Harrah Board of Education Regular Meeting
Monday, November 9, 2026 6:00 PM
Administration Building, Conference Room
20665 Walker Steet
Harrah, Oklahoma 73045

Agenda

1. Call to Order/Roll Call to Establish a Quorum
2. Discuss and take possible action to appoint Angela Hodge as the Assistant Minutes Clerk.
3. Public Participation - Isabelle Inman
4. Principal/Director Reports
5. **Consent Agenda**
   A. Minutes of the October 12, 2026, Regular Board Meeting
   B. General Fund #363 to #424, payroll #50266 to #50273, change orders and financial summary
   C. Child Nutrition Fund #20 to #22, change orders, and financial summary
   D. Activity Fund Summary Report, Fundraiser Request and Transfer Requests
   E. Treasurer's Report
   F. Monthly Comparison Report
6. **Superintendent's Report/Announcements**
   A. Construction Updates - Boldt
   B. Gifted and Talented Plan Review for 2026-2027
7. **Items to be Considered by the Board**
   A. Discuss and take possible action to approve the General Mutual Cooperative Agreement with Oklahoma County for assistance with the track.
   B. Discuss and take possible action regarding the Schedule of Regular Board Meetings for the calendar year 2027, stating the date, time, and location for Harrah Public Schools.
   C. Discuss and take possible action to declare items as surplus.
   D. Vote to convene or not to convene into executive session pursuant to 25 O.S. Section 307 (B)(1) to discuss the employment of those employees listed on Exhibit B.
   E. Acknowledge return to open session. Executive session compliance statement.
   F. Discuss and take possible action to employ support personnel and substitutes for the 2026-2027 school year as listed on Exhibit B.
8. New Business (Items not known at the time of Agenda preparation.)
9. Announcements
10. The Board will vote to adjourn.

Posted this 6th day of November, 2026, at 12:00 p.m., at the front entrance of the School Administration Building, 20665 Walker Street, Harrah, Oklahoma.

_____

Leslie Hobaugh, Minutes Clerk

CRE Board Notes
November 2026

- Nov. 6th - Hat Day
- Nov. 8-13 - Book Fair
- Nov. 11th - Veterans Day Assembly 1:45 in the gym
- Nov. 11th - Literacy Night/Book Fair Night Shopping
- Nov. 16-19 - Native American Heritage Activities
- Nov. 18th - 2nd Grade Fieldtrip to the Science Museum
- Nov. 20th- SOM Assembly
- Nov. 20th- Impact Meetings
- Nov. 23-27 - Thanksgiving Break

Russell Babb Elementary News
November 2026

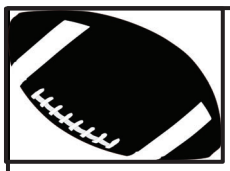
Mike McAfee, Principal

News from the Office

Picture Retakes November 13th

We would like to invite any of Russell Babb students' relatives, who are veterans, to our assembly so that we can honor you on this very special day. Assembly is Friday, November 10th. Starts at 1:15pm. Our 4th grade students will be performing a Veterans Day program during the assembly.

Thanksgiving Break is November 23rd-27th





Congratulations to our 4th and 5th grade fall sports teams and their cheerleaders. They all played hard this year and we expect big things out of these boys and girls in the future.

Go Panthers!!

Monday	Tuesday	Wednesday	Thursday	Friday
2nd	3rd	4th	5th	6th
9th	10th Veteran's Assembly 1:15	11th Literacy Night 4-6pm	12th	13th Picture Retakes Progress Reports Distributed
16th	17th	18th	19th PTO Art Day	20th SOM Assembly 9:00am
23rd Thanksgiving Break NO SCHOOL	24th Thanksgiving Break NO SCHOOL	25th Thanksgiving Break NO SCHOOL	26th Thanksgiving Break NO SCHOOL	27th Thanksgiving Break NO SCHOOL
30th				

DEVELOPING RESPONSIBILITY IN CHILDREN

Responsibility cannot be "taught", it must be given.

Some ways to give children responsibilities:

- **Never do for children what they can do for themselves.**
- **Encourage children's first attempt to help you or to do things for themselves. (Remember, they are learning, so they will not be able to do the task as well as you.)**
- **Give children credit for trying to help out.**
- **Allow plenty of time to learn.**
- **Don't criticize or make fun of poor results. Encourage children to try again and carefully steer them toward a better way.**
- **When children are ready for larger responsibilities, let them handle them.**
- **Praise more than you punish. Praise for effort as well as performance.**

From Total Quality Counseling by David Burgess

Harrah Board of Education Regular Meeting
Monday, October 12, 2026 6:00 PM
Administration Building, Conference Room
20665 Walker Steet
Harrah, Oklahoma 73045

1. Call to Order/Roll Call to Establish a Quorum
Attendance Taken at 6:00 PM.

Kevin McBrayer:	Present
Chris Monden:	Present
Seth Schoenecke:	Present
Trey Swan:	Absent
David Therio:	Absent

Present: 3, Absent: 2.
Others Present: Paul Blessington, Superintendent, and Leslie Hobaugh, Minutes Clerk

Visitors Present: Shawna Keene, Mike McAfee, Susie Terrell, Jolie Marshall, Maegan Heath, and Brittney Snodgrass. Others may have been present but did not sign the register, or their signatures were unreadable.

2. Principal/Director Reports

3. Consent Agenda
A motion was made to approve the consent agenda. This motion, made by Seth Schoenecke and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Absent
David Therio:	Absent

Yea: 3, Nay: 0, Absent: 2

3.A. Minutes of the September 14, 2026 Regular Board Meeting

3.B. General Fund #289 to #362, payroll #50246 to #50265, change orders and financial summary

3.C. Child Nutrition Fund #19, change orders and financial summary

3.D. Activity Fund Summary Report, Activity Requests and Transfer Requests

3.E. Treasurer's Report

3.F. Monthly Comparison Report

4. Superintendent's Report/Announcements

4.A. Construction Updates
Russell Babb Elementary - Started installing brick on the outside corridor, and steel has been erected for the Admin./Main entry. Harrah Middle School - Working on the punch list. The outside is complete, and the inside s almost complete. Harrah High School - Canopy steel is going up, and progress is being made on the cafeteria addition and new administration area.

5. Items to be Considered by the Board

5.A. Discussion and possible action regarding the 2026-2027 Annual School Election Resolution.
Chris Mondon's seat is up for election in February 2027. This is Seat 2. Anyone interested in running needs to register with the Oklahoma County Election Board from December 7-9, 2026.
A motion was made to approve the 2026-2027 Annual School Election Resolution. This motion, made by Seth Schoenecke and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Absent
David Therio:	Absent

Yea: 3, Nay: 0, Absent: 2

5.B. Discussion and possible action regarding the 2026-2027 Residency Teacher Report for Harrah Public Schools.
New teachers are assigned a mentor teacher each year.
A motion was made to approve the 2026-2027 Residency Teacher Report for Harrah Public Schools. This motion, made by Seth Schoenecke and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Absent
David Therio:	Absent

Yea: 3, Nay: 0, Absent: 2

5.C. Discuss and take possible action on the out-of-state travel requests.
A motion was made to approve the out-of-state travel requests for staff to attend the JOM and Grand Canyon University conferences. This motion, made by Seth Schoenecke and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea

Trey Swan:	Absent
David Therio:	Absent

Yea: 3, Nay: 0, Absent: 2

5.D. Vote to convene or not to convene into executive session pursuant to 25 O.S. Section 307 (B)(1) to discuss the employment of those employees listed on Exhibit B.
A motion was made not to enter into executive session. This motion, made by Chris Monden and seconded by Seth Schoenecke, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Absent
David Therio:	Absent

Yea: 3, Nay: 0, Absent: 2

5.E. Acknowledge return to open session. Executive session compliance statement.

5.F. Discuss and take possible action to employ substitutes for the 2026-2027 school year as listed on Exhibit B.
A motion to employ substitutes for the 2026-2027 school year as listed on Exhibit B. This motion, made by Seth Schoenecke and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Absent
David Therio:	Absent

Yea: 3, Nay: 0, Absent: 2

6. New Business (Items not known at the time of Agenda preparation.)

7. Announcements

8. The Board will vote to adjourn.
The meeting adjourned at 7:47 p.m.
A motion was made to adjourn. This motion, made by Seth Schoenecke and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Absent
David Therio:	Absent

Yea: 3, Nay: 0, Absent: 2

_____Absent_____
Trey Swan, President

_____
Kevin McBrayer, Vice-President

____Absent_____
David Therio, Deputy Clerk

_____
Seth Schoenecke, Clerk

_____
Chris Monden, Member

_____
Mr. Blessington, Superintendent

STATE OF OKLAHOMA, COUNTY OF OKLAHOMA,
I, the undersigned Minutes Clerk, of the Board of Education of Harrah Public Schools District I-7, Oklahoma County, do hereby certify that prior to December 15 of the last calendar year, the date, time, and place of this regular meeting was filed in the offices of the County Clerk of Oklahoma County.

I also certify that at least 24 hours prior to this meeting, excluding Saturdays, Sundays and Holidays, notice of the date, time, place and agenda of this meeting was posted in prominent public view at the location of this meeting.

Witness my hand and seal of this school district, this 13th day of October, 2026.

Harrah Public Schools

_____

Leslie Hobaugh, Minutes Clerk

HARRAH PUBLIC SCHOOLS ENROLLMENT 2026-2027

GRADE	9/1/2026	10/1/2026	11/5/2026	12/1/2026	1/5/2027	2/1/2027	3/1/2027	4/1/2027	5/12027
Pre-School	63	65	68						
Kindergarten	121	119	120						
1ST	118	112	114						
TOTAL	302	296	302	0	0	0	0	0	0
2ND	130	129	129						
3RD	133	134	133						
TOTAL	263	263	262	0	0	0	0	0	0
4TH	147	145	146						
5TH	140	142	143						
TOTAL	287	287	289	0	0	0	0	0	0
6TH	170	170	174						
7TH	124	122	128						
8TH	163	160	164						
TOTAL	457	452	466	0	0	0	0	0	0
9TH	150	150	149						
10TH	155	152	154						
11TH	157	152	150						
12TH	140	140	139						
ALT ED	11	14	13						
TOTAL	613	608	605	0	0	0	0	0	0
TOTAL 26-27	1922	1906	1924	0	0	0	0	0	0
2025-2026 TOTAL	1990	1971	1951	1944	1930	1932	1911	1913	1909
2024-2025 TOTAL	2103	2078	2084	2086	2074	2072	2053	2050	2042
2023-2024 TOTAL	2117	2098	2094	2089	2083	2071	2058	2050	2050
2022-2023 TOTAL	2212	2207	2207	2198	2189	2158	2143	2136	2120
2021-2022 TOTAL	2082	2076	2083	2076	2071	2067	2078	2076	2080
2020-2021 TOTAL	1985	1951	1979	1969	1955	1966	1958	1958	1945
2019-2020 TOTAL	2260	2259	2267	2264	2253	2249	2255	*2255	*2255
2018-2019 TOTAL	2251	2264	2269	2269	2276	2273	2256	2241	2233
2017-2018 TOTAL	2301	2293	2289	2278	2277	2281	2288	2270	2247
2016-2017 TOTAL	2210	2211	2206	2202	2197	2192	2176	2191	2177
2015-2016 TOTAL	2139	2141	2141	2145	2141	2146	2135	2123	2114
2014-2015 TOTAL	2110	2095	2085	2094	2073	2088	2084	2083	2078
2013-2014 TOTAL	2149	2142	2132	2130	2112	2124	2111	2118	2108
2012-2013 TOTAL	2185	2190	2180	2179	2176	2176	2163	2167	2145

2011-2012 TOTAL		2192	2192	2198	2190	2182	2176	2161	2162	2166	
2010-2011 TOTAL		2261	2273	2266	2240	2246	2243	2228	2228	2228	
2009-2010 TOTAL		2268	2249	2244	2249	2236	2244	2224	2227	2223	
2008-2009 TOTAL		2325	2312	2296	2310	2308	2295	2283	2269	2255	
2007-2008 TOTAL		2339	2325	2338	2297	2291	2275	2274	2264	2254	
2006-2007 TOTAL		2356	2336	2325	2320	2308	2294	2304	2303	2290	
2005-2006 TOTAL		2346	2338	2332	2315	2315	2311	2296	2293	2290	
2004-2005 TOTAL		2265	2265	2253	2228	2237	2212	2204	2212	2213	
2003-2004 TOTAL		2220	2212	2215	2188	2190	2206	2228	2214	2212	
	Average	2212.54	2204.86	2203.77	2196.18	2190.45	2187.22	2180	2173.09	2165.23	



Harrah Public Schools

Gifted and Talented Plan

Table of Contents

Introduction 1

Identification and Placement 1

- Identification Procedures 1
- Program Placement Process 3
- Parent Notification 4
- Continuous Monitoring of Placement 4

Services for Gifted Students 5

- Flexible Pacing 5
- Enrichment 6
- Academic and Social/Emotional Support 7

Qualifications and Training 8

Staff Roles and Responsibilities 8

Gifted and Talented Advisory Committee 9

Evaluation of Program 10

Expenditure Reporting 11

Forms

Site Plans

Introduction

Harrah Public Schools recognizes that we have students with exceptional abilities, and we are committed to addressing the academic needs of these students.

Identification and Placement

“Gifted and talented children” refers to those students who have been identified at the preschool, elementary, or secondary level as having demonstrated potential abilities of high-performance capability and needing differentiated or accelerated education or services.

For the purpose of this definition, “demonstrated potential abilities of high performance” will refer to students who meet the qualifications for either Category 1 or Category 2:

Category 1

Having scored 97 percentile or greater on a normed national test of ability

Category 2

Multi-Criteria– Student Inventory and Nomination Form

Areas for nomination include:

a. Creative Thinking Ability

b. Leadership Ability

c. Visual Performing Arts Ability, and/or

d. Specific Academic Ability [OAC 210:15:23-2(a)(2) & (3)]

Identification Procedures

A student may be placed in the gifted and talented program through automatic placement or assessed placement. Identification of students is an ongoing process extending from school entry through grade twelve. Students placement decisions in the capability areas and those with dual exceptionalities are based on multiple criteria. Just as the identification of students is an ongoing process, the evaluation of a student’s continued placement in programming for Gifted and Talented requires measures of demonstrated progress and growth to ensure the best possible resources and learning environments for all students.

The district will utilize the Cognitive Abilities Test and district-approved Multi-Criteria Nomination forms to determine placement.

1. Automatic Placement (Category 1)

A score in the top third percentile, including the standard error of measure, on any nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into the academically gifted program, pending parental approval.

2. Assessed Placement (Category 2)

A recommendation using the Multi-Criteria Nomination form allows for placement into the gifted and talented program pending parent approval. Procedures are communicated to Pre-K through twelfth grade staff consistent with the school site procedures and state statutes. The following variety of data will be collected and used in relation to a holistic view of the learner as criteria for use in nominating students:

1) A score of 85th percentile or higher on any nationally normed test of intellectual ability (Cogat)
2) A score of 85th percentile or higher on any nationally standardized achievement test
3) Advanced score on OSTP
4) Completed nomination form for specific academic ability, creative ability, leadership, or visual/performing arts submitted by self, peer, parent, teacher, counselor, or administrator.

Assessment and Evaluation: Every effort is made in determination as to whether nominated students are properly identified as Gifted and Talented in a timely and professional manner. A committee chaired by an educator with training in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.

Program Placement Process

1. A nationally standardized school ability test shall be administered to all second grade students and periodically thereafter.
2. Students scoring at or above the 97th percentile on the composite score of a nationally standardized school ability test (Cogat) shall be identified for the Harrah Public Schools' Gifted and Talented Program.

3. Students moving into Harrah Public Schools from another district or school may be identified as gifted/talented with a previous composite test score of 97th percentile or better on a nationally standardized school ability test.
4. Nominations forms may be submitted by self, parents, teachers, students, peers, community members, and other professionals. The nomination form can be obtained from the campus counselor. All nominations will be reviewed by the certified staff members who serve on the gifted site committee. Forms may be used to identify students who exhibit giftedness and talent at a remarkably high level of accomplishment when compared to others of their age and experience. Forms can be submitted and will be reviewed by certified staff members serving on the Gifted/Talented Site Committee for Category 2 placement.

All students meeting the above criteria will be identified for the Harrah Public Schools Gifted and Talented Program and the Oklahoma State Department of Education Gifted Child Count. No student will be excluded because of race, economic background, national origin or handicapping condition. Students will receive program services through appropriate pacing of curriculum and instruction, schoolwide enrichment of curriculum and instruction, and effective support with parent approval.

Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement. Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

Parent Notification and Information

Parents of all students identified for the State Department of Education Child Count shall be notified in writing of their student's placement in the Harrah Public Schools Gifted and Talented Program. A written summary of the District gifted education programming plan shall accompany the letter of notification.

Continuous Monitoring of Placement

1. An informal review of each identified student's records, including assessment data, interest areas, and academic achievement will be an ongoing process by the administrator and counselor. Gifted and talented

program options will be matched to further develop each student's cognitive, academic, creative, and social/emotional potential.

2. Students may be removed from a program option or service which is not meeting their educational needs. Students and/or parents may make an informal request for changes in their child's program service options with the school's counselor or administrator.
3. Students may be removed from the gifted programming option or strategy by parent request at any time.
4. Strict confidentiality procedures, as elsewhere defined in Board policy, will be followed in regard to records of placement decisions and data on all nominated students.
5. Parents may appeal a placement decision with which they disagree. Appeals will be made to the Gifted Education Program Site Committee. Further appeals may be made to the Superintendent or his/her designee.

Services for Gifted and Talented Students

Services are provided for gifted and talented students within three weeks of the beginning of the school term at each school through site-developed programs. Educational programming for students identified for gifted, creative, and talented services is ongoing and part of the total school schedule and in alignment with the Harrah Public Schools Gifted Program. Appropriate differentiation will occur in the content, process, product, and learning environments within each site. Site programs are coordinated to guide the development of gifted students from the time they are identified through graduation. To ensure continual enrichment, students are identified and tracked throughout their schooling within the student accounting system from program entry to graduation. To achieve this instructional goal, the program addresses options in three areas:

Flexible Pacing

Description: Flexible Pacing is any provision that places students at an appropriate instructional level, creating the best possible match between student achievement and instruction. It underscores the central importance of the classroom teacher and of differentiated instruction in the regular classroom. Curriculum for the gifted extends, compacts, or replaces the regular curriculum.

Options: Flexible Pacing options are instructional/organizational strategies which allow students to advance at a pace that provides steady challenges throughout academic levels. Student placement in programming options is based on their abilities, needs, and interests. The program may include, but is not limited to any of the following options:

- Individualization of Instruction: Instruction of an individual student focused on the specific educational needs of that student.
- Proficiency-Based Promotion: Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level or above on district designated achievement assessments.
- Advanced Coursework: Advanced Placement (Option for 9-12), honors, differentiated or enriched classes where students receive course content in greater depth or at a higher grade-level than normally taught.
- Concurrent Enrollment: Students attend classes in two school levels during the same school session, for example, high school and college.
- Continuous Progress: The content and pacing of the curriculum and instruction matched to student abilities and needs. Students move ahead on the basis of mastery.
- Cluster Groups: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Multi-Age or Cross-Grade Groups: A strategy which allows students to travel to the appropriate grade classroom for instruction when the student needs instruction at an advanced level.
- Pre-Testing and Curriculum Compacting: A system designed to adapt the regular curriculum to meet the needs of above-average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
- Telescoping: Varying the pace of instruction, such as accelerating a subject.
- Dual Enrollment: Qualified elementary or middle school students taking middle school or high school level courses.

Enrichment

Description: The enrichment program is designed to continuously meet the needs of gifted students as well as to enrich the lives of all students within a school. This portion of the program allows students to move into and out of differentiated curriculum and special services as the need arises. Supplementary services are provided at the time and in the particular areas where such efforts have the greatest potential for benefiting students.

Options: The program may include, but is not limited to any of the following options:

- Enrichment of content in the regular classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material, nor are they excessive additional classwork or tutoring of other students. Enrichment activities must be extensions within student interests and/or ability.
- Mentorships: A program which pairs individual students with an individual who has advanced skills or experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
- Seminars: Special short-term sessions where students focus on one area of study.
- Creative and Academic Competitions: Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas.
- Mini-Courses/Special Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic, usually short-term in duration.
- Pullout Enrichment/Resource Room: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted. Such a class would be an extension of regular curriculum as differentiated to meet specific student needs stressing creativity, inquiry, and higher-level thinking skills while ensuring continuity throughout program participation.

Academic and Social/Emotional Support

Description: Academic and social/emotional support for gifted students includes identification, monitoring, and support services to address their unique needs. A list of all students identified is maintained, and the counselor at each site monitors their progress. Monitoring includes comparisons of student performance and potential ability with respect to growth and risk/exhibited behaviors of underachievement and perfectionism.

Options: The program may include, but is not limited to any of the following options in the area of academic and social/emotional support:

- Guidance through individual consultation with the school counselor.
- Guidance through mini-courses or support groups.
- Career seminar or other activities.
- Academic Advisement

- Encouraging collaborative working environments/projects with peers.

Qualifications and Training

Teachers working with gifted and talented students must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) in which they teach. Teachers whose duties include direct involvement with gifted and talented students shall participate each year in inservice training designed to educate and assist them in the area of gifted education. Counselors shall participate each year in inservice training designed to educate and assist them in the area of gifted education. Each year administrators responsible for gifted education programming will attend professional development related to the educational needs of gifted students.

Opportunities for professional development will be provided for certified staff to ensure the needs of gifted and talented students are understood and met appropriately. Topics may include identification of gifted and talented students, differentiated instructional strategies, curriculum content modifications, assessment of learning readiness, how to monitor and adjust the rate of pace of advancement, student learning styles, and differentiated instructional strategies.

Professional development opportunities may be obtained through local, state, and national conferences with a gifted and talented education focus (i.e., ENGAGE Conference, OAGCT Conference, etc.); professional development provided by district personnel; and guess presenters

Staff Roles and Responsibilities

- The Superintendent or his/her designee will be responsible for working with the District Gifted Education Programming Advisory Committee in the implementation of the District Gifted Education Programming Plan and overseeing the filing of such reports and information as are required by the State Department of Education relative to gifted educational programming.
- The principal or counselor will be responsible for working with the Gifted/Talented Site Committee, coordinating gifted educational programming related to the Gifted/Talented Site Plan, and completing such reports and information as required by the district for gifted educational programming.
- The Gifted/Talented Site Committee will work with the campus principal and counselor to develop the Gifted/Talented Site Plan each year. The counselor is responsible for coordinating the site gifted programming options. Gifted programming is ongoing and is a part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.

- Under the direction of the Superintendent or his/her designee, an organizational document will be developed at each site which clearly delineates roles, responsibilities, and coordination procedures in regard to gifted educational programming options.
- Strategies for managing the Gifted/Talented Site Plan are addressed by the regular classroom teacher, administrator(s), and counselor. They will work closely together to implement appropriate pacing, plan enrichment, coordinate resources, and facilitate support when needed.
- The administrator(s) and counselor provide professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training, and assistance to classroom teachers in finding and securing resource materials and/or resource persons.
- The administrator(s) and counselor are responsible for coordinating gifted student identification, monitoring student progress, and maintaining student profile records.
- Classroom teachers will have and provide, upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.
- The counselor is responsible for guidance and counseling, monitoring student progress, and maintenance of student records.
- The library media specialist is responsible for providing to students and teachers the assistance and/or resources needed to implement gifted programming options.
- The Superintendent or his/her designee is responsible for providing students and teachers the assistance needed to implement the gifted programming options. Examples are class demonstrations, mentoring, professional development, resource linking, and collaboration in the gifted programming options development and implementation.

Gifted and Talented Advisory Committee

The Gifted and Talented Advisory Committee members will be appointed by the Superintendent. The Committee will consist of at least three but no more than eleven members, at least one-third of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children. [70 O.S. 1210.308(A)]

- The Gifted and Talented Advisory Committee will be appointed according to State Department of Education regulations in the beginning of each school year for two-year terms, and will consist of parents of children identified as gifted and talented and community members who may be, but are not required to be, parents of students within the district. [70 O.S. 1210.308(A)]
- The District Gifted and Talented Education Advisory Committee will be demographically representative of the community.

- The first meeting will be called by the Superintendent no later than October 1 of each year. At this meeting, the The Gifted and Talented Advisory Committee will elect a chair and a vice-chair.
- The Gifted and Talented Advisory Committee will meet at other times during the year as necessary in meeting space furnished by the District. All meetings of the Committee will be subject to the provisions of the Oklahoma Open Meetings Act.
- The school district will furnish staff that has training in gifted/talented education for the District Gifted Education Advisory Committee.
- The District Gifted Education Advisory Committee will assist in the formulation of the District goals for gifted education, assist in the development of the District plan for gifted child educational programming, assist in preparation of the District report on gifted child educational programming, and perform other advisory duties as requested by the Board of Education. [70 O.S. 1210.308(C)]

Evaluation of Program

The district will conduct an ongoing evaluation of the program through different forms of feedback. The ongoing evaluation process will be reviewed by the District Gifted Education Advisory Committee. A complete evaluation of the program implementation will be conducted at least every five years.

Each site plan will be evaluated annually by the site advisory. Students, teachers, parents, and administrators will annually evaluate gifted educational programming at each school site. Evaluation results will be analyzed and communicated in a timely and meaningful way to programming decision makers at the site level, the district level, and, as appropriate, to students, parents, and the public. The evaluation process assesses each component of gifted educational programming. These include:

- Identification
- Appropriate pacing of curriculum and instruction
- Schoolwide enrichment of curriculum and instruction
- Affective support for gifted and talented children
- Professional development for certified staff
- Parent involvement and education
- District and site planning and program development
- Communication regarding the District Gifted and Talented Program
- Evaluation process

Expenditure Report

An expenditures report for program 251 for the previous school year will be submitted by the Superintendent to the State Department of Education by August 1 of each year. The report will outline the expenditures made by the District during that year for gifted child educational programming. [70 O.S. 1210.307(D)] The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

Forms

Gifted and Talented Identification Sheet for all identified students

Nomination Form for recommendation of Category Two placement

Parent Notification of Placement and Consent

Change of Placement Form

Site Plans

Clara Reynolds Elementary (CRE)
Gifted and Talented Program Site Plan

Purpose

Services are provided for identified gifted and talented students at each elementary school. A variety of services are available and are an integral part of the total school program and in alignment with the Harrah Public Schools Gifted Program. Planned educational opportunities allow students to move through the curriculum at the appropriate flexible pacing, provide differentiated curriculum to meet the unique academic and divergent ability needs of gifted students, and places importance in the affective domains of gifted social and emotional needs. As appropriate, the differentiation will occur in content, process, product, and learning environment. Regular staff development opportunities are also an integral component of the program to ensure gifted students' needs are being met in the regular classroom.

Services

Service options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into the gifted programming plans:

Appropriate Flexible Pacing	
● Individualization of Instruction ● Differentiated or Enriched Instruction ● Independent Study ● Continuous Progress ● Cluster Grouping	● Skill/Ability Grouping ● Multi-Age or Cross-Grade Grouping (STEM Club, Art Club, Book Club) ● Pre-Testing and Curriculum Compacting
Enrichment	
● Enrichment of Content in the Regular Classroom (Guest Speakers, Learning Centers) ● Guided Research (Independent Studies, Student-Led Projects and Creative Events)	● Mini-Courses/Special Interest Groups (Field Trips, CRE Creates Art Sow ● Resource Room
Academic/Social Support	
● Academic Advisement ● Guidance for Underachieving Gifted Students ● Student-Led Projects/Portfolios	● Student Outreach Activities ● Differentiation of Texts and Topics for Students Interests
Staff Development	
● Implementation of Harrah Public Schools District Gifted Program ● Components of Appropriate Flexible Pacing ● Integrated Curriculum/Thematic Units	● Teaching for Inquiry ● District Training for Differentiated Curriculum ● District Training for Identification of Gifted Students (August Professional Development)

The CRE Gifted and Talented Committee (GT Committee) is responsible for working with the site and district administration in coordinating available program services. Both regular classroom teachers and the GT Committee will address curriculum delivery. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as needed. The GT Committee provides professional support through modeling, consultation, co-teaching, collaborative problem-solving, and in-service training. The GT Committee is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents and supporting data for identification and growth assessment, monitoring student progress and maintaining records.

All second-grade students at CRE will be screened prior to October 1st of each academic school year using the Cognitive Abilities Test (CogAT). Any student meeting the screener criteria will be administered the complete CogAT assessment to determine placement. The identified gifted students in 2nd and 3rd grade will receive enrichment services in the regular classroom and/or other offered after school programs.

GIFTED & TALENTED PROGRAM DETAILS

Services are provided for gifted and talented students at each elementary school through a specialist development program, which is an integral part of the total school program and in alignment with the Harrah Public Schools Gifted Program. Planned educational opportunities allow students to move through the curriculum at the appropriate flexible pacing, provide differentiated curriculum to meet the unique academic and divergent ability needs of gifted students, and places importance in the affective domains of gifted social and emotional needs. As appropriate, differentiation will occur in content, process, product, and learning environment. Regular staff development opportunities are also an integral component of the program to ensure gifted students' needs are being met in the regular classroom.

Program options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into gifted programming plans:

Appropriate Flexible Pacing

- ➢ Individualization of Instruction
- ➢ Proficiency Based Promotion
- ➢ Continuous Progress
- ➢ Cluster Grouping
- ➢ Skill/Ability Grouping
- ➢ Multi-Age or Cross-Grade Grouping
- ➢ Telescoping
- ➢ Dual Enrollment

Enrichment

- ➢ Guided Research (Independent Studies, Student-Led Projects, Creative and Academic Events)
- ➢ Special Support Groups (Student Meetings, Student Outreach Activities)
- ➢ Competitions (Academic Team, STEM, Spelling Bee, Etc.)
- ➢ Mini-Courses/Special Interest Groups (Field Trips, Cultural Fairs, STEM)
- ➢ Resource Room
- ➢ Academic/Social Support
- ➢ Academic Advisement

Academic/Social Support

- ➢ Academic Advisement
- ➢ Guidance for Underachieving Gifted Students
- ➢ Special Support Groups
- ➢ Student Meetings
- ➢ Student Outreach Activities
- ➢ Differentiation of Texts and Topics for Student Interests
- ➢ Student-Led Projects/Portfolios

Staff Development

- ➢ Implementation of Harrah Public Schools Gifted Program
- ➢ Components of Appropriate Flexible Pacing
- ➢ Teaching for Inquiry
- ➢ District Training for Identification of Gifted

The gifted specialist is responsible for working with the site and district administration in coordinating program options selected. Both regular classroom teachers and the gifted specialist will address curriculum delivery. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as needed. The site gifted specialist provides professional support through modeling, consultation, co-teaching collaborative problem-solving, and in-service training. The site specialist is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents and supporting data for identification and growth assessment, monitoring student progress, and maintaining records. All identified students should receive gifted services. As schedule allows, the gifted specialist should work closely with classroom teachers to address appropriate flexible pacing and enrichment for all 4th and 5th grade students.

Virginia Smith Elementary
Gifted & Talented Support

When students at Virginia Smith Elementary are identified as category 1 or 2, educational opportunities will be provided to meet and support students' emotional and academic needs. Regular staff development opportunities are also an integral component to ensure the needs of gifted students are being met in the general education setting.

These opportunities include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into student learning but are not limited to this scope.

-differentiation of classroom instruction/materials
-resource boxes with extension activities
-projects assigned by teacher to deepen understanding of classroom material
-student-led projects
-STEAM participation & extension activities
-district training for identification of gifted students

County Request No. 257

REQUEST FOR LEGAL SERVICES

This form is used to provide legal opinions and contract approval by the District Attorney's Office. Only that advice that is related to a pending or potential claim against the County or its officers and employees is protected by the attorney-client priviledge. Opinions that are privileged should not be disclosed to anyone or the priviledge may be waived.

All legal opinions and approvals rendered are based only on the documentation and information stated below or attached to this form and, thus, it is important that all relevant facts and information be provided at the time of review. Please advise the District Attorney's Office of new or additional information, as it may cause the opinion to change. In all cases, the opinions of the District Attorney's Office are not binding on the County, its officers or employees and may be followed or disregarded in the discretion of the elected official.

Date of Request: 10/14/2026 Department: District 2

State the nature of the legal request:

Review as to legality and form - Agreement for Specific Assistance between Harrah Public Schools and the Board of County Commissioners of Oklahoma County

RECEIVED
OCT 14 2026
CIVIL DIVISION
DISTRICT ATTORNEY

Brandi Mertens, Chief Deputy D2
County Officer or Department Director

Reply of District Attorney's Office:

Approved for form & legality

Date of Reply: 10/15/2026

Assistant District Attorney

AGREEMENT FOR SPECIFIC ASSISTANCE

BETWEEN HARRAH PUBLIC SCHOOLS OF OKLAHOMA COUNTY AND THE BOARD OF COUNTY COMMISSIONERS OF OKLAHOMA COUNTY

This Agreement is entered into this 28th of October, 2026, by and between HARRAH PUBLIC SCHOOLS, hereinafter referred to as the "School" and the BOARD OF COUNTY COMMISSIONERS OF OKLAHOMA COUNTY, hereinafter referred to as the "County", and is to be considered an addendum to the original General Mutual Cooperation Agreement made between the same parties. The terms and conditions of the General Mutual Cooperation Agreement for the current fiscal year entered into between the parties is incorporated by reference herein and made a part of this specific agreement.

RECITALS

WHEREAS, a portion of a RUNNING TRACK belonging to the School, located at Harrah Middle School, 1480 Dobbs Rd is in need of reconstruction, repair, and/or improvement;

WHEREAS, the parties have previously entered into a General Mutual Cooperation Agreement allowing for the County to assist the School District with parking areas, playgrounds, athletic fields, access roads, drainage areas, and other areas on property that is owned by the school which covers the fiscal year beginning July 1, 2026 and ending June 30, 2027; and

WHEREAS, it is in the mutual interest and benefit of the School and the County to share in making this reconstruction, repair, and/or improvement to the aforementioned running track; and

WHEREAS, the School desires to retain the use of County's equipment, materials and personnel to reconstruct, repair or improve that portion of the aforementioned running track; and

WHEREAS, the County agrees to provide the equipment, materials, and personnel for the project at an ***estimated*** cost of **$202,303.20**, but in no event to exceed **$205,000.00** without further written agreement; and

WHEREAS, the School agrees to reimburse the County for 100% of the actual costs of materials; and

WHEREAS, the County agrees to in-kind the estimated costs of equipment and personnel; and

WHEREAS, this agreement is authorized and provided for by Oklahoma Statutes, specifically by 69 O.S. § 603 and 11 O.S. §36-113; and

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties hereto agree as follows:

TERMS AND CONDITIONS OF AGREEMENT:

1. ***PURPOSE OF AGREEMENT***: This agreement is a part of and an addendum to the original Mutual Cooperation Agreement entered into between the parties on the 1st day of July, 2026. The purpose of this agreement is to permit the County to assist the School with parking areas, playgrounds, athletic fields, access roads, drainage areas, and other areas on property that is owned by the school more specifically described as: A Running Track, which is approximately 1,561 feet of track.

2. ***DESCRIPTION OF SERVICE:***

A. COUNTY SHALL:

i. Administer the agreement.

ii. Agree to incur the costs for labor, equipment, surveys, materials, traffic control as necessary to complete the work/project in an amount not to exceed **Two Hundred Two Thousand, Three Hundred Three Dollars and Twenty Cents ($202,303.20)**, as outlined in the attached project estimates. (See attachment "A"). Work includes but is not limited to asphalt milling, glass grid & liquid asphalt application, and asphalt resurface.

iii. Provide in-kind the estimated costs of equipment and personnel.

iv. Provide joint oversight and inspection of the project.

B. MUNICIPALITY SHALL:

i. Reimburse the County for 100% of all material costs incurred in reconstruction of this section of Running Track as reflected in Attachment "A."

ii. Upon completion of the project and upon proper invoicing by County, the School shall make payment within 30 days.

iii. In no case will the School's cost to complete this project exceed **One Hundred Ninety-Six Thousand, One Hundred Seventy-Four Dollars and Zero Cents ($196,174.00)** provided, the work is completed within the duration of the current County "Highway Materials and Supplies" contract ending December 31, 2026. The not to exceed cost will be adjusted to reflect increases and decreases in costs paid by the County for contract items used to complete this project during future contract periods without approval, regardless of cause.

iv. The School agrees that upon completion of said project and opening of the same to traffic, the School will be responsible for all needed maintenance and repairs to keep the project in good and safe condition for the use and benefit of the traveling public.

3. ***AUTHORIZED ADMINISTRATOR(S)***: For purposes of administering this agreement, The Chief Deputy of County's District No. 2, the Superintendent of County's District No. 2, and the School Superintendent of Harrah Public Schools shall be responsible for administering this Agreement. Also, it is expressly understood that County shall have no right, claim, or title to any real or personal property used in this project, other than that already owned by County.

4. ***RIGHTS OF WAY***: School represents and warrants to County that the School owns, leases, or holds beneficial easements on any and all real property involved in the project and work to be performed by County. In the event that any person or entity attempts to hold County liable for work done on the property subject to this specific agreement, the Municipality agrees to defend and indemnify County against any loss related to such defense, including attorney fees and costs.

5. ***COMMENCEMENT OF AGREEMENT***: This Agreement shall commence on the date on which the Agreement is executed in writing by all parties and will continue through the completion of the project, or until the end of the current fiscal year. The parties agree that they remain bound by the terms of the original General Mutual Cooperation Agreement executed on the 1st day of July, 2026.

6. ***COMMENCEMENT OF PROJECT:*** The project shall commence after the agreement has been fully executed and based on the availability of the County's equipment, materials, personnel, etc.

7. ***FISCAL YEAR LIMITATION***: The parties agree and understand that in the event that the project outlined in this Agreement is not completed during the fiscal year in which it was executed, Municipality must submit payment for any work completed during the fiscal year, and if funds or materials are required to be encumbered for the succeeding fiscal year in order to complete the project, that the parties must enter into another written Agreement.

8. ***INDEMNIFICATION:*** Other than the defend and indemnify provisions outlined in paragraph #4 "Rights of Way", the parties further agree and covenant that in exchange for the considerations set out herein that each party shall only be liable for their own negligence, acts or omissions, or the negligence, acts or omissions of their respective employees, nor shall any party be required to indemnify another party for the same. The parties understand and agree that this Agreement in no way relieves the School of its primary statutory duties to maintain said running track in a reasonably safe condition for travel by the public, including for the duration of the above-described project agreement.

9. ***REVISIONS AND AMENDMENTS:*** The parties agree that the terms of this Agreement may not be revised or amended in any form or fashion without obtaining a fully executed written revision or written amendment from the parties.

10. ***ASSIGNMENT***: The rights and duties under this Agreement are not assignable except upon prior written consent of the parties hereto.

11. ***THIRD PARTY BENEFICIARIES:*** No third-party beneficiaries are created by this Agreement and that is the express intent of the parties hereto.

12. ***COMPLETE AGREEMENT***: The parties acknowledge and agree that this Agreement sets out the complete and total agreement between the parties.

13. ***VENUE***: In the event of litigation regarding any aspect of this Agreement, the parties agree that venue shall lie in the District Court of Oklahoma County.

14. ***CAPTIONS***: The captions, titled, and headings contained herein are for convenience only and shall not control the interpretation of any provision.

15. ***INTERPRETATION:*** Any word used herein in the singular shall also include the plural, and vice versa, except where a contrary intention plainly appears. The masculine shall also include the feminine and vice versa.

16. ***PRESERVATION OF RIGHTS:*** Neither party waives any defenses or rights available to them under the Governmental Tort Claims Act, 51 O.S. § 151 et seq., common law, pertinent statutes, and constitutions.

17. ***WHOLE AGREEMENT***: This Agreement, which includes Attachment "A", constitutes the entire agreement, covenants and provisions agreed upon by the parties, and no agent or administrator to this agreement has authority to alter or change the terms hereof, except as provided herein, and except as provided in the original General Mutual Cooperation Agreement. No party shall be bound by any statement or representation not in conformity with this written agreement.

18. ***TERMINATION OF AGREEMENT***: Prior to commencement of the project, either party may terminate this Agreement by giving seven (7) days written notice to the administrator for the other party. After the commencement of the project, either party may terminate this agreement, with or without cause, by giving written notice of such termination to the administrator of the other party. In the event work has already begun by County, the School shall reimburse the County for any work already performed. Otherwise, this Agreement shall terminate automatically upon completion of the project and upon receipt of the final payment of expenses by the School.

HARRAH PUBLIC SCHOOLS

Approved by HARRAH PUBLIC SCHOOLS this _____day of _____, 2026.

ATTEST:

_____ By _____
Clerk Superintendent

APPROVED as to form and content this _____day of _____, 2026.

_____
Counsel for School

BOARD OF COUNTY COMMISSIONERS OKLAHOMA COUNTY

APPROVED by the Board of County Commissioners this 28th day of October, 2026.

BOARD OF COUNTY COMMISSIONERS OF OKLAHOMA COUNTY, OKLAHOMA

By _____
Brian Maughan, Chairman

By _____
Jason Lowe, Member

By _____
Paul Foster, Interim Member

ATTEST:

_____
County Clerk

APPROVED as to form and legality this 15 day of Oct., 2026.

_____
Assistant District Attorney

Hon. Commissioner Brian Maughan
Oklahoma County District Two

Scope of Work

Project: Running Track
Location: Harrah Middle School, 1480 Dobbs Rd
Length in LF = 1,561 Width in LF = 29
For: Harrah Public Schools
Area in SF = 45,269

Item #	Description	Qty	Unit	Price Per Unit	Materials	Labor- Dist.2	Equipt.Dist.2
1	1.5" Asphalt Cold Milling	1.00	DAY	$11,000.00	$11,000.00		
	a. Dump Truck - 5	40.00	Hrs	$117.13			4,685.20
	b. Driver - 5	40.00	Hrs	$22.17		886.80	
2	Glass Grid	6,050.00	SY	$10.00	$60,500.00		
	PG 64-22 Liquid Asphalt	6,050.00	SY	$4.00	$24,200.00		
3	Type C Virgin 1.5" Surface	500.00	TN	$102.28	$51,140.00		
	Type C Placement and Compaction	500.00	TN	$63.00	$31,500.00		
				S/Totals	178,340.00	886.80	4,685.20
			10.00%	Contingency	17,834.00	88.68	468.52
			Harrah Public Schools Owe >	**Totals**	**196,174.00**	975.48	5,153.72
				Grand Total	202,303.20		

Estimated duration of work =	3 Days	Working Days	3

Target date of completion depends upon the work start

Estimates is based on the bid price dated:	10/9/2026	12/31/2026

In the event there are unforseen major works to be undertaken during the actual field exercise, proper authorities will be informed and discuss the volume of work involved. It will be evaluated and corresponding decision will be determined.

Prepared by:
KEN WALLACE
Assistant Superintendent

Harrah Public Schools

"DISTRICT OF CHAMPIONS"
BOARD OF EDUCATION OFFICE
20665 WALKER
HARRAH, OKLAHOMA 73045
(405) 347-2820

NOTICE
SCHEDULE OF REGULAR MEETINGS
CALENDAR YEAR, 2027

November 9, 2026

BOARD OF EDUCATION
HARRAH ISD 7
20665 WALKER
HARRAH, OK 73045

Telephone: (405)347-2820 - phone (405)454-0022 – fax

DATE	TIME	PLACE	
January 11, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
February 8, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
March 8, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
April 12, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
May 10, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
June 14, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
July 12, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
August 9, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
September 13, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
October 11, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
November 8, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
December 13, 2027	6:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah

NAME OF PERSON REPORTING: Paul Blessington
TITLE: Superintendent

_____
Signature

The Harrah Board of Education does not discriminate on the basis of disability, race, color, religion, national origin, sex, age, or veteran status.

HARRAH PUBLIC SCHOOLS

SURPLUS PROPERTY LIST

For review and disposition

#	Item / Picture Name	Description / Observed Condition
1	Small Fence Panels and Storage Rack Picture: small fence panels and storage rack.jpg	Stack of used metal fence/gate panels with tubular frames and wire mesh, stored together. Shows surface rust and weathering.
2	Reach-In Refrigerator Picture: Reach in refrigerator.jpg	Older commercial-style refrigerator with four front doors and stainless-steel exterior. Visible rust spots and wear; operating condition unknown.
3	Reach-In Refrigerator – Top/Side View Picture: Reach in refrigerator #3.jpg	View of the same or a similar reach-in refrigerator laid on its side, showing four access doors and rust/corrosion along seams and edges. Operating condition unknown.
4	Reach-In Refrigerator – Rear/Side View Picture: Reach in refrigerator #2.jpg	View of a refrigerator cabinet positioned on its side, with rear mechanical components visible. Condition and completeness unknown.
5	Plastic Shelf Tops / Grating Panels Picture: plastic shelf tops.jpg	Several black, perforated plastic panels or shelf tops stacked together, with a rusty metal mechanism/attachment on top.
6	Metal Planter / Work Table Picture: planter table.jpg	Long galvanized-metal table or frame with raised grating sections and supporting legs. Appears used; inspect for stability and completeness.
7	Old Control Boxes Picture: old control boxes.jpg	Two older metal electrical/control enclosures with labels and display/window areas. Condition and functionality unknown; should be evaluated by qualified personnel.
8	Metal Scrap Picture: metal scrap.jpg	Assorted loose metal pieces and tubing, including rusted and bent components, collected on a wooden pallet. Suitable for scrap or parts assessment.
9	Metal Rack Picture: metal rack.jpg	Large metal rack/frame with expanded or grid-style metal decking and a rusted central beam. Used condition; inspect for structural integrity.
10	Animal Weight Scale Picture: animal weight scale.jpg	Older mechanical platform scale with a large weighing platform and upright indicator/mechanism. Rust present; calibration and working condition unknown.
11	Animal Shearing Table and Rack Picture: animal shearing table and rack.jpg	Older metal animal-shearing or handling equipment with a frame, handwheels, rails, and wooden platform components. Rust and wear visible; functionality unknown.

Note: Descriptions are based on the photographs only. Quantities, dimensions, ownership, completeness, safety, and operational condition have not been independently verified. Refrigeration and electrical equipment should be inspected by qualified personnel before any reuse or disposal.

Reviewed / Approved by: _____	Date: _____
Disposition / Board action: _____	Meeting date: _____

PHOTO REFERENCE

1. Small Fence Panels and Storage Rack

Picture name: small fence panels and storage rack.jpg



Stack of used metal fence/gate panels with tubular frames and wire mesh, stored together. Shows surface rust and weathering.

2. Reach-In Refrigerator

Picture name: Reach in refrigerator.jpg



Older commercial-style refrigerator with four front doors and stainless-steel exterior. Visible rust spots and wear; operating condition unknown.

3. Reach-In Refrigerator – Top/Side View

Picture name: Reach in refrigerator #3.jpg



View of the same or a similar reach-in refrigerator laid on its side, showing four access doors and rust/corrosion along seams and edges. Operating condition unknown.

4. Reach-In Refrigerator – Rear/Side View

Picture name: Reach in refrigerator #2.jpg



View of a refrigerator cabinet positioned on its side, with rear mechanical components visible. Condition and completeness unknown.

5. Plastic Shelf Tops / Grating Panels

Picture name: plastic shelf tops.jpg



Several black, perforated plastic panels or shelf tops stacked together, with a rusty metal mechanism/attachment on top.

6. Metal Planter / Work Table

Picture name: planter table.jpg



Long galvanized-metal table or frame with raised grating sections and supporting legs. Appears used; inspect for stability and completeness.

7. Old Control Boxes

Picture name: old control boxes.jpg



Two older metal electrical/control enclosures with labels and display/window areas. Condition and functionality unknown; should be evaluated by qualified personnel.

8. Metal Scrap

Picture name: metal scrap.jpg



Assorted loose metal pieces and tubing, including rusted and bent components, collected on a wooden pallet. Suitable for scrap or parts assessment.

9. Metal Rack

Picture name: metal rack.jpg



Large metal rack/frame with expanded or grid-style metal decking and a rusted central beam. Used condition; inspect for structural integrity.

10. Animal Weight Scale

Picture name: animal weight scale.jpg



Older mechanical platform scale with a large weighing platform and upright indicator/mechanism. Rust present; calibration and working condition unknown.

11. Animal Shearing Table and Rack

Picture name: animal shearing table and rack.jpg



Older metal animal-shearing or handling equipment with a frame, handwheels, rails, and wooden platform components. Rust and wear visible; functionality unknown.

Surplus count

DeviceType	Quantity
PC	10
Monitor	2
Chromebook	28
iPad	1
iPad Mini	16
Phone	1
Laptop	3

Superintendent,

I wanted to reach out about getting the old scoreboards placed on an upcoming board agenda to be surplused. I would like to get the process started so we can officially surplus them and determine what options we have for their disposal or potential Sale.

Let me know if there is anything you need from me to get this on the agenda.

Thanks,

Shelby Sherrill
High School PE/ Physical Science
Head Baseball Coach
Harrah High

---

3 attachments



image2.jpeg
164K



image1.jpeg
150K



image0.jpeg
170K

EXECTIVE SESSION
NOVEMBER 9, 2026
Exhibit B

2026-2027 SCHOOL YEAR **RECOMMEND TO HIRE - SUPPORT**

Name	Name
JEFF SMITH	BUS MONITOR

2026-2027 SCHOOL YEAR **RECOMMENDATION TO HIRE - SUBSTITUTES**

Name	Name
MARIANE GRIFFITH	KRISTIN COSTILLA
CHARLOTTE TOLLISON	JOHN SONNENBERG
HEATHER VAUGHAN	EMILY WHITE
CANDIS ROSS	ANGELA WHISENHUNT
APRIL PICKENS	BREE TURNER