okla. Stat. § 1021.3).
- l. “Facilitating, encouraging, offering or soliciting sexual conduct with a minor” is defined as facilitating, encouraging, offering or soliciting sexual conduct with a minor, or other individual the person believes to be a minor, by use of any technology, or engaging in any communication for sexual or prurient interest with any minor, or other individual the person believes to be a minor, by use of any technology. (21 Okla. Stat. § 1040.13a).
- m. “Offering or offering to secure a minor child for the purposes of prostitution or any other lewd or indecent act” is defined as:
- i. Offering, or offering to secure, a child under eighteen (18) years of age for the purpose of prostitution, or for any other lewd or indecent act, or procure or offer to procure a child for, or a place for a child as an inmate in, a house of prostitution or other place where prostitution is practiced;

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)

- ii. Receiving or to offering or agreeing to receive any child under eighteen (18) years of age into any house, place, building, other structure, vehicle, trailer, or other conveyance for the purpose of prostitution, lewdness, or assignation, or to permit any person to remain there for such purpose; or
 - iii. Directing, taking, or transporting, or to offering or agreeing to take or transport, or aid or assist in transporting, any child under eighteen (18) years of age to any house, place, building, other structure, vehicle, trailer, or other conveyance, or to any other person with knowledge or having reasonable cause to believe that the purpose of such directing, taking, or transporting is prostitution, lewdness, or assignation. (21 Okla. Stat. § 1087).
- n. “Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution” is defined as:
- i. By promise, threats, violence, or by any device or scheme, including but not limited to the use of any prohibited controlled dangerous substance causing, inducing, persuading, or encouraging a child under eighteen (18) years of age to engage or continue to engage in prostitution or to become or remain an inmate of a house of prostitution or other place where prostitution is practiced;
 - ii. Keeping, holding, detaining, restraining, or compelling against his or her will, any child under eighteen (18) years of age to engage in the practice of prostitution or in a house of prostitution or other place where prostitution is practiced or allowed; or
 - iii. Directly or indirectly keeping, holding, detaining, restraining, or compelling or attempting to keep, hold, detain, restrain, or compel a child under eighteen (18) years of age to engage in the practice of prostitution or in a house of prostitution or any place where prostitution is practiced or allowed for the purpose of compelling such child to directly or indirectly pay, liquidate, or cancel any debt, dues, or obligations incurred, or said to have been incurred by such child. (21 Okla. Stat. § 1088).
- o. “Rape” is defined as sexual intercourse involving vaginal or anal penetration accomplished with a male or female who is not the spouse of the perpetrator and who may be of the same or the opposite sex as the perpetrator under any of the following circumstances:
- i. Where the victim is under sixteen (16) years of age;
 - ii. Where the victim is incapable through mental illness or any other unsoundness of mind, whether temporary or permanent, of giving legal consent;
 - iii. Where force or violence is used or threatened, accompanied by apparent power of execution to the victim or to another person;
 - iv. Where the victim is intoxicated by a narcotic or anesthetic agent, administered by or with the privity of the accused as a means of forcing the victim to submit;
 - v. Where the victim is at the time unconscious of the nature of the act and this fact is known to the accused;
 - vi. Where the victim submits to sexual intercourse under the belief that the person committing the act is a spouse, and this belief is induced by artifice, pretense, or concealment practiced by the accused or by the accused in collusion with the spouse with intent to induce that belief. In all cases of collusion between the accused and the spouse to accomplish such act, both the spouse and the accused, upon conviction, shall be deemed guilty of rape;
 - vii. Where the victim is under the legal custody or supervision of a state agency, a federal agency, a county, a municipality or a political subdivision and engages in sexual intercourse with a state, federal, county, municipal or political subdivision employee or an employee of a contractor of the state, the federal government, a county, a municipality or a political subdivision that exercises authority over the victim, or the subcontractor or employee of a subcontractor of the contractor of the state or federal government, a county, a municipality or a political subdivision that exercises authority over the victim;

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)

- viii. Where the victim is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or under the legal custody or supervision of any public or private elementary or secondary school, junior high or high school, or public vocational school, and engages in sexual intercourse with a person who is eighteen (18) years of age or older and is an employee of the same school system; or
- ix. Where the victim is nineteen (19) years of age or younger and is in the legal custody of a state agency, federal agency or tribal court and engages in sexual intercourse with a foster parent or foster parent applicant. (21 Okla. Stat. § 1111).
- p. “Rape” is defined as an act of sexual intercourse accomplished with a male or female who is the spouse of the perpetrator if force or violence is used or threatened, accompanied by apparent power of execution to the victim or to another person. (21 Okla. Stat. § 1111).
- q. “Rape by instrumentation” is defined as an act within or without the bonds of matrimony in which any inanimate object or any part of the human body, not amounting to sexual intercourse is used in the carnal knowledge of another person without his or her consent and penetration of the anus or vagina occurs to that person. Provided further that (1) where the victim is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or under the legal custody or supervision of any public or private elementary or secondary school, junior high or high school, or public vocational school, and engages in conduct prohibited by this section of law with a person who is eighteen (18) years of age or older and is an employee of the same school system, or where the victim is under the legal custody or supervision of a state or federal agency, county, municipal or a political subdivision and engages in conduct prohibited by this section of law with a federal, state, county, municipal or political subdivision employee or an employee of a contractor of the state, the federal government, a county, a municipality or a political subdivision that exercises authority over the victim, or (2) where the victim is nineteen (19) years of age or younger and in the legal custody of a state agency, federal agency or tribal court and engages in conduct prohibited by this section of law with a foster parent or foster parent applicant, consent is not an element. (21 Okla. Stat. § 1111.1).
- r. “Making any oral, written or electronically or computer-generated lewd or indecent proposals to a minor child under the age of sixteen (16)” is defined as making any oral, written or electronically or computer-generated lewd or indecent proposal to any child under sixteen (16) years of age, or other individual the person believes to be a child under sixteen (16) years of age, for the child to have unlawful sexual relations or sexual intercourse with any person. (21 Okla. Stat. § 1123).
- s. “Exploitation” is defined as an unjust or improper use of the resources of an incapacitated person, a partially incapacitated person, or a minor for the profit or advantage, pecuniary or otherwise, of a person other than an incapacitated person, a partially incapacitated person, or a minor through the use of undue influence, coercion, harassment, duress, deception, false representation or false pretenses. (30 OKLA. STAT. § 1-111).
- t. Sexual battery, when committed upon a person who is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or in the legal custody or supervision of any public or private elementary or secondary school, or technology center, by a person who is eighteen (18) years of age or older and is an employee of a private or public school system.

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)

- u. “Child Trafficking” as defined below.
2. “Child Trafficking” includes, but is not limited to behavior that consists of the acceptance, solicitation, offer, payment or transfer of any compensation, in money, property or other thing of value, at any time, by any person in connection with the acquisition or transfer of the legal or physical custody or adoption of a minor child, except as ordered by the court or except as otherwise provided by Section 7505-3.2 of Title 10 of the Oklahoma Statutes. (21 Okla. Stat. § 866).
 3. A “person responsible for a child’s health, safety or welfare” includes a parent, a legal guardian, a custodian, a foster parent, a person 18 years of age or older with whom the child's parent cohabitates or any other adult residing in the home of the child, an agent or employee of a public or private residential home, institution or facility, or an owner, operator or employee of a child care facility as defined by OKLA. STAT. tit. 10 § 402.
 4. “Parent” refers to parents, guardians or others who have legal responsibilities for specific children.

Reporting Suspected Abuse, Neglect Exploitation or Trafficking

The reporting obligations under this section are individual, and no employer, supervisor or administrator of a person required to provide information pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any such person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect; provided, that such person did not perpetrate or inflict such abuse or neglect. Any such employer, supervisor, or administrator who discharges, discriminates, or retaliates against such person shall be liable for damages, costs, and attorney fees.

Any person, other than a superintendent or school administrator, who knowingly and willfully fails to promptly report any incident of child abuse may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who knowingly and willfully makes a false report or makes a report that the person knows lacks factual foundation may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any superintendent or school administrator who knowingly and willfully fails to promptly report or interferes with the prompt reporting of abuse or neglect shall, upon conviction be guilty of a felony in accordance with 21 O.S. § 593.

Any person participating in good faith and exercising due care in the making of a report or any person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity from any liability with respect to participation in any judicial proceeding resulting from such report.

A school employee with knowledge that a report has been made shall not disclose information identifying the reporting employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the Department.

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)

The school district shall post, in a clearly visible location in a public area of the school that is readily accessible to all students, a sign in English and Spanish that contains the toll-free number operated by the Department of Human Services.

Every school employee shall annually sign an attestation acknowledging his or her responsibility to report suspected child abuse or neglect pursuant to state law.

Any district employee having reasonable cause to believe that any student under the age of eighteen (18) years is **a victim of abuse, neglect or exploitation** shall immediately report this matter to:

- (1) Oklahoma Department of Human Services (“DHS”) through the hotline designated for this purpose (1-800-522-3511), AND
- (2) local law enforcement.

Additionally, any district employee must report **suspected child trafficking** to:

- (1) Oklahoma Bureau of Narcotics and Dangerous Drugs Control (OBNDDC) at 1-800-522-8031,
- (2) DHS through the hotline designated for this purpose (1-800-522-3511), AND
- (3) local law enforcement.

After a report is made to DHS or OBNDDC via the hotline or to law enforcement, the reporting party will prepare a written report which contains the confirmation number of the report (if applicable), the date and time of the telephone contact, the name of the person to whom the district employee made the oral report, the names and addresses of the student, the parents, and any other responsible persons, the student's age, the nature and extent of injuries, any previous incidents, and any other helpful information. A copy of this report will be furnished to the principal or, if the reporter believes the principal is not an appropriate individual, to the superintendent.

Investigating Child Abuse, Neglect or Exploitation

At the request of appropriately identified investigators of DHS, OBNDDC or the district attorney's office or local law enforcement, the superintendent, principal or other school official shall permit the investigators access to the student about whom the agency received a report. The interview will be arranged in a manner that minimizes embarrassment to the student. The superintendent will not contact the parent, guardian or other person responsible for the child's health or welfare prior to or following the interview, unless permission for parent contact is provided by DHS, OBNDDC or the district attorney's office¹ or law enforcement authorities. No district employee will be present during the interview. However, a district employee may be present prior to the interview if the employee believes that his or her temporary presence will make the child more comfortable or if the representatives request the presence of a district employee during the interview.

¹ 10A OKLA. STAT. § 1-6-103(B)(3)(b)

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)Reports to Principal or other School Officials

Suspected instances of abuse, neglect, exploitation or trafficking, whether the result of circumstances at home, school or at other locations, affects the child while he or she is at school or participating in school activities. Consequently, employees are required to report any suspicion of abuse, neglect, exploitation or trafficking by any individual, whether the identity is known or unknown, to the principal or other school official. This reporting obligation exists in all instances, including circumstances suggestive of this conduct at school or connected with school activities.

Accordingly, this policy includes an obligation to notify the principal or other school official, if for any reason the employee has a reasonable belief that the principal should not be notified, in any instance involving suspected abuse, neglect, exploitation or trafficking of a student.

Immunity for Good Faith Reports

Oklahoma law provides that any district employee who in good faith and exercising due care makes a report to DHS or another appropriate law enforcement office, allows access to a child by persons authorized to investigate a report concerning the student or participates in any judicial proceeding resulting from a report, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed.

Neither the board of education nor any district employee will discharge or in any manner discriminate or retaliate against the person who in good faith provides such reports or information, testifies, or is about to testify in any proceeding involving abuse, neglect, exploitation, or trafficking, provided that the person did not perpetrate or inflict the abuse, neglect, exploitation or trafficking

Information Concerning Abuse, Neglect or Exploitation

In any instance in which the district receives a report from DHS regarding any confirmed report of sexual abuse or severe physical abuse concerning the student, the superintendent will forward to a subsequent school in which the student enrolls all confirmed reports of sexual abuse and severe physical abuse received from DHS, and the superintendent will notify DHS of the student's new school and address, if known.

All information or documents generated or received by the district in regard to the matter are confidential and shall not be disclosed except to investigators of DHS, the district's attorneys, the district attorney's office, a subsequent district in which the student enrolls, a person designated to assist in the treatment of or with services provided to the student or other state or federal officials in connection with the performance of their official duties. The information or documents shall be maintained and transmitted by the district in the same manner as special education records.

Training on Child Abuse and Neglect

A program, which includes the following information, shall be complete the first year a certified teacher is employed by a school district, and then once every fifth academic year:

1. Training on recognition of child abuse and neglect;
2. Recognition of child sexual abuse;
3. Proper reporting of suspected abuse; and
4. Available resources

ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING (Cont.)

REFERENCE: 10A O.S. §1-2-101, et seq.
30 O.S. §4-903
70 O.S. §1210.163
70 O.S. §6-194
Policy FFG-E

CROSS-REFERENCE: Policy FFGB, Guidelines for Outside Agency Representatives Interviewing Children at School

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974 (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the release of student records to students and members of the student's family, legal custodian, or legal guardian and eligible students.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student

Any person who attends or has attended a program of instruction sponsored by the board of education of this school district.

Eligible Student

A student or former student who has reached age 18 or is attending a post-secondary school.

Parent

Either natural parent of a student unless his or her rights under the Family Educational Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records

Any item of information or record (in handwriting, print, computer media, video or audio tape, film, micro-film, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:
 - A. It was made as a personal memory aid;
 - B. It is in the sole possession of the individual who made it; and
 - C. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or
3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

Personal Identifier

Any data or information that makes the subject of a record known. This includes the student's name, the student's parents or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics, or any other information that would make the student's identity known.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the school district will give notice as required by law to parents and eligible students of their rights under the FERPA and this policy.

The district will arrange to provide translations of the notice to non-English speaking parents in their native language.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education records;
2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student becomes an eligible student.

LOCATIONS OF EDUCATIONAL RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	Main/Counselor Office	Principal/Counselor
Cumulative School Records (Former Students)	Main/Counselor Office	Principal/Counselor
Health Records	Main/Counselor/Nurse Office	Principal/Counselor/Nurse
School Transportation Records	Transportation Department	Transportation Coordinator
Speech Therapy Records	Speech/Counselor/Main Office	Principal/Speech Therapist
Psychological Records	Main/Counselor/Special Ed Office	Principal/Counselor/Special Ed Teacher

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)PROCEDURE TO INSPECT EDUCATIONAL RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate their wishes.

The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the records. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part, or in whole, by the record custodian. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records to third parties (not parents or students) in the following situations:

1. The student has an unpaid financial obligation to the school.
2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

The FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;

2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or
3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be the actual copying cost less hardship factor.

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION

The FERPA requires that the school district, with certain exceptions, obtain a parent's written consent prior to the disclosure of personally identifiable information from a student's education records. However, the school district may disclose appropriately designated "directory information" without written consent, unless a parent has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school district to include this type of information from a student's education records in certain school publications. Examples include:

1. A playbill, showing a student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and
5. Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws required local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

The school district has created a limited directory information policy and will limit access to those parties and purposes as described in board policy CHE, Student Services Vendors and accredited post-secondary educational organizations. The school district has designated the following information as "directory information," and it will disclose that information without prior written consent:

1. The student's name;
2. The address of students at the secondary level;
3. The student's grade level (i.e., first grade, tenth grade, etc.);
4. The student's participation in officially recognized activities and sports;
5. The student's degrees, honors and awards received;
6. The student's weight and height, if a member of an athletic team; and
7. The student's photograph.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)

Each school year, the school district will give notice as required by law the above list or a revised list of the items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parents or eligible students have been notified, they will have two weeks to advise the school district in writing to refuse to permit the school district to designate the items listed as directory information about that student.

At the end of the two-week period, each student's records will be appropriately marked by the records custodian to indicate the disclosure or non-disclosure of the directory information about that student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;
2. A person certified by the state and appointed by the school board to an administrative or supervisory position;
3. A person certified by the state and under contract to the school board as an instructor;
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute;
5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor; or
6. A parent or student serving on an official committee or assisting another school official in performing his or her tasks.
7. A law enforcement officer designated and assigned to Stillwater Public Schools as a School Resource Officer performing duties necessary to protect the health and safety of students on school district property or at school district activities. .

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.
4. Maintain student safety and security on campus

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)

The school district will only release information from, or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);
2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;
3. The parties who provide or may provide financial aid to a student to:
 - A. Establish the student's eligibility for the aid,
 - B. Determine the amount of financial aid,
 - C. Establish the conditions for the receipt of the financial aid, or
 - D. Enforce the agreement between the provider and the receiver of financial aid;
4. If a state law adopted before November 19, 1974, allowed certain specific items of information to be disclosed in personally identifiable form from student records to state and local officials or authorities concerning the juvenile justice system and the system's ability to effectively serve the student whose records are released or if a state law adopted after November 19, 1974, allowed such information to be disclosed to state or local officials concerning the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released;
5. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;
6. To accrediting organizations to carry out their accrediting functions;
7. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986;
8. a. To comply with a judicial order or lawfully issued subpoena. The school district will make a reasonable effort to notify the student's parents or the eligible student before making a disclosure under this provision so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a Federal grand jury subpoena or other subpoena issued for a law enforcement purpose, and the court or issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
- b. If the school district initiates legal action against a parent or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff;
- c. If a parent or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoenas, the student's education records that are relevant for the school district to defend itself;

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)

9. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or
10. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. The information is necessary and needed to meet the emergency;
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; and
4. Time is an important and limiting factor in dealing with the emergency.

The school district officials may release information from a student's education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or the class or organizations to whom the disclosure is to be made;
4. The parent's or eligible student's signature; and
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be redisclosed without the parent's or eligible student's prior written consent.

Violations of this policy include, but are not limited to, the following:

1. Accessing student records without a legitimate educational interest.
2. Redisclosing or sharing student information with a third party, including to *any* law enforcement officer not designated as an SRO by the District for the purposes identified herein, without first consulting with and receiving authorization from the school administration.
3. Disclosure of information to a third party when a viable exception permitting disclosure has not been confirmed.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)

Violation of this policy may result in serious disciplinary action, up to and including immediate termination of employment or discontinuance of services

Any individual who is found to have accessed, redisclosed, or shared student information in violation of this policy will be subject to an immediate investigation. The severity of the disciplinary action will be determined based on the nature and scope of the violation.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE
FROM EDUCATION RECORDS

The school district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request;
2. The interest the person or agency had in the information;
3. The date the person or agency made the request; and
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;
2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;
3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;
4. Requests for, or disclosure of, directory information designated for that student; or for
5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under the FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

When a parent of a student or an eligible student finds an item in the student's education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the record custodian cannot change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;
2. Ask the requester to initiate a written request for the change; and
3. Follow the procedure for a second level decision.

Second Level Decision

The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:

1. Is inaccurate and why;
2. Is misleading and why; and/or
3. Violates student rights and why.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will effect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision

The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level

of the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level.

If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;
2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;
3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and
4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974, REGULATION (Cont.)Fourth Level Decision

After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level).

Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The school superintendent will prepare the district's decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:
 - A. The school district's decision that the record is correct and will not be changed;
 - B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and
 - C. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision and/or the reasons he or she believes the record is incorrect.

FUNDRAISING BY IN-SCHOOL ORGANIZATIONS

The Stillwater Board of Education recognizes that organizations or classes within the school system may have a need to raise funds to finance certain projects.

Any organization wishing to raise funds should adhere to the following procedure:

1. Submit a fundraiser request form from policy CFB-E1 to the finance department that includes,
 - a. a description of the fundraiser and the purpose for raising funds,
 - b. an estimate for the cost of the project, estimated income, and net profit for the fundraiser,
 - c. appropriate activity fund sponsor and director/principal authorization.
2. Obtain approval for the fundraiser from the board of education.
3. All funds raised should go into the activity fund, except funds raised by a group or organization sanctioned by the board that should remain the property of that group or organization. Only the superintendent or the superintendent's designee can approve expenditures out of the activity fund.
4. Any door-to-door solicitation will not be conducted during school hours.
5. All funds must be returned to the school sponsor and deposited in the appropriate activity account on a daily basis.

Raffles

Student groups or organizations and parent-teacher associations affiliated with this school district meeting the qualification requirements of state law are permitted to conduct raffles for the benefit of school-related initiatives within this district subject to the approval process above. Raffles permit such qualified organizations to raise funds by issuing numbered tickets in conjunction with voluntary contributions to the organization.

Online Fundraising

Prior to creating an online fundraiser, an employee shall make a formal request using the fundraiser request form found in policy CFB-E1 and submit to the finance department. The finance department will process the request and make a determination as to whether the request will be submitted to the board of education for approval. If approved by the board of education, the employee shall create an online fundraiser which will be subject to all state laws and district policies.

REFERENCE: 21 O.S. §1051
 70 O.S. §5-122, §5-129, §5-135

CROSS-REFERENCE: **Policy CFB, Activity Funds**
Policy CFB-E1, Annual Activity Fund Planning and Approval Package
Policy CFBB, Sanctioning of Parent Organizations, Booster Clubs, and Associations

**EXHIBIT A
PERSONNEL RECOMMENDATIONS
STILLWATER PUBLIC SCHOOLS
November 11, 2025**

A. CERTIFIED PERSONNEL

APPOINTMENT - 25 O.S. §307(B)(1)

Extra-Duty Stipend for the 2025-2026 School Year Subject to the Execution of an Extra-Duty Contract

<u>Name</u>	<u>Job Title</u>	<u>Site</u>	<u>Amount</u>
Burns, Jonas	NASA Sponsor Source of Funding: General Fund	JH	\$500.00
Parker, Connie	Evening Alternative School Supervisor Source of Funding: General Fund	HS	25.00/hour Not to exceed 4 hours per week
Carley, Jason	Evening Alternative School Supervisor Source of Funding: Title I	HS	25.00/hour Not to exceed 4 hours per week
Kendrick, Christina	Evening Alternative School Supervisor Source of Funding: Title I	HS	25.00/hour Not to exceed 4 hours per week
Ryan, Carmen	After School Credit Recovery Source of Funding: Title I	HS	25.00/hour Not to exceed 5 hours per week
Swick, Tara	After School Science Club Source of Funding: Student Fees	HP	25.00/hour Not to exceed 12 hours per session made
Sanders, Sarah	Varsity Assistant Track Source of Funding: General Fund -- August 2025 BOE Meeting Approved	HSA	3,000.00
Zamborsky, Kevin	Instrumental Music Arranger Source of Funding: General Fund -- August 2025 BOE Meeting Approved	HS	2,000.00
Bermea, Kaylee	Science Department Head Source of Funding: General Fund -- August 2025 BOE Meeting Approved	JH	500.00
Balfanz, Charla	VI & Homebound July Source of Funding: General Fund	DW	25.00/hour Not to exceed 48 hours
Daffern, Jennifer	Homebound Instruction Source of Funding: General Fund	MS	25.00/hour Not to exceed 19 hours
Allen, Samantha	Homebound Instruction Source of Funding: General Fund	JH	25.00/hour Not to exceed 24 hours
Cernigliaro, Alex	After School Math Tutor Source of Funding: Title I	MS	25.00/hour Not to exceed 4 hours per week
Glasgow, Shana	After School Math Tutor Source of Funding: Title I	MS	25.00/hour Not to exceed 4 hours per week
Bell, Tracy	After School Math Tutor Source of Funding: Title I	MS	25.00/hour Not to exceed 4 hours per week
Montgomery, Summer	After School Math Tutor Source of Funding: Title I	MS	25.00/hour Not to exceed 4 hours per week
Zimmerman, Josh	After School Math Tutor Source of Funding: Title I	MS	25.00/hour Not to exceed 4 hours per week
Collier, Keirsten	After School Tutor (All Core Subjects) Source of Funding: Title I	MS	25.00/hour Not to exceed 4 hours per week
Jimenez, Rebekah	After School EL ELA Tutor Source of Funding: Title I	MS	25.00/hour Not to exceed 4 hours per week

RESIGNATION - 25 O.S. §307(B)(1)

Resignation/Retirement

Towne, Ashlynn

Assignment: 1.000 FTE, Special Services Teacher, Highland Park Elementary School

Beginning Date: August 12, 2024

Ending Date: January 2, 2026

Reason: Resignation

Holcomb, Laura

Assignment: 1.000 FTE, Special Services Teacher, Skyline Elementary School

Beginning Date: August 11, 2025

Ending Date: December 1, 2025

Reason: Resignation

B. SUPPORT PERSONNEL

APPOINTMENT - 25 O.S. §307(B)(1)

Appointment for the 2025-2026 School Year

<u>Name</u>	<u>Job Title</u>	<u>Site</u>	<u>Amount</u>
*TBA	Special Education Paraprofessional	JH	\$14.17/hour
*TBA	Custodian I	FAC	13.37/hour
*TBA	Special Education Paraprofessional	MS	16.39/hour
*TBA	Teacher Assistant - Pre K	HP	13.83/hour

Appointment Pursuant to Change in Contract for School Year 2025-2026

<u>Name</u>	<u>Job Title</u>	<u>Hours</u>	<u>Site</u>	<u>Amount</u>
Raffety, Billy	Kitchen Assistant Interim	7.00	SNS	\$13.37/hour
To	Kitchen Assistant	7.00	SNS	13.37/hour
Anthony, Elizabeth	Kitchen Assistant Interim	7.00	SNS	13.37/hour
To	Kitchen Assistant	7.00	SNS	13.37/hour
Yerger, Kristyn	Substitute Kitchen Assistant		SNS	13.37/hour
To	Kitchen Assistant	6.00	SNS	13.37/hour
Bennett, Teresa	Bus Driver	6.00	TR	20.01/hour
To	Bus Aide	6.00	TR	16.71/hour
Welch, Jasmin	Substitute Bus Driver		TR	16.57/hour
To	Bus Driver	6.00	TR	16.57/hour
Herron, Courtney	Kitchen Assistant	6.00	SNS	13.37/hour
To	Kitchen Assistant	7.00	SNS	13.37/hour

Extra-Duty Stipend for the 2025-2026 School Year Subject to the Execution of an At-Will Contract

<u>Name</u>	<u>Job Title</u>	<u>Site</u>	<u>Amount</u>
*TBA	Head 9th Grade Girls Basketball Coash	JHA	\$5,500.00
	Source of Funding: General Fund -- August 2025 BOE Meeting Approved		
*TBA	Varsity Cheer Assistant	HSA	1,500.00
	Source of Funding: General Fund -- August 2025 BOE Meeting Approved		

