

**AGENDA WITH COMMENTARY**

**GUTHRIE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
REGULAR MONTHLY MEETING  
802 E. VILAS  
GUTHRIE, OKLAHOMA**

**MONDAY  
FEBRUARY 10, 2025  
6:30 P.M.**

**AGENDA:**

- 1. Call to Order**
- 2. Roll Call**
- 3. Establish a Quorum**
- 4. Pledge of Allegiance**
- 5. Moment of Silence**
- 6. Presentation of Mr. Brian Billings from Sonic of East Guthrie**
- 7. Presentation of Employee and Student Recognition**
- 8. Comments to the Board by:**
  - A. Citizens registered to speak to the Board**
  - B. Board Members**
- 9. Superintendent's Reports**
- 10. Crossland Construction Update on Cottler Elementary**
- 11. Presentation by Cenergistic**
- 12. Consent Agenda..... Pages 7-55**

**All of the following items, those items of a routine nature normally approved at Board meetings, will be approved by one 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 action on the following items:**

  - A. Treasurer's Report**
  - B. Activity Fund Fundraisers as per attached list**
  - C. Fuel Bid as recommended by bid committee**

- D. **Encumbrances for General Fund #'s 921-954 Building Fund #'s 379-423, and listed change orders and Activity Fund Reports-the full register is available online**
- E. **Out of State Trip Request: Cameron Campbell, Kyle Brede and students—Northside “Grizzly” Invitational, Fort Chaffe, AR, 2/14/2025-2/16/2025**
- F. **Out of State Trip Request: Kyle Brede, Cameron Campbell and students—5<sup>th</sup> Brigade Raider Championship, San Antonio, TX, 3/21/2025-3/23/2025**
- G. **Out of State Trip Request: Bailey Blewett, American Council on Rural Special Education, Virginia Beach, VA, 4/2/2025-4/5/2025**
- H. **Out of State Trip Request: Michael Horn, David Vargas, Mathew Engle, Jasmine Parks, Curtis Finchum and student athletes—Southern Coast Cup, Foley, AL, 4/3/2025-4/6/2025**
- I. **Accepting bench donation for Guthrie High School to be placed in front of the gym.**
- J. **Contracts/Agreements under \$10,000**
  - 1. **Renewal Agreement with Frontline Education for data comparison services for 2025-2026.....Page 55**

Commentary:

This analytic data allows school leaders to identify strategic and financial opportunities with highly visual output in areas such as financial performance, compensation, enrollment/demographics, and student achievement. The cost is \$6294.26 a 5% increase of \$299.73 from last year.

**Dr. Chapple will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval.

13. **Minutes of regular meeting held on January 13, 2025.....Pages 56-60**

14. **Business Agenda:**

- A. **Consider and vote to approve a resolution pertaining to the district’s \$6,150,000 General Obligation Building Bonds, Series 2025A; including fixing the amount of bonds to mature each year; fixing the time and place the bonds are to be sold; approving the preliminary official statement and authorizing distribution of same; authorizing the clerk to give notice of said sale as required by law, and approving other matters related to the issuance of bonds.....Pages 61-64**
- B. **Consider and vote to approve a contract with BancFirst, Oklahoma City, Oklahoma to serve as registrar and paying agent on the district’s \$6,150,000 General Obligation Building Bonds, Series 2025A.....Pages 65-71**
- C. **Consider and vote to approve a contract with Hilborne & Weidman, Tulsa, Oklahoma, to serve as Bond Counsel and Disclosure Counsel on the district’s \$6,150,000 Building Bonds, Series 2025A.....Pages 72-73**

**D. Recommendation, consideration and action upon Contingency Modification #8 for Crossland Construction.....Pages 74-76**

Commentary:

The Contingency Modification #8 is in your packet with detailed information.

**Dr. Simpson will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval

**E. Discussion, consideration and vote to award contracts for construction of the addition of Charter Oak Elementary School to the lowest bidder as follows:**

<u>Bid Package</u>	<u>Description</u>	<u>Amount</u>
01A	General Trades (Crossland Construction)	\$48,168.00
03A	Concrete (L&E Paving & Construction)	\$139,900.00
04A	Masonry (Justin Dallas Construction)	\$48,043.00
06A	Architectural Millwork (EGR Construction)	\$105,000.00
07D	EIFS (Swift Corp)	\$35,500.00
08A	Door Assemblies-Supply (CBS Door and Hardware)	\$18,900.00
08C	Glass & Glazing (Architectural Glazing Concepts)	\$48,500.00
09A	Gypsum Assemblies (Express Drywall)	\$128,038.00
09B	Flooring & Wall Tile (Millcreek)	\$49,847.00
09C	Painting & Wall Covering (GE Construction)	\$14,666.66
10A	Specialties – Supply (Czarniecki Construction)	\$15,415.70
10B	Signage (Vital Signs)	\$2,540.00
12A	Window Treatments (Contract Drapery)	\$3,300.00
13A	PEMB (Crossland Construction)	\$216,000.00
21A	Fire Suppression (VSC Fire & Security)	\$19,200.00
22A	Plumbing & 23A HVAC (Dense Mechanical)	\$215,000.00
26A	Electrical (Apex Electrical)	\$182,992.68
31A	Earthwork (K&M Dirt Services)	\$313,550.00
32C	Fencing (Fence OKC)	\$28,000.00
33A	Site Utilities (Denali Plumbing)	\$99,957.00

Allowance:

Sign Relocation ..... \$25,000.00

Seal Safety Film ..... \$5,000.00

**F. Discussion, consideration and vote to accept the Guaranteed Maximum Price #2 proposed by Crossland Construction Company for construction of the addition of Charter Oak Elementary School .....Pages 77-94**

**G. Recommendation, consideration and action upon Guthrie High School Driver’s Education Summer School 2025..... Pages 95-96**

Commentary:

This is held each summer at Guthrie High School. Class sessions are from June 3-7, 2024 and driving schedules are from May 28 through August 9. A copy of the proposed class schedule and tuition fees are in your packet. **John Hancock will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval.

**H. Recommendation, consideration and action upon a survey to students by Bailey Blewett for student climate..... Pages 97-100**

Commentary:

The student climate survey developed for Project Second Step, an EIR Grant, through The University of Oklahoma, under the direction of Dr. Brittany Holt in partnership with WestEd. The survey is optional. It surveys students about their experience with the school, the teachers, the other students and themselves.

**Dr. Simpson will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval.

**I. Recommendation, consideration and action upon renewal agreement with Frontline Technologies for Absence & Time Solution services for 2025-2026.....Page 101**

Commentary:

This is the twelfth year for the use of Frontline Technologies. The time clock system is utilized by support employees. The absence system is a software that tracks employee leave and assigns substitute teachers. There is an annual increase in cost of 5% for this software. **Dr. Chapple will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval.

**J. Recommendation, consideration and action to ratify Sophos End Point Protection Agreement .....Pages 102-107**

Commentary:

This software helps protect our computers and network from malicious software. This will be year two of a four-year agreement. The yearly cost is \$11, 087.36.

**Dee Benson will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval.

- K. Recommendation, consideration and action upon approval of agreement with ParentSquare to migrate our existing website to the ParentSquare platform .....Pages 108-111**

Commentary:

Moving to ParentSquare we will be able to take advantage of the integrations available between the website and the communications platform. The cutover will take place over the summer and the new contract will begin July 1.

**Dee Benson will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval.

- L. Recommendation, consideration and action upon approval of contractual agreement with Danielle Torres, Certified School Psychologist for Psychoeducational, and Psychological Evaluation Services.....Pages 112-114**

Commentary:

The agreement with Danielle Torres will supplement services provided by our vacant school psychologist position. Mrs. Torres has agreed to provide evaluation services for Guthrie Public Schools for the remainder of 2024-2025 school year. She will not charge additional mileage and it is estimated these services will be \$16,000.

**Kaitlin Smith will answer any questions.**

**RECOMMENDED ACTION:**

The Superintendent recommends approval

- 15. Proposed executive session for the purpose of discussing employment of personnel, FMLA requests, resignation/separation from employment and transfer of position requests all as set out on the Personnel Reports, extra duty assignment as listed for 2024-2025, discussion of all district level administrator’s contracts as listed for 2025-2026, discussing the purchase or appraisal of real property, disclosure of which information would violate the confidentiality requirements of state and/or federal law all pursuant to 25 OKLA. STAT. Section 307 (B) 1, 3 and 7 and 70 OKLA. STAT. Section 5-118**
  - A. Vote to go into executive session**
  - B. Acknowledge Board’s return to open session**
  - C. Statement of minutes of executive session**
- 16. Vote on action as set out on the Personnel Reports..... Page 115**
- 17. Recommendation, consideration and action upon district level administrator’s contracts as listed for 2025-2026 without specification for salary or assignment..... Page 116**
- 18. Recommendation, consideration and possible action to approve contract for the purchase of real property.**

19. **Recommendation, consideration and action to accept any resignations offered since the posting of the agenda**
20. **Discussion and possible action on new business not known about or could not have been reasonably foreseen at the time of the agenda posting**
21. **Adjourn**

**Dr. Mike Simpson  
Superintendent**

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**Posted by:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

**TREASURER'S REPORT**  
**January 31,2025**

**BANK BALANCES**

FARMERS & MERCHANTS

General Fund	8,346,796.70
Building Fund	840,144.12
Sinking Fund	3,341,729.52
ILR Fund	28,456.20
G&E Fund	95,369.26
Child Nutrition Fund	1,002,591.36
Activity Fund	874,151.39
School Age-Care Fund	75,619.14
Bond Fund	<u>1,325,802.55</u>

TOTAL                                   \$ 15,930,660.24

**RECEIPTS**

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GENERAL FUND:

Logan County	5,913,129.69
State of Oklahoma	1,565,490.62
Okla. Tax Comm.	170,124.41
School Land Earn.	79,624.86
R.O.T.C.	6,966.03
Federal Programs	555,546.22
Misc Receipts	52,938.37
Correcting Entry(-)	0.00
General Acct. Int.	15,888.15
Minus (-) Bank Fees	<u>7.50</u>
TOTAL	\$ 8,359,700.85

SINKING FUND:

Logan County \$ 2,626,670.73

CHILD NUTRITION FUND:

Local	31,753.72
State	26,588.71
Federal	<u>107,819.49</u>
TOTAL	\$ 166,161.92

INS.LOSS RECOVERY FUND:

MISC                                   \$ 0.00

BUILDING FUND

Local	
Logan County	751,222.28
Bldg. for Champs	<u>20.00</u>
TOTAL	\$ 751,242.28

BOND FUND:

Interest	950.15
Bank Fees	<u>(-)7.50</u>
TOTAL	\$ 942.65

**WARRANTS PAID**

GENERAL FUND:

2023-2024       \$  
2024-2025       \$ 2,665,004.09

GIFTS & ENDOWMENTS FUND:

2023-2024       \$  
2024-2025       \$

BUILDING FUND:

2023-2024       \$  
2024-2025       \$ 139,694.06

INS. LOSS RECOVERY FUND:

2023-2024       \$  
2024-2025       \$

CHILD NUTRITION FUND:

2023-2024       \$  
2024-2025       \$ 78,650.64

BOND FUND:

2023-2024       \$  
2024-2025       \$ 784,414.24

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**TOTAL MONIES IN F&M BANK**   \$15,930,660.24

PLEDGED – FDIC                   \$     250,000.00

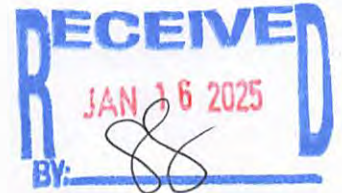
PLEDGED – F&M BANK           \$  19,480,000.00



**GUTHRIE PUBLIC SCHOOLS  
ACTIVITY FUND FUNDRAISER REQUESTS  
AS OF FEBRUARY 1, 2025**



<b>#</b>	<b>CLUB</b>	<b>EVENT</b>
1.)	COTTERAL PTO, #804	SELLING BRICKS FROM OLD BUILDING
2.)	FOGARTY PTO, #808	SPELL-A-THON
3.)	GUES ACTIVITY, #812	SPRING BOOK FAIR
4.)	CHARTER OAK PTO, #841	JOG-A-THON
5.)	HS, XC BLUECREW, #880	TV RAFFLE
6.)	HS, JROTC, #895	WREATHS ACROSS AMERICA
7.)	HS, JROTC, #895	89ER 5K



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST FORM

Request Date: 1/13/25 Site: 120-Cotteral Unobligated Account Balance: 19186.97 20,664.67

Account Name & Number: Cotteral PTO #804

Select One: Soliciting in School Only Soliciting in school & community Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.) Bricks from the old Cotteral School will be sold

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in Schools nutritional standards that went into effect across the country July 1st, 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards: https://foodplanner.healthiergeneration.org/calculator/

Does the fundraiser have food items? Yes No

\* If "Yes" and you wish to be exemption the "Smart Snacks in School" standards, then you must certify all below:

- This fundraiser will not operate on the school campus during the times school breakfasts, lunches, dinners or after school snacks are being served.
This fundraiser will not operate for more than fourteen(14) days in total.
The individual or organization will provide documentation to the school of the food products sold to the students during the school day, which is defined as midnight to thirty (30) minutes after school ends.

Smart School Standards begin at midnight of the school day and end thirty (30) minutes after the school day ends. These standards apply to any fundraising events by organizations on school property. These standards do not apply thirty (30) minutes after school ends, on weekends and at off-campus fundraising events. Standards and exemptions are in accordance with Oklahoma State Administration Code 210:10-3-112.

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies) None

Manufacturer:

Purpose for which funds will be used: Circle/instructional rugs and classroom needs

Name/Address of Vendor: old Cotteral bricks GPS

Items to be purchased in order to conduct the fundraiser: Flyers

a. Estimated INCOME: \$1,000.00 NOTES:
b. Less Estimated EXPENSES: \$100.00
c. Estimated PROFIT: \$900.00

First day Fundraiser: April 7, 2025 Last Day of Fundraiser: April 30, 2025

I understand that when the fundraiser is completed the After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close of the fundraiser. What will happen to any items that are not sold?

Are school district facilities required? No If yes, a facility use permit form must be completed.

Sponsor Signature: Courtney Weldon Date: 1/14/25

Principal's Signature: Lesley Cotton Date: 1/14/25

Athletic Director's Signature (if applicable): Date:

Child Nutrition Director's Signature (if applicable): Date:

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2.)



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST FORM

Request Date: 1/17/2025 Site: Fogarty Unobligated Account Balance: 2901.40

Account Name & Number: 808PTO

Select One: Soliciting in School Only Soliciting in school & community Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.) Student Spell A Thon - students will solicit sponsors

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in Schools nutritional standards that went into effect across the country July 1st, 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards: https://foodplanner.healthiergeneration.org/calculator/

Does the fundraiser have food items? Yes No
\* If "Yes" and you wish to be exemption the "Smart Snacks in School" standards, then you must certify all below:
- This fundraiser will not operate on the school campus during the times school breakfasts, lunches, dinners or after school snacks are being served.
- This fundraiser will not operate for more than fourteen(14) days in total.
- The individual or organization will provide documentation to the school of the food products sold to the students during the school day, which is defined as midnight to thirty (30) minutes after school ends.

Smart School Standards begin at midnight of the school day and end thirty (30) minutes after the school day ends. These standards apply to any fundraising events by organizations on school property. These standards do not apply thirty (30) minutes after school ends, on weekends and at off-campus fundraising events. Standards and exemptions are in accordance with Oklahoma State Administration Code 210:10-3-112.

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies) n/a

Manufacturer: n/a

Purpose for which funds will be used: STUDENT INCENTIVES, TEACHER SUPPLIES

Name/Address of Vendor: N/A

Items to be purchased in order to conduct the fundraiser: ENVELOPES

a. Estimated INCOME: 5,000 NOTES:
b. Less Estimated EXPENSES: \$200
c. Estimated PROFIT: \$4800

First day Fundraiser : MARCH 7, 2025 Last Day of Fundraiser: MARCH 28, 2025

I understand that when the fundraiser is completed the After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close of the fundraiser. What will happen to any items that are not sold? N/A

Are school district facilities required? N/A If yes, a facility use permit form must be completed.

Sponsor Signature: C. Alexander Date: 1/17/25

Principal's Signature: Marsha Joda Date: 1/17/25

Athletic Director's Signature (if applicable): Date:

Child Nutrition Director's Signature (if applicable): Date:

Form: AF Fundraiser Request 3/5/2021 (Revised)

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3.)



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST FORM

Request Date: 1/17/2025 Site: GUES - 125 Unobligated Account Balance: 24,105.69

Account Name & Number: GUES Activity - 812

Select One: [X] Soliciting in School Only [ ] Soliciting in school & community [ ] Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.) Scholastic Book Fair

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in Schools nutritional standards that went into effect across the country July 1st, 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards : https://foodplanner.healthiergeneration.org/calculator/

Does the fundraiser have food items? Yes [ ] No [X]
\* If "Yes" and you wish to be exemption the "Smart Snacks in School" standards, then you must certify all below:
- This fundraiser will not operate on the school campus during the times school breakfasts, lunches, dinners or after school snacks are being served.
- This fundraiser will not operate for more than fourteen(14) days in total.
- The individual or organization will provide documentation to the school of the food products sold to the students during the school day, which is defined as midnight to thirty (30) minutes after school ends.

Smart School Standards begin at midnight of the school day and end thirty (30) minutes after the school day ends. These standards apply to any fundraising events by organizations on school property. These standards do not apply thirty (30) minutes after school ends, on weekends and at off-campus fundraising events. Standards and exemptions are in accordance with Oklahoma State Administration Code 210:10-3-112.

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies) None

Manufacturer: Scholastic Book Fair

Purpose for which funds will be used: Funds will be used to purchase books for the library and other supplies as needed

Name/Address of Vendor: Scholastic Inc.

Items to be purchased in order to conduct the fundraiser: Books for sale

a. Estimated INCOME: 5,000.00
b. Less Estimated EXPENSES: 2,500.00
c. Estimated PROFIT: 2,500.00
NOTES:

First day Fundraiser: 3/6/25 Last Day of Fundraiser: 3/12/25

I understand that when the fundraiser is completed the After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close of the fundraiser. What will happen to any items that are not sold?

Are school district facilities required? N/A If yes, a facility use permit form must be completed.

Sponsor Signature: [Signature] Date: 1/21/25

Principal's Signature: [Signature] Date: 1/21/25

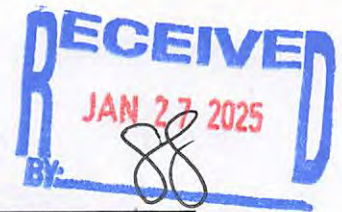
Athletic Director's Signature (if applicable): Date:

Child Nutrition Director's Signature (if applicable): Date:

Form: AF Fundraiser Request 3/5/2021 (Revised)

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4.)



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST FORM

Request Date: 1/27/2025 Site: 135-Charter Oak Unobligated Account Balance: \$19,418.89

15,958.04

Account Name & Number: 841 PTO

Select One: Soliciting in School Only (selected) Soliciting in school & community Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.) Jog-a-Thon students will fundraise by asking family and community members to donate based on how far they walk or jog

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in Schools nutritional standards that went into effect across the country July 1st, 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards : https://foodplanner.healthiergeneration.org/calculator/

Does the fundraiser have food items? Yes (selected) No

- \* If "Yes" and you wish to be exemption the "Smart Snacks in School" standards, then you must certify all below:
- This fundraiser will not operate on the school campus during the times school breakfasts, lunches, dinners or after school snacks are being served.
- This fundraiser will not operate for more than fourteen(14) days in total.
- The individual or organization will provide documentation to the school of the food products sold to the students during the school day, which is defined as midnight to thirty (30) minutes after school ends.

Smart School Standards begin at midnight of the school day and end thirty (30) minutes after the school day ends. These standards apply to any fundraising events by organizations on school property. These standards do not apply thirty (30) minutes after school ends, on weekends and at off-campus fundraising events. Standards and exemptions are in accordance with Oklahoma State Administration Code 210:10-3-112.

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies) N/A

Manufacturer: WalMart, Sams, Amazon

Purpose for which funds will be used: student and staff incentives, building and grounds needs, classroom materials, teacher needs and needs for conferences, other uses

Name/Address of Vendor: addresses correct in mass

Items to be purchased in order to conduct the fundraiser: prizes for winners

Table with 2 columns: Description and Amount. Row 1: a. Estimated INCOME: \$3,000.00. Row 2: b. Less Estimated EXPENSES: \$1,500.00. Row 3: c. Estimated PROFIT: \$1,500.00. Column 2: NOTES:

First day Fundraiser : 5-5-2025 Last Day of Fundraiser: 5-16-2025

I understand that when the fundraiser is completed the After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close of the fundraiser. What will happen to any items that are not sold?

Are school district facilities required? If yes, a facility use permit form must be completed.

Sponsor Signature: Date:

Principal's Signature: Emily Carpenter Date: 1-27-25

Athletic Director's Signature (if applicable): Date:

Child Nutrition Director's Signature (if applicable): Date:

mschapple



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST FORM

Request Date: 1/15/2025 Site: GHS Unobligated Account Balance: ~~5184.94~~ 3281.85

Account Name & Number: XC BLUECREW 880

Select One:  Soliciting in School Only  Soliciting in school & community  Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.) WE WILL RAFFLE ONE TELEVISION TO A WINNER. TICKETS WILL BE PURCHASED FOR \$10 EACH

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in Schools nutritional standards that went into effect across the country July 1st, 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards: https://foodplanner.healthiergeneration.org/calculator/

Does the fundraiser have food items? Yes  No

\* If "Yes" and you wish to be exemption the "Smart Snacks in School" standards, then you must certify all below:

- This fundraiser will not operate on the school campus during the times school breakfasts, lunches, dinners or after school snacks are being served.
This fundraiser will not operate for more than fourteen(14) days in total.
The individual or organization will provide documentation to the school of the food products sold to the students during the school day, which is defined as midnight to thirty (30) minutes after school ends.

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Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies) NA

Manufacturer: NA

Purpose for which funds will be used: FUNDS WILL BE USED FOR WARM UP GEAR, NEW EQUIPMENET, UNIFORMS, ETC

Name/Address of Vendor: WALMART

Items to be purchased in order to conduct the fundraiser: 1 70 OR 75 INCH TELEVISION

a. Estimated INCOME: 5000 NOTES:
b. Less Estimated EXPENSES: 700
c. Estimated PROFIT: 4300

First day Fundraiser: MARCH 24, 2025 Last Day of Fundraiser: APRIL 4 2025

I understand that when the fundraiser is completed the After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close of the fundraiser. What will happen to any items that are not sold? NA

Are school district facilities required? NO If yes, a facility use permit form must be completed.

Sponsor Signature: [Signature] Date: 1/15/2025

Principal's Signature: [Signature] Date: [Blank]

Athletic Director's Signature (if applicable): [Signature] Date: 1/15/25

Child Nutrition Director's Signature (if applicable): [Signature] Date: [Blank]

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6.)



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST FORM

Request Date: 1/28/2025 Site: GHS Unobligated Account Balance: ~~4242.18~~ 6,416.48

Account Name & Number: JROTC Activity Fund #895

Select One:  Soliciting in School Only  Soliciting in school & community  Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.) The Guthrie JROTC Wreaths Across America sponsor group will help advertise, market, and solicit funds to support Wreaths Across America at Summit View Cemetery. We receive \$5 for every sponsored wreath.

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in Schools nutritional standards that went into effect across the country July 1st, 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards ; https://foodplanner.healthiergeneration.org/calculator/

Does the fundraiser have food items? Yes  No

\* If "Yes" and you wish to be exemption the "Smart Snacks in School" standards, then you must certify all below:

- This fundraiser will not operate on the school campus during the times school breakfasts, lunches, dinners or after school snacks are being served.
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The individual or organization will provide documentation to the school of the food products sold to the students during the school day, which is defined as midnight to thirty (30) minutes after school ends.

Smart School Standards begin at midnight of the school day and end thirty (30) minutes after the school day ends. These standards apply to any fundraising events by organizations on school property. These standards do not apply thirty (30) minutes after school ends, on weekends and at off-campus fundraising events. Standards and exemptions are in accordance with Oklahoma State Administration Code 210:10-3-112.

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies)

Manufacturer:

Purpose for which funds will be used: Proceeds will go the Cadet Activity Fund. The funds support new equipment purchases, equipment maintenance, competition registration fees and transportation costs.

Name/Address of Vendor: Wreaths Across America, P.O. Box 249, Columbia Falls, ME 04623

Items to be purchased in order to conduct the fundraiser: All sponsored wreaths are shipped directly to Summit View.

a. Estimated INCOME: \$7,000 NOTES:
b. Less Estimated EXPENSES: 0
c. Estimated PROFIT: \$7,000

First day Fundraiser : February 14, 2025 Last Day of Fundraiser: January 18, 2025 June 30, 2025

I understand that when the fundraiser is completed the After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close of the fundraiser. What will happen to any items that are not sold?

Are school district facilities required? No If yes, a facility use permit form must be completed.

Sponsor Signature: BREDE.THOMAS.KYLE.1133519900 Digitally signed by BREDE.THOMAS.KYLE.1133519900 Date: 2024.05.24 13:52:32 -0500 Date: January 28, 2025

Principal's Signature: [Signature] Date: 01/28/2025

Athletic Director's Signature (if applicable): Date:

Child Nutrition Director's Signature (if applicable): Date:

Form: AF Fundraiser Request 3/5/2021 (Revised)

[Signature]



GUTHRIE PUBLIC SCHOOLS ACTIVITY FUND FUNDRAISER REQUEST FORM

Request Date: 1/29/2025 Site: GHS Unobligated Account Balance: \$4242.91 6416.48

Account Name & Number: JROTC #895

Select One: Soliciting in School Only Soliciting in school & community Community Only

Describe the fundraiser to be conducted (items sold/activity planned, etc.) '89er 5K' in conjunction with '89 Day Festivities. The run will occur on Saturday, April 19, 2025, prior to the parade. JROTC will seek local business sponsors and collect money from run registration.

If food and/or beverage items are being sold to students during the school day, they must meet the Smart Snacks in Schools nutritional standards that went into effect across the country July 1st, 2014. You may use the Smart Snacks Calculator to see if your snack meets these standards: https://foodplanner.healthiergeneration.org/calculator/

Does the fundraiser have food items? Yes No

\* If "Yes" and you wish to be exemption the "Smart Snacks in School" standards, then you must certify all below:

- This fundraiser will not operate on the school campus during the times school breakfasts, lunches, dinners or after school snacks are being served.
This fundraiser will not operate for more than fourteen(14) days in total.
The individual or organization will provide documentation to the school of the food products sold to the students during the school day, which is defined as midnight to thirty (30) minutes after school ends.

Smart School Standards begin at midnight of the school day and end thirty (30) minutes after the school day ends. These standards apply to any fundraising events by organizations on school property. These standards do not apply thirty (30) minutes after school ends, on weekends and at off-campus fundraising events. Standards and exemptions are in accordance with Oklahoma State Administration Code 210:10-3-112.

Type of Food or Beverage: (Example: candy, cookie dough, cakes, pies)

Manufacturer:

Purpose for which funds will be used: The student activity fund will support clothing and equipment for students in JROTC, competition registration for our competition teams and occasional parties for students in the JROTC program.

Name/Address of Vendor: Oklahoma Race Company is the timing vendor to support the run. 18344 Stagecoach Trail, Norman, OK 73072

Items to be purchased in order to conduct the fundraiser: Run timing services, t-shirts and finisher medals

a. Estimated INCOME: ~\$7000.00 NOTES:
b. Less Estimated EXPENSES: ~\$2000.00
c. Estimated PROFIT: ~\$5,000

First day Fundraiser: 14 February 2025 Last Day of Fundraiser: 19 April 2025

I understand that when the fundraiser is completed the After Sale Accountability Form must be completed and submitted to the BOE within 30 days of the close of the fundraiser. What will happen to any items that are not sold? Donated to needy cadets

Are school district facilities required? No If yes, a facility use permit form must be completed.

Sponsor Signature: Date:

Principal's Signature: Date: 01/29/2025

Athletic Director's Signature (if applicable): Date:

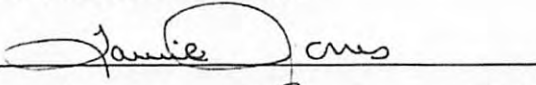

Child Nutrition Director's Signature (if applicable): Date:

Form: AF Fundraiser Request 3/5/2021 (Revised)

Handwritten signature: M. Chapple



## Transportation Department Fuel Bids

		Amount Needed:		
Date: 1/14/25	Time Bid Began: 1/13/25 2:30pm	Clear Diesel: 7000 gal		
PO#: 2025-11-927	Time Bid Closed: 1/14/25 9:30am	Conv Unleaded: 1500 gal		
Company Name	Contact Person	Phone	Diesel	Unleaded
Fuel Masters	Tanner	866-455-3835	No	Bid
Penley Oil	Alan	405-235-7553	No	Bid
Red Rock	Joanie or Trisha	405-677-3373	2.2738	2.1467
Earnheart	Dustin	405-612-2650	No	Bid
Amount of Fuel Purchased:		Company Bid Awarded To: Red Rock		
Clear Diesel:	Price Per Gallon:	Total Amount:		
7000 gal	2.2738	15,916.60		
Conv Unleaded:	Price Per Gallon:	Total Amount:		
1500 gal	2.1467	3,220.05		
		Total Purchase:		
		19,136.65		
Per Email Bids Received By:		Comments:		
 				

## Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, PO Range: 921 - 954, Fund(s): GENERAL (11)

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	921	01/13/2025	17736	IXL LEARNING, INC.	IXL LIVE PROFESSIONAL DEVELOPMENT-3/12/25	161.00
11	922	01/13/2025	14207	WALMART COMMUNITY	CLASSROOM SUPPLIES	500.00
11	923	01/13/2025	10924	DEMCO, INC	LIBRARY SUPPLIES	65.95
11	924	01/13/2025	15994	AMAZON CAPITAL SERVICES	BOOKS HARD TO FIND	206.85
11	925	01/13/2025	12682	MIDWEST BUS SALES, INC.	AM/FM RADIO AND GRILLE-INTAKE	737.04
11	926	01/14/2025	16975	GENERAL FUND	SUB	200.00
11	927	01/14/2025	13286	RED ROCK DISTRIBUTING CO.	1500 GALLONS UNLEADED 7000 GALLONS DIESEL	19,136.65
11	928	01/13/2025	44610	SOUTHWEST BUS SALES, INC.	BLOWER MOTOR CUSH COVER IN BLUE	649.20
11	929	01/14/2025	45378	FSS CONT TOPCO LP/FOLLETT CONT SOL	LIBRARY BOOKS	4,000.00
11	930	01/07/2025	12963	OKLAHOMA DEPT. OF CAREER & TECH ED.	SPRING NEW TEACHER ACADEMY REGISTRATION	30.00
11	931	01/15/2025	15994	AMAZON CAPITAL SERVICES	CLASSROOM BOOKS FOR READING CLASSES	800.00
11	932	01/14/2025	42099	TULSA UNIVERSITY	SLP CONFERENCE	260.00
11	933	01/16/2025	42622	PERFECTION EQUIPMENT	SERVICE BODY TRUCK BED FOR SHOP TRUCK	17,301.00
11	934	01/16/2025	12682	MIDWEST BUS SALES, INC.	Z020016648 ARM ASSY PASSENGER COMPLETE	224.87
11	935	01/16/2025	44610	SOUTHWEST BUS SALES, INC.	CONVEX MIRRORS AND FLAT MIRRORS	1,123.08
11	936	01/21/2025	15011	OASA/CCOSA	MIDWINTER CONFERENCE	225.00
11	937	01/17/2025	15994	AMAZON CAPITAL SERVICES	RIGHT SIDE HEADLIGHTS	370.77
11	938	01/22/2025	12936	OKLA. ASSOC. FOR PUPIL TRANS.	REGISTRATION FOR OAPT CONFERENCE JUNE 8-JUNE 11	1,075.00
11	939	01/23/2025	44280	MARTIN AUTOMOTIVE	REPAIRS TO TRUCK 63	1,000.00
11	940	01/28/2025	10135	MIDAMERICA BOOKS	LIBRARY BOOKS	250.00
11	941	01/28/2025	42456	STILLWATER MILLING COMPANY	HS- MAINTANANCE SUPPLIES (ATHLETIC FIELDS)	700.00
11	942	01/28/2025	17321	CAMBIUM LEARNING, INC.	MATH FLUENCY PROGRAM ONLINE YEARLY MEMBERSHIP	3,295.00
11	943	01/30/2025	15994	AMAZON CAPITAL SERVICES	JH LIBRARY SUPPLIES	350.00
11	944	01/31/2025	15994	AMAZON CAPITAL SERVICES	CLOTHING ITEMS FOR HOMELESS	4,300.00
11	945	01/31/2025	12682	MIDWEST BUS SALES, INC.	Z020016724 "HINGE, SIDE EMERG. DR, TOP LS,	63.64
11	946	01/31/2025	15994	AMAZON CAPITAL SERVICES	STEM 3 CLASSROOM SUPPLIES	1,310.43
11	947	01/24/2025	15298	SOUTHWESTERN STATIONERY & BANK	STUDENT CUMULATIVE FOLDERS	750.00
11	948	02/02/2025	45383	DANIELLE KAY TORRES	CONTRACT	16,000.00
11	949	02/03/2025	12682	MIDWEST BUS SALES, INC.	Z020016720 DRUM, 50/50 NITIRITE FREE CLNT	666.71
11	950	02/03/2025	12682	MIDWEST BUS SALES, INC.	Z020016721 CAP EXTER GUARD RAIL	45.54
11	951	02/03/2025	12682	MIDWEST BUS SALES, INC.	SIDE SKIRT AND EGRESS PREP AND PAINT	738.63

## Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, PO Range: 921 - 954, Fund(s): GENERAL (11)

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	952	02/03/2025	44610	SOUTHWEST BUS SALES, INC.	PR2501-2675 WINDOW LATCH AND HEATER CORE	655.75
11	953	02/03/2025	44398	DETCO INDUSTRIES, INC.	GLOVES AND HANDWIPES	402.00
11	954	02/03/2025	12682	MIDWEST BUS SALES, INC.	KIT PAD DISC REPAIR Z020016727	2,753.80
<b>Non-Payroll Total:</b>						<b>\$80,347.91</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$80,347.91</b>

## Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, PO Range: 379 - 423, Fund(s): BUILDING (21)

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	379	01/13/2025	45200	BRADY INDUSTRIES	ICE MELT	622.79
21	380	01/13/2025	44681	FRESH FILTERED AIR, INC	DISTRICT HVAC FILTER CHANGES	2,500.00
21	381	01/13/2025	15994	AMAZON CAPITAL SERVICES	DISTRICT PARTS AND SUPPLIES	1,000.00
21	382	01/09/2025	45200	BRADY INDUSTRIES	HOSE AND BAGS FOR PIG MACHINE	186.89
21	383	01/09/2025	45200	BRADY INDUSTRIES	FILE CABINETS FOR COTTERAL	7,235.73
21	384	01/09/2025	42872	PATRICK A. COUNTESS	SLEAVED POSTS FOR VILAS PARKING LOT	2,000.00
21	385	01/09/2025	45200	BRADY INDUSTRIES	LOGO FLOOR MAT FOR COTTERAL	537.04
21	386	01/09/2025	43749	TREAT'S SOLUTIONS, LLC	SUPER SCRAPE 6X8 MAT FOR COTTERAL	1,415.52
21	387	01/09/2025	43749	TREAT'S SOLUTIONS, LLC	FLOOR MATS FOR COTTERAL	3,261.97
21	388	01/09/2025	45370	ERG SPECIALTY LLC	40' HIGH CUBE CARGO CONTAINER	3,487.00
21	389	01/08/2025	43749	TREAT'S SOLUTIONS, LLC	GAMEDAY MOPS FOR HS	306.56
21	390	01/08/2025	45200	BRADY INDUSTRIES	SOLUTION HOSE KIT FOR CO FLOOR MACHINE	80.00
21	391	01/14/2025	11453	W. W. GRAINGER	DISTRICT PARTS AND SUPPLIES	1,000.00
21	392	01/14/2025	43749	TREAT'S SOLUTIONS, LLC	AIR FRESHNER AND DISPENSERS	2,722.27
21	393	01/14/2025	44614	IDN-GLOBAL INC	DOOR CLOSERS FOR FAVER	700.00
21	394	01/14/2025	17552	ULINE, INC.	GAS CYLINDER CABINET	1,295.00
21	395	01/14/2025	42872	PATRICK A. COUNTESS	REPLACE & ADD FENCING AT NEW PARKING LOT	4,700.00
21	396	01/15/2025	41388	CITIBANK\TRACTOR SUPPLY CREDIT PLAN	CASTER WHEELS FOR HS BUFFER	40.00
21	397	01/15/2025	10234	MAKERS GLASS INC	DISTRICT WINDOW AND GLASS REPAIRS	1,000.00
21	398	01/15/2025	10234	MAKERS GLASS INC	REPLACE RESTROOM MIRROR AT CHARTER OAK	1,200.00
21	399	01/17/2025	44635	WAXIE'S ENTERPISES, LLC	DISTRICT CUSTODIAL SUPPLIES	6,667.71
21	400	01/17/2025	45200	BRADY INDUSTRIES	DISTRICT CANLINERS	2,857.36
21	401	01/16/2025	43749	TREAT'S SOLUTIONS, LLC	JR JUMBO TP FOR CHARTER OAK	744.00
21	402	01/22/2025	45200	BRADY INDUSTRIES	ECOCLEAN DISINFECTING CLEANER REFILLS	1,798.87
21	403	01/22/2025	44065	FIRETROL PROTECTION SYSTEMS, INC.	DISTRICT FIRE SYSTEM REPAIRS AND SERVICE	2,500.00
21	404	01/22/2025	10129	NORTHUP AUTO PARTS & MACHINE	STARTER FOR SAND SPREADER	252.46
21	405	01/17/2025	15994	AMAZON CAPITAL SERVICES	HVAC DAMPERS & VENT GRILLES FOR ADMIN	600.00
21	406	01/21/2025	44065	FIRETROL PROTECTION SYSTEMS, INC.	FIRE PUMP REPAIRS AT CHARTER OAK	2,000.00
21	407	01/23/2025	44013	CENTRAL OKLAHOMA WINNELSON	CABLE AND TOILET WAX RINGS	316.63
21	408	01/23/2025	10110	HENKE & WANG PLUMBING	INSTALL CLEAN OUT AND CLEAR FFA SHOP RESTROOM	4,000.00
21	409	01/23/2025	43988	RUSSELL INTERIORS, INC.	BLIND REPAIR AT JR HIGH	300.00
21	410	01/27/2025	44197	ALL HOURS LOCKSMITH, INC.	LOCK HARDWARE FOR HIGH SCHOOL	200.00

## Encumbrance Register

Options: Year: 2024-2025, Date Range: 7/1/2024 - 6/30/2025, PO Range: 379 - 423, Fund(s): BUILDING (21)

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	411	01/27/2025	12967	OKLAHOMA HOME CENTERS, INC.	DISTRICT PARTS AND SUPPLIES	1,000.00
21	412	01/24/2025	45379	WINSUPPLY S OKLAHOMA CITY CO	DISTRICT HVAC PARTS AND SUPPLIES	1,000.00
21	413	01/28/2025	43914	HUGG AND HALL EQUIPMENT COMPANY	MANLIFT & FORKLIFT SERVICE AND REPAIRS	1,000.00
21	414	01/29/2025	44013	CENTRAL OKLAHOMA WINNELSON	PLUMBING SUPPLIES FOR DISTRICT	293.80
21	415	01/28/2025	43883	UNITED REFRIGERATION, INC.	DISTRICT HVAC PARTS AND SUPPLIES	1,000.00
21	416	01/28/2025	43883	UNITED REFRIGERATION, INC.	REFRIGERANT FOR GUES	1,200.00
21	417	01/28/2025	17890	JOHNSON CONTROLS, INC	CHILLER REPAIRS AT GUES	2,000.00
21	418	01/30/2025	40596	JAMES C. MCGEE	HS PARKING LOT PATCHING & REPAIRS	1,500.00
21	419	01/31/2025	11169	ENDEX OF OKLAHOMA, INC.	JH INTERCOM REPAIR	17,650.00
21	420	02/03/2025	44092	INNOVATIVE MECHANICAL LLC	INSTALL FURNACE & COIL IN NW FAVER CLASSROOM	4,987.00
21	421	02/03/2025	10110	HENKE & WANG PLUMBING	PLUMBING REPAIRS TO 5TH GR RESTROOMS	2,800.00
21	422	02/03/2025	15994	AMAZON CAPITAL SERVICES	DISTRICT PARTS AND SUPPLIES	1,000.00
21	423	02/03/2025	45115	JUNK-B-GONE	ROLL OFF DUMPSTERS	2,600.00
<b>Non-Payroll Total:</b>						<b>\$95,558.60</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$95,558.60</b>

## Change Order Listing

Options: Fund(s): GENERAL (11), Year: 2024-2025, ReferenceDate: PO Date, Date Range: 1/1/2025 - 1/31/2025, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
159	07/01/2024	14207	WALMART COMMUNITY	VARIOUS SUPPLIES FOR TRANSPORTATION	-60.54
189	07/03/2024	42550	PERFORMANCE HEALTH SUPPLY, INC.	HS- FIRST AIDE SUPPLIES- MEDICINE, ETC	-105.92
246	07/15/2024	15994	AMAZON CAPITAL SERVICES	\$200 CLASSROOM SUPPLIES\M.FIELDS\HS	-16.14
393	08/09/2024	15994	AMAZON CAPITAL SERVICES	TEACHERS \$200/K.MANN/C.OAK	-0.04
400	08/12/2024	15994	AMAZON CAPITAL SERVICES	TEACHER 200/DOSS/JH	-0.16
403	08/11/2024	43821	TEACHER SYNERGY, LLC	TEACHER \$200/DESIRAE DEHNHARDT/COTTERAL	-46.26
488	08/26/2024	15994	AMAZON CAPITAL SERVICES	OFFICE FURNITURE OFFICE SUPPLIES	201.86
527	08/16/2024	14354	AMERICAN FIDELITY PRODUCT	FRINGE BENEFIT PAY	-108.17
538	09/05/2024	14280	WILLOBY'S FEED AND OUTFITTERS, LLC	BEDDING FOR TRAILERS	80.60
544	09/03/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/SIMPSON/COTTERAL	-5.15
546	08/28/2024	15994	AMAZON CAPITAL SERVICES	TEACHER\$200/CROCKETT/GUES	-2.98
547	08/28/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/SIMPSON/GUES	-4.92
559	09/10/2024	15994	AMAZON CAPITAL SERVICES	HORTICULTURE SUPPLIES AND MATERIALS	-7.83
588	09/16/2024	14207	WALMART COMMUNITY	CLASSROOM, FASHION, AND FOOD LAB SUPPLIES	-27.50
612	09/19/2024	12387	LOWES COMPANIES, INC.	CARL PERKINS/HS FACS/KAITLYN ALBRECHT	-354.75
626	09/23/2024	15994	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	-50.86
660	09/26/2024	15994	AMAZON CAPITAL SERVICES	TEACHER\$200/WELLS/GUES	-6.26
668	09/23/2024	14207	WALMART COMMUNITY	TEACHER \$200/M.GARBARINO/C.OAK	-45.68
684	10/08/2024	15994	AMAZON CAPITAL SERVICES	STEM 3 CLASSROOM SUPPLIES	-55.11
701	10/11/2024	14207	WALMART COMMUNITY	CLASSROOM SUPPLIES	-5.48
705	10/11/2024	15994	AMAZON CAPITAL SERVICES	TEACHER/\$200/FITE/COTTERAL	-13.12
707	10/15/2024	15949	GREAT PLAINS, INC	REPAIRS FRONT COUPLER HOUSING HITCH KUBOTA TRACTOR	-35.30
710	10/15/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200\M.HORN\HS	-13.26
711	10/21/2024	12910	OFFICE DEPOT, INC.	TEACHER \$200\S. RENNICK\HS	-11.32
713	10/22/2024	45092	LITERACY RESOURCES LLC	CORRICULM BOOKS FOR TEACHERS	-911.64
743	10/23/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/MONA HICKERSON/GUES	-0.41
772	11/04/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/E.BENNETT/C.OAK	-5.26
774	11/01/2024	15994	AMAZON CAPITAL SERVICES	ELA INSTRUCTIONAL MATERIALS FOR SPED	-39.74
775	11/01/2024	17103	WILSON LANGUAGE TRAINING CORP.	INSTRUCTOR MANUAL FOR SPED	-4.04
777	11/01/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/R.ENSIGN/C.OAK	-2.01
781	11/08/2024	15994	AMAZON CAPITAL SERVICES	TEACHER 200/VAUGHAN/JH	-2.41
788	11/04/2024	15994	AMAZON CAPITAL SERVICES	TEACHER SUPPLIES	45.28
806	11/12/2024	15994	AMAZON CAPITAL SERVICES	TEACHER 200/SPENCER/GUES	-4.68

## Change Order Listing

Options: Fund(s): GENERAL (11), Year: 2024-2025, ReferenceDate: PO Date, Date Range: 1/1/2025 - 1/31/2025, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
821	11/20/2024	13704	BSN SPORTS, INC.	HS- UNIFORMS (GIRLS BB)	88.40
823	11/19/2024	15994	AMAZON CAPITAL SERVICES	TITLE VI SUPPLIES	-184.11
830	11/19/2024	15994	AMAZON CAPITAL SERVICES	LIBRARY ITEMS	-7.05
834	12/01/2024	12910	OFFICE DEPOT, INC.	INK FOR PRINTER	-30.22
843	12/04/2024	15994	AMAZON CAPITAL SERVICES	\$200/C HEDGE/CENTRAL	-0.46
844	12/04/2024	12171	LAKESHORE LEARNING MATERIALS	\$200/GILLETT/CENTRAL	-0.18
845	12/04/2024	14207	WALMART COMMUNITY	\$200/GILLETT/CENTRAL	-1.18
846	12/04/2024	15994	AMAZON CAPITAL SERVICES	\$200/KING/CENTRAL	-55.24
847	12/02/2024	14207	WALMART COMMUNITY	FOOD FOR FOOD LABS AND SEWING SUPPLIES	57.95
850	12/05/2024	12899	O'REILLY AUTOMOTIVE STORES, INC.	BUS HEADLIGHT ASSEMBLY	-0.05
854	12/05/2024	12447	MARDEL, INC.	\$200/FRIESE/CENTRAL	-0.04
855	12/05/2024	44280	MARTIN AUTOMOTIVE	VAN 61 HEATER REPAIRS	-498.63
857	12/04/2024	44269	VIVACITY TECH PBC	561 TECHNOLOGY	-2,396.00
858	12/06/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/S.ANGELOS/C.OAK	-11.59
860	12/03/2024	15994	AMAZON CAPITAL SERVICES	TEACHER/\$200/STANSBURY/COTT ERAL	-0.88
861	12/02/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/HANNA/CHARTER OAK	-2.43
863	12/09/2024	16611	PENSKE COMMERCIAL VEHICLES, US, LLC	BUS 105 REPAIRS TO FRONT A/C	-257.00
864	12/09/2024	15994	AMAZON CAPITAL SERVICES	TEACHER 200/WOODS/GUES	-1.00
865	12/09/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/A.HARBIN/C.OAK	-3.06
866	12/09/2024	15994	AMAZON CAPITAL SERVICES	TEACHER 200/MEISNER/GUES	-33.40
867	12/09/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/HARRIS/GUES	-9.09
868	12/09/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/HENSEL/GUES	-14.37
870	12/09/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/BOYD/GUES	-15.01
873	12/05/2024	14207	WALMART COMMUNITY	TEACHER \$200/MITCHELL/GUES	-0.85
874	12/05/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/BENTON- HALL/GUES	-0.30
882	12/10/2024	10924	DEMCO, INC	\$200 CLASSROOM SUPPLIES\P.DAVIS\HS	-2.03
886	12/10/2024	15994	AMAZON CAPITAL SERVICES	TEACHER\$200/EVANS/CHARTERO AK	-3.85
887	12/10/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/K.ROSENBACH/C.OAK	-0.27
889	12/11/2024	14377	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS	-22.20
891	12/11/2024	15994	AMAZON CAPITAL SERVICES	ITEMS FOR LIBRARY	-8.51
895	12/13/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200\M.ENGLE\HS	-4.58
896	12/12/2024	17776	JASPER ENGINE EXCHANGE, INC.	TURBO FOR BUS 15	-487.00
898	12/12/2024	44610	SOUTHWEST BUS SALES, INC.	PR2412-2573 WINDOW LATCHES	-308.00
902	12/11/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/GUIN/GUES	-3.32
904	12/10/2024	15994	AMAZON CAPITAL SERVICES	TEACHER \$200/RODEN/GUES	-5.81

**Non-Payroll Total:** (\$5,840.56)

**Payroll Total:** \$67,949.11

**Report Total:** \$62,108.55

## Change Order Listing

Options: Fund(s): BUILDING (21), Year: 2024-2025, ReferenceDate: PO Date, Date Range: 1/1/2025 - 1/31/2025, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
7	07/01/2024	44590	BRADFORD SUPPLY	DISTRICT PARTS AND SUPPLIES	-52.24
10	07/01/2024	10234	MAKERS GLASS INC	DISTRICT GLASS REPAIRS	-96.98
60	07/01/2024	42501	EARTHSMART CONTROLS, LLC	INSTALL DELTA SENSORS AT THE HIGH SCHOOL	110.50
111	07/29/2024	44681	FRESH FILTERED AIR, INC	DISTRICT HVAC FILTER CHANGES	-72.14
135	08/06/2024	42501	EARTHSMART CONTROLS, LLC	DISTRICT HVAC CONTROLS REPAIRS AND SERVICE	184.70
143	08/08/2024	44092	INNOVATIVE MECHANICAL LLC	DISTRICT HVAC REPAIRS AND SERVICE	-194.92
178	08/26/2024	43883	UNITED REFRIGERATION, INC.	DISTRICT HVAC PARTS AND SUPPLIES	-2.73
186	08/28/2024	17921	SCHOOL HEALTH CORPORATION	ADULT AED PAD FOR HS	-46.35
206	09/11/2024	44092	INNOVATIVE MECHANICAL LLC	DISTRICT HVAC REPAIRS AND SERVICE	38.94
229	09/24/2024	17249	S. T. BOLDING III	DISTRICT ELECTRICAL REPAIRS AND SERVICE	-174.10
275	10/24/2024	44681	FRESH FILTERED AIR, INC	DISTRICT HVAC FILTER CHANGES	-70.51
277	10/23/2024	44635	WAXIE'S ENTERPRISES, LLC	DISTRICT CUSTODIAL SUPPLIES	-203.30
284	10/25/2024	44614	IDN-GLOBAL INC	CORBIN MORTISE LOCK FOR GUES	2.10
286	10/28/2024	44092	INNOVATIVE MECHANICAL LLC	DISTRICT HVAC REPAIRS AND SERVICE	-196.90
288	10/30/2024	45200	BRADY INDUSTRIES	CHAIR FEET PROTECTORS	25.00
290	10/29/2024	42501	EARTHSMART CONTROLS, LLC	DISTRICT HVAC CONTROLS REPAIRS AND SERVICE	-40.00
306	11/08/2024	12967	OKLAHOMA HOME CENTERS, INC.	DISTRICT PARTS AND SUPPLIES	-736.78
309	11/08/2024	44408	WILLIAM A. HARRISON, INC	HVAC REPAIRS AND SERVICE	-38.00
310	11/06/2024	15994	AMAZON CAPITAL SERVICES	DISTRICT PARTS AND SUPPLIES	-36.77
319	11/14/2024	45200	BRADY INDUSTRIES	ADVANCE SC1500 FLOOR MACHINE REPAIRS	4.00
328	11/21/2024	10110	HENKE & WANG PLUMBING	DISTRICT PLUMBING REPAIRS	-24.25
330	12/02/2024	10110	HENKE & WANG PLUMBING	DISTRICT PLUMBING REPAIRS AND SERVICE	-90.02
334	12/03/2024	11254	FEDERAL CORPORATION	CENTRAL FAN COIL PUMPS	-99.53
342	12/06/2024	10110	HENKE & WANG PLUMBING	WATER HEATER/BOILER REPAIRS AT HS	-46.25
343	12/06/2024	44614	IDN-GLOBAL INC	DOOR HARDWARE FOR ADMINISTRATION	37.44
352	12/18/2024	10110	HENKE & WANG PLUMBING	REPAIR WATER LEAK AT HIGH SCHOOL	-131.68
353	12/17/2024	10110	HENKE & WANG PLUMBING	REPLACE WATER HEATER AT NIT BUILDING	-127.86
354	12/18/2024	40596	JAMES C. MCGEE	FOGARTY PARKING LOT REPAIRS	-2,325.00
356	12/18/2024	44614	IDN-GLOBAL INC	DOOR EXIT DEVICE FOR HS BAND ROOM	-20.01
357	12/18/2024	44614	IDN-GLOBAL INC	EXIT DEVICE FOR EAST EXIT DOOR AT GUES	18.07



**Change Order Listing**

**Options:** Fund(s): BUILDING (21), Year: 2024-2025, ReferenceDate: PO Date, Date Range: 1/1/2025 - 1/31/2025, Include Negative Changes: True

<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
				<b>Non-Payroll Total:</b>	<b>(\$4,405.57)</b>
				<b>Payroll Total:</b>	<b>\$0.00</b>
				<b>Report Total:</b>	<b>(\$4,405.57)</b>

**Change Order Listing**

**Options:** Fund(s): CHILD NUTRITION (22), Year: 2024-2025, ReferenceDate: PO Date, Date Range: 1/1/2025 - 1/31/2025,  
Include Negative Changes: True

<b>PO No</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
15	12/17/2024	45241	OSWALT EQUIPMENT COMPANY	ICE MACHINE QUOTE 10750	-223.30
<b>Non-Payroll Total:</b>					<b>(\$223.30)</b>
<b>Payroll Total:</b>					<b>(\$10,097.99)</b>
<b>Report Total:</b>					<b>(\$10,321.29)</b>

**GUTHRIE PUBLIC SCHOOLS**  
**STUDENT ACTIVITY OUT-OF-STATE/ OVERNIGHT TRAVEL REQUEST FORM**

**I. IDENTIFYING INFORMATION**

Today's Date: 1/16/2025 Group Name: Guthrie JROTC

Destination of Trip: Fort Chaffee, AR

Date Leaving: 2/14/2025 Time: 3:30 pm Date Returning: 2/15/2025 Time: 4 pm

Purpose of Trip: Grizzly Invitational Competition  
(i.e.: athletics, educational trip, student conferences, etc)

Number of Students Attending: 14 Number of Supervisors: 2  
\*\*(Student Roster must be on file with the building principal prior to departure)\*\*

Name of Supervisors: Kyle Brede, Cameron Campbell

Primary Sponsor Name & Cell Phone: Kyle Brede; 703-201-9050

Transportation Needs: 2 - School SUVs  
(i.e.: chartered bus, personal private vehicle, school bus, air travel, etc.)

Insurance Needs: \_\_\_\_\_

Will students miss class time for this trip?  Yes  No

If yes, how much class time? \_\_\_\_\_

Student Preparation: Our competition teams consistently trains for these events;  
all equipment is provided by JROTC

(special instructions, clothing, equipment, training or funds, Release Form (REQUIRED), etc.)

Time and Location of Departure: 3:30 pm from GHS on 2/14/2025; Depart Fort Chaffee at ~ 12:00 on 2/15/2025

Time and Location of Arrival: 7 pm at Fort Chaffee on 2/14/2025; 4 pm at GHS on 2/15/2025

How expenses (if any) will be raised: N/A

How will expenses be paid?

X School Activity Fund \_\_\_\_\_ Booster Account

**Total Group Cost for attendance**

(Give a close estimate, if necessary)

Costs are covered by which fund?

**BE SPECIFIC PLEASE.**

General Fund, Title I, Staff Development, Activity Fund, etc.

Travel\* \$400 (mileage, air, ground, parking & toll)  
 see below

Registration \$200.00

Lodging \$0

Meals \$0 (overnight stay required;  
 calculated at daily IRS per diem rate  
 in state and out of state)

Substitute \$0 (calculate @ \$65 per day)

Total \$600.00

895 Activity Fund

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*\*Refund for toll fees, parking and ground travel requires receipt.*

Will a substitute be needed?  Yes  No (Remember to complete your sub request)

Provisions for students who cannot afford to come up with funds on their own:

\_\_\_\_\_

Is this trip during the Oklahoma Core Testing window?

Yes  No If yes, attach a detailed plan on how many students will be affected and the dates/times the tests will be made up.

**II. ITINERARY-** Please attach a detailed daily trip itinerary.

**III. OVERNIGHT ACCOMMODATIONS**

Name of Accommodations where group will stay: Military Barracks

Accommodation Address:

<u>1st Avenue</u>	<u>Fort Chaffee</u>	<u>AR</u>	<u>72916</u>
Street Address	City	State	Zip

Hotel Phone Number: Kyle Brede cell: 703-201-9050

How will nighttime supervision be done? (check all that apply)

Scheduled supervision (Please attach chaperone assignments with times).

One adult assigned to each student's room. (Prior to departure, a list of room assignments for chaperones is to be submitted to the building principal.)

**IV. JUSTIFICATION**

1. Please describe the education benefits of this trip.

The time dedicated to training fosters camaraderie among the students, esprit de corps in the JROTC program

and academic dedication in the classroom in order to remain eligible to compete.

2. Why was an out-of-state location chosen for this activity as opposed to an instate location?

The event is unique and hosted by the JROTC program at Northside

High School in Fort Smith, AR


**V. RECOMMENDATIONS AND ASSURANCES**

1. As the primary sponsor of the out-of-state trip, I assure the school district that I will uphold and enforce all school rules and submit the required paperwork prior to departure time.

  
\_\_\_\_\_  
Signature of Primary Sponsor

1/16/2025  
Date

2. I  recommend  do not recommend approval of this trip.

  
\_\_\_\_\_  
Signature of Building Principal

01/31/2025  
Date

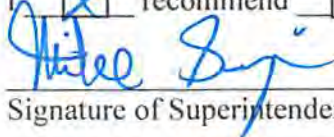
3. I  recommend  do not recommend approval of this trip.

\_\_\_\_\_  
Signature of Athletic Director

\_\_\_\_\_  
Date

**VI. BOARD OF EDUCATION ACTION (Out-of-State Trips ONLY)**

- I  recommend  do not recommend approval of this trip.

  
\_\_\_\_\_  
Signature of Superintendent

1-31-2025  
Date

This request for an out-of-state/overnight trip was  approved  denied at the regular meeting of the Guthrie Public Schools Board of Education on \_\_\_\_\_.

**GRIZZLY INVITATIONAL**

**FORT CHAFFEE, AR**

**2/14 – 2/15/2025**

**Depart GHS at 3:30 on 2/14/2025**

**Arrive at Fort Chaffee at ~ 7pm on 2/14/2025**

**Team competitions on Saturday, 2/15/2025 from 6:30 to 12:00**

**Raider / Physical Fitness**

**Color Guard / Precision Drill**

**All events conducted on Fort Chaffee**

**Depart Fort Chaffee at ~12:00 on 2/15/2025**

**Arrive GHS at ~ 4:00 on 2/15/2025**

**GUTHRIE PUBLIC SCHOOLS**  
**STUDENT ACTIVITY OUT-OF-STATE/ OVERNIGHT TRAVEL REQUEST FORM**

**I. IDENTIFYING INFORMATION**

Today's Date: 1/22/2025 Group Name: Guthrie JROTC

Destination of Trip: San Antonio, TX

Date Leaving: 3/21/2025 Time: 7:30 a.m Date Returning: 3/23/2025 Time: 4 pm

Purpose of Trip: 5th Brigade Raider Championship  
(i.e.: athletics, educational trip, student conferences, etc)

Number of Students Attending: 10 Number of Supervisors: 2  
\*\*(Student Roster must be on file with the building principal prior to departure)\*\*

Name of Supervisors: Kyle Brede, Cameron Campbell

Primary Sponsor Name & Cell Phone: Kyle Brede; 703-201-9050

Transportation Needs: 2 - School SUVs  
(i.e.: chartered bus, personal private vehicle, school bus, air travel, etc.)

Insurance Needs: None

Will students miss class time for this trip?  Yes  No

If yes, how much class time? \_\_\_\_\_

Student Preparation: Our competition teams consistently trains for these events;  
all equipment is provided by JROTC

(special instructions, clothing, equipment, training or funds, Release Form (REQUIRED), etc.)

Time and Location of Departure: 7:30 am from GHS on 3/21/2025; Depart San Antonio at ~7:30 am on 3/23/2025

Time and Location of Arrival: 4 pm in San Antonio on 3/21/2025; 4 pm at GHS on 3/23/2025

How expenses (if any) will be raised: N/A

How will expenses be paid?

X School Activity Fund \_\_\_\_\_ Booster Account

**Total Group Cost for attendance**

(Give a close estimate, if necessary)

Travel* see below	\$ <u>900</u>	(mileage, air, ground, parking & toll)
Registration	\$ <u>225.00</u>	
Lodging	\$ <u>0</u>	
Meals	\$ <u>0</u>	(overnight stay required; calculated at daily IRS per diem rate in state and out of state)
Substitute	\$ <u>0</u>	(calculate @ \$65 per day)
<b>Total</b>	<b>\$ <u>1125.00</u></b>	

Costs are covered by which fund?  
**BE SPECIFIC PLEASE.**

General Fund, Title I, Staff Development, Activity Fund, etc.

895 Activity Fund will cover

travel costs and entry fee.

5th Brigade will fund

lodging and meals.

*\*Refund for toll fees, parking and ground travel requires receipt.*

Will a substitute be needed?  Yes  No (Remember to complete your sub request)

Provisions for students who cannot afford to come up with funds on their own:

Is this trip during the Oklahoma Core Testing window?

Yes  No If yes, attach a detailed plan on how many students will be affected and the dates/times the tests will be made up.

**II. ITINERARY-** Please attach a detailed daily trip itinerary.

**III. OVERNIGHT ACCOMMODATIONS**

Name of Accommodations where group will stay: Hotel (arrangements pending)

Accommodation Address:

<u>4303 Post Office Road</u>	<u>San Antonio TX</u>	<u>78234</u>
Street Address	City State	Zip

Hotel Phone Number: Kyle Brede cell: 703-201-9050

How will nighttime supervision be done? (check all that apply)

Scheduled supervision (Please attach chaperone assignments with times).

One adult assigned to each student's room. (Prior to departure, a list of room assignments for chaperones is to be submitted to the building principal.)



**IV. JUSTIFICATION**

1. Please describe the education benefits of this trip.

The time dedicated to training fosters camaraderie among the students, esprit de corps in the JROTC program and academic dedication in the classroom in order to remain academically eligible to compete.

2. Why was an out-of-state location chosen for this activity as opposed to an in-state location?

The event is unique and hosted by 5th Brigade, which oversees all JROTC programs in Texas, Oklahoma, Arkansas, New Mexico and Arizona.

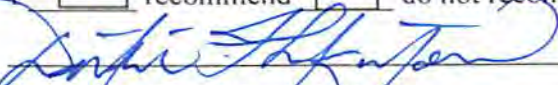
Guthrie JROTC intends to use this experience towards participation in the Raider national competition next November in Kentucky.

**V. RECOMMENDATIONS AND ASSURANCES**

1. As the primary sponsor of the out-of-state trip, I assure the school district that I will uphold and enforce all school rules and submit the required paperwork prior to departure time.

  
Signature of Primary Sponsor 1/22/2025  
Date

2. I  recommend  do not recommend approval of this trip.

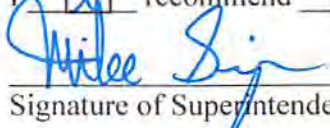
  
Signature of Building Principal 01/22/2025  
Date

3. I  recommend  do not recommend approval of this trip.

\_\_\_\_\_  
Signature of Athletic Director Date

**VI. BOARD OF EDUCATION ACTION (Out-of-State Trips ONLY)**

- I  recommend  do not recommend approval of this trip.

  
Signature of Superintendent 1-29-2025  
Date

This request for an out-of-state/overnight trip was  approved  denied at the regular meeting of the Guthrie Public Schools Board of Education on \_\_\_\_\_.

**5<sup>th</sup> BRIGADE RAIDER CHAMPIONSHIP**

**SAN ANTONIO, TX**

**3/22/2025**

**Depart GHS at 7:30 am on 3/21/2025**

**Arrive in San Antonio at ~ 4pm on 3/21/2025**

**Team competitions on Saturday, 3/22/2025 from 8:30 am to 3 pm**

**Events Include:**

**5K team cross-country run  
Team Physical Fitness Test  
Obstacle Course  
One-rope Bridge  
Cross-country Rescue**

**All events at North East Independent School District JROTC Training area  
Camp Henson, 4303 Post Office Road, San Antonio, TX**

**Depart San Antonio at ~7:30 am on 3/23/2025**

**Arrive GHS at ~ 4:00 on 3/23/2025**

**EMPLOYEE TRIP REQUEST (without students)**

Check if "Out-of-State"  X

Bailey Blewett  
Name of Employee

1-6-24  
Date

Employee's Current Assignment: Central Mild Resource Teacher

Title of Conference or Activity: American Council on Rural Special Education

Location: Virginia Beach, Virginia Date(s) of Conference: April 3rd-5th

Full Legal Name (for air travel) Bailey Blewett

Departure Date: April 2nd  AM  PM Return Date: April 5th  AM  PM  
(check one) (check one)

If applicable, a Field Trip/ Transportation Request has been completed:  Yes  
(see site financial secretary for details on Student Activity "Out-of-State"/overnight travel transportation requests)

PLEASE INDICATE HOW THIS EVENT WILL RELATE TO YOUR PRESENT ASSIGNMENT.

I am giving a presentation at the ACEES conference which focuses on Rural Special Education. My grant program through my masters degree is helping fund this.

**Cost for attendance – EMPLOYEE expenses only.**  
(Give a close estimate, if necessary)

Costs are covered by which fund?  
**BE SPECIFIC PLEASE.**  
General Fund, Title I, Staff Development, Activity Fund, etc.

Travel\* \$ 0 (mileage, air, ground, parking & toll)  
see below

Travel and lodging

Registration \$ 0

no cost to district

Lodging \$ 0

Meals \$ 0 (overnight stay required;  
calculated at daily IRS per diem rate in state  
and out of state)

Substitute \$ 130 (calculate @ \$65 per day)

Central Gen. Fund 056 (Wed, Thurs)

Total \$ 130

Will substitute be needed?  Yes  No (Remember to complete your sub request)

Principal's Approval

Danni Watson  
Signature

1/7/25  
Date

Program Director's Approval

[Signature]  
Signature

1/8/25  
Date

Board of Education Approval

\*Refund for toll fees, parking and ground travel requires receipt

## 2025 ACRES Schedule At-a-Glance

### Please note and share with your co-presenters:

Based on feedback from past conferences, the ACRES Board approved moving to a 2-day schedule in 2026. However, due to a larger-than-usual number of requests from presenters with restricted travel funds and scheduling needs, we are going to trial the 2-day format a year earlier than planned.

This condensed format will ensure that all accepted authors can attend the full conference. We also anticipate that this change will benefit all attendees by increasing session attendance and reducing travel expenses.

Time	Session type	Events	Location
<b>WEDNESDAY, April 2, 2025</b>			
8:00 – 5:00		Conference Check-In & Registration	Seaside Registration
3:00 pm - 6:00 pm		Silent Auction- <i>Drop off your items!</i>	Salon D
6:30 pm	Board	Board of Directors Meeting	
<b>THURSDAY, April 3, 2026</b>			
7:00 am - 8:00 am		Breakfast & opening address (Pamina-cowbell)	
7:00 am - 5:00 pm		Conference Check-In & Registration	Seaside Registration
7:30 am - 5:00 pm		Silent Auction	Salon D
8:00 am – 8:50 am	Breakout 1		
9:00 am - 9:50 am	Breakout 2	Roundtables 1	Salon D
10:00 am - 10:50 am	Breakout 3	Skill builders 1	Salon D
11:00 am - 11:50 am	Breakout 4		
12:00 pm – 1:25 pm		Lunch & Keynote Address	Ballroom
1:30 pm - 2:20 pm	Breakout 5		
2:30 pm - 3:20 pm	Breakout 6	Roundtables 2	
3:30 pm - 4:20 pm	Breakout 7	Roundtables 3	
4:30 pm – 6:00 pm	General	Town Hall Meeting & Welcome Reception	Seaside Terrace
<b>Friday, April 4, 2025</b>			
7:00 am - 8:00 am		Breakfast	
7:30 am - 5:00 pm		Conference Check-In & Registration	
7:30 am – 4:30 pm		Silent Auction	Salon D
8:00 am – 8:50 am	Breakout 8		
9:00 am - 9:50 am	Breakout 9	Roundtables 4	Salon D
10:00 am - 10:50 am	Breakout 10	Skill builders 2	Salon D
11:00 am - 11:50 am	Breakout 11		
12:00 pm – 1:25 pm		Awards and Recognition Lunch	Ballroom
1:30 pm - 2:20 pm	Breakout 12		
2:30 pm - 3:20 pm	Breakout 13		
3:30 pm – 5:00 pm	Posters	Posters & Afternoon Social	
5:00-5:30 pm		Closing Board Meeting-all members	

### Legend:

Panels = in regular breakout rooms

Dual sessions = in regular breakout rooms, 2 sequential presentations

Roundtables = in the ballroom, 2-4 simultaneously presentations, attendees rotate 2-3x (no AV)

Skill-builders = in the ballroom, 2-4 talks held simultaneously, attendees do not rotate (no AV)

Posters

**Breakout 1: Thursday, 8:00 am – 8:50 am**

Room	Presenters	Title	Abstract
Kaye	Olivia Schimp, KSED 801; Terry Burgener, KSED 801; Abby Clark, KSED 801; Kristina Unverferht, Kaskaskia Special Education District #801	Choose Your Own Path: Potential Pitfalls on the Path to SLD Eligibility	In this interactive presentation, participants will be introduced to a fictional student and will navigate the path from Response to Intervention to potential Specific Learning Disability eligibility. As the case unfolds, participants will choose their own path regarding interventions and instructional strategies. Each decision will impact the eligibility outcome.
Miller	Amanda Bowers, University of Oklahoma; Mia Dianda, University of Oklahoma; Paige Prough, University of Louisville; Michael Green, University of North Florida	Coaching Special Education Teachers in Evidence-based Practices Using BST Model in PK-12 Settings	This session will focus on equipping special education teachers in PK-12 rural settings with skills to coach paraprofessionals using the Behavioral Skills Training (BST) model and evidence-based practices such as Behavior Specific Praise (BSP) and Opportunities to Respond (OTRs) using web-based modules, in-person classroom observations, and micro-coaching sessions.
Calloway	Karen Eastman, Minnesota State University, Mankato	Native American Parents of Children with Autism: Perceptions and Life Experiences	There is a dearth of professional literature about Native American individuals who have autism and their families in the US. For this project, family members of 12 Native American children with autism were interviewed, and themes were identified. Results of this research will be shared, along with recommendations for school, therapeutic, and medical personnel.
Salon A	Margaret Pizzullo, Radford University; Whitney Idol, Radford University	A Closer Look: Exploring the Factors Shaping Teachers' Classroom Management Practices	This presentation will explore the factors that influence teachers' classroom management strategy selection process, the strategies they select, challenges they face, and the support they need to be successful. Information on the teacher preparation tracks those teachers took to become classroom educators in addition to other factors potentially impacting their process will be discussed.
Salon B	Kim Muschaweck, GCSU; Stephen Wills, GCSU; Mary Hiller Crook, GCSU; Robert Sumowski, Georgia College & State University	What Can Universities Do? Connecting Teacher Preparation to New Teacher Induction	Participants will be provided with tools needed to replicate a special education teacher induction program that addresses the critical issue of teacher retention that particularly plagues rural areas. Components of the program which is self-perpetuating and guided by higher education faculty will be shared. Findings regarding retention and factors that impact those decisions will be included.
Salon C	Lyndsay McCabe, University of Northern Colorado	"Be Better, Do Better": Exploring the experiences of LGBTQ+ students with disabilities	LGBTQ+ students with disabilities are particularly vulnerable in the current educational climate. Special educators must advocate for these students and ensure their social and emotional needs are met. This session will center on a study of two LGBTQ+ middle school students with disabilities and their school experiences that used portraiture to understand students' perceptions of self-identity.
(2 brief talks in 1 session)	Titilayo Odedoyin	SES and Actors of Special Education in Texas: Diversity in Access and Engagement	This session investigates how socioeconomic status (SES) influences the perceptions and experiences of parents, teachers, and administrators within Texas special education programs. Through an analysis of qualitative data, attendees will gain a deeper understanding of the systemic inequities faced by low-income families and practical strategies for fostering equity in special education services.

**Breakout 2: Thursday, 9:00 am - 9:50 am**

Room	Presenters	Title	Abstract
Kaye	Nicole Taylor, Prescott College	Rethinking Sustainability through Accessibility: An ADA Garden to Invite Languageing.	Rethinking sustainability through accessibility is a project-based case study that worked through inclusion to create an ADA accessible garden, led by Exceptional Learner students, at a local high school, and demonstrated how working across content and ability amplifies voices.
Miller	Lora Lee Smith Canter, Kim Floyd, David W. Parrish, Karen Voytecki	Distress to De-Stress: Laughing at Life's Challenges for Special Educators	This presentation addresses the stress, anxiety, depression, and burnout commonly experienced by special educators. Evidence-based discussions highlight humor's power to manage stress, followed by comedy routines that tackle the top five educator stressors. This session blends serious content with humor, promoting laughter as a powerful tool for resilience in education.
Calloway	Tiffany Yandle, In Bloom Advocacy	Collaborating with Families for Student Success	In this engaging session, Mrs. Yandle will share actionable strategies and evidence-based tools designed to enhance collaboration with families. Participants will learn how to build strong, trust-based relationships with parents and guardians, develop effective communication channels, and utilize proven techniques to involve families in the educational process.

Salon A  (2 brief talks in 1 session)	Melina Alexander, Weber State University; Shirley Dawson, Weber State University	A bumpy ride: Online program development	Teaching our first cohort of teachers moving through a preparation grant, we developed a fully online curriculum. In this session we will workshop with participants the pedagogical strategies we implemented to address our shortcomings.
	Kieran Nduagbo, Adams State University; Carolyn Casale, Henry Ford College	Supporting Pre-Service Teachers' Clinical Experiences	Two faculty from different geographical institutions will share how they support and enhance pre-service teachers' clinical experiences. Their presentation will cover reflective practice, collaboration with partner schools and mentor teachers, modeling and co-teaching. The session will include an audience discussion highlighting effective practices that apply across diverse institutions.
Salon B	Sarah Hawkins-Lear, University of Kentucky	Supporting Early Educators to work with Children Who Have Neonatal Abstinence Syndrome (NAS)	This presentation will provide an overview of a preservice program focused on training early childhood educators and speech/language pathologists to work with young children with NAS and their families. Information on the needs of the population will be provided, along with how faculty created shared experiences to increase scholar competencies in working with the population.
Salon C	Jess Rodriguez, IL SLD Support Project	Creating the Write Path: Strategies for Supporting Emergent Writers	In this session, educators will learn strategies to support emergent writers in the early childhood setting. Participants will explore methods for nurturing writing skills, from pre-writing activities to guided techniques. Practical examples will help attendees create supportive environments and tailor instruction to diverse needs at various writing stages.
Salon D  Round-tables, Session 1	1. Heather Hayes	Inclusive Literacy Opportunities for Students with Extensive Support Needs	Students with extensive support needs require more than just exposure to literacy in general education contexts to have the same opportunities to learn (OTL) as their peers. This presentation will share a conceptual model for students' OTL literacy and address instructional implications for inclusive settings.
	2. Tori Colson, Rebecca Moore, Elizabeth Wilkins, Janell Pycior, & Stacey Murray, University of Southern Indiana	Innovating Teacher Preparation: Embedding the Science of Reading for Future Educators	This session explores a university's efforts to embed the Science of Reading (SoR) into its teacher preparation program. Attendees will gain insights into the current status of the curriculum redesign, challenges in field placements, and the role of faculty in this process. The session will highlight how these changes are shaping the future of literacy, particularly in rural communities.
	3. Cathy Galyon, East Tennessee State University	Interdisciplinary Early Childhood Certification: Will it Help Rural Schools Hire & Retain Teachers?	The purpose of this session is to discuss a state that has combined early childhood & early child special education into one certification. Participants will share potential advantages & disadvantages with this type of certification. Participants view new integrated program of study to determine the strength & weaknesses & share their own experiences of this type of certification on rural schools
	4. Yen Pham, University of New Mexico; Gabriella Garcia, University of New Mexico	A Window Into the Lives of English Learners with Disabilities in Rural New Mexico	Online instruction provided teachers a window into students' lives. Interviews with teachers of ELs with disabilities revealed what they saw and how they responded. Conference participants will gain a deeper understanding of the lives of students from diverse backgrounds and recommendations to support teachers, students, and families in rural districts.

**Breakout 3: Thursday, 10:00 am - 10:50 am**

Room	Presenters	Title	Abstract
Kaye	Calli Lewis Chiu, California State University - Fullerton; Barbara Arreguin, Rancho Starbuck Intermediate School; Mandy E. Lusk, Clayton State University	Inclusive Academic Instruction for Emergent Bilingual Students with Disabilities in Rural Settings	This session explores strategies for supporting emergent bilingual students with disabilities in rural schools. Framing bilingualism as an asset rather than a deficit to be remediated, participants will learn evidence-based practices to support this population in content area instruction. The session also explores specific strategies for strengthening school/family collaboration.
Miller	Julie Atwood, University of Oklahoma; Sarah Heiniger, University of Oklahoma; Brittany Hott, University of Oklahoma	PRIME Time for Supervision: A Model for ABA Student Success	This presentation will share an overview of the Project Rural Innovation for Mental health Enhancement (PRIME) ABA supervision model. Presenters will discuss the development of the supervision model, the technology tools and resources used, data relating to student progress, and lessons learned during the first two years of the project.

Calloway	Jared Stewart-Ginsburg, North Carolina State University; Kim Floyd, West Virginia University	A Pirate Looks at 40: Battling the Storms of Special Education Teacher Stress	Stress plays a crucial role in teacher burnout and attrition, but teacher candidates can develop skills to mitigate stress and develop the resilience and self-efficacy necessary for the current reality of the teaching profession. In this presentation, we will share effective and ineffective strategies for helping teacher candidates and teachers develop resilience and self-efficacy.
Salon A	Karen Koehler, Doug Sturgeon, Shawnee State University; Emily Maginn, South Central Ohio ESC; Abby White, Ohio Deaf and Blind Education Services; Mary Beth Kelty, Greg Williams, South Central Ohio ESC	Camp Adventures: Summer ECC Opportunities for Children with Low Incidence Sensory Disabilities	Participants will learn about Camp Adventures, a unique summer camp for children with low incidence sensory disabilities. Camp Adventures has grown and evolved over a 4-year period and participants will learn about the changes and lessons learned. Each year the camp strives to address more areas of the Expanded Core Curriculum for children with low incidence sensory disabilities in rural Ohio.
Salon B	David Bateman, AIR	What Teams Need to Know about Section 504	School teams play a crucial role in ensuring students with disabilities receive appropriate services under Section 504 of the Rehabilitation Act. Goals: (1) differentiate between Section 504 and IDEA services; (2) implement compliant 504 plans that meet student needs; (3) describe the history and rationale of Section 504; and (4) engage families in collaborative decision-making.
Salon C  (2 brief talks in 1 session)	Elaine Wilson, University of Pittsburgh - Johnstown; Hemron Henry, University of Pittsburgh - Johnstown	Game-Based Tools for Pre-Service Teachers: Bridging the Gap in Behavioral Skills Training	This session introduces Game On!, a framework combining game-based learning and immersive simulations to train pre-service teachers in behavior skills. Grounded in Applied Behavior Analysis and trauma-informed practices, it equips educators with tools to address behavioral challenges, develop replacement skills, and refine interventions through realistic, feedback-driven experiences.
	Nikki Callaghan, University of North Florida	Transitions Toolkit: Empowering Rural Parents of Students with Disabilities	Explore post-secondary transition support for students with disabilities in Florida's virtual school district, including rural and Department of Juvenile Justice areas. Presenters will share an online parent resource hub with accessible tools and engagement strategies. Participants will gain insights into resources, parent engagement methods, and tools to boost involvement and student outcomes.
Salon D	1. Jeremy Lopuch, Winthrop University; Debra Lockwood, Marshall University	Evaluate the depth and breadth of teacher candidate knowledge using concept maps	This presentation will provide participants with the skills to use concept maps to evaluate content knowledge and depth/breadth of knowledge for rural special education teacher candidates. Implications for instructors in rural pre-service education programs will be discussed.
Skill-Builders Session 1	2. Stephanie N. Baker, Northern Illinois University; Louise Yoho, Southern Illinois University	Empowering Transition Planning Teams: Effective Transition Planning in Rural Settings	This presentation focuses on creating high-quality transition plans that support students with disabilities in achieving their post-school goals. By the end of this presentation, participants will better understand the importance of transition planning in rural special education, the key components of effective transition plans, and strategies for addressing challenges faced by rural schools.

**Breakout 4: Thursday, 11:00 am - 11:50 am**

Room	Presenters	Title	Abstract
Kaye	McCook, John Lincoln Memorial University; Kerr Rhonda Lincoln Memorial University	Discipline versus Behavior: What is the difference	An analysis of the IEP form and the box that is checked or left blank on does the child's behavior interfere with the child's learning or others. What does it mean to check or leave it blank? We think of behavior as disciplinary issues and it have very little if any to do with it. What are the requirements legally and effectively. An inspection of the 10 day rule and supports needed.
Miller	Adrainne Thomas, Virginia State University; Shelly Bazemore, Virginia State University; Shalini Upadhyaya, Virginia State University	Reducing Teacher Shortages and Increasing Diversity through Teacher Residencies	The participants will learn about how Virginia State University, an Historically Black College and University (HBCU) created a teacher residency program to reduce the critical shortage and increase the diversity of the teaching workforce in the state.

Calloway	Cari Presley, University of North Florida; Robin K. Tabor, University of Louisville; Nicholas A. Newton, University of Louisville	An Untapped Resource: Parent Interventionist	This session will present a module developed for parents of students in rural schools to use in supporting foundational reading skills at home. Research has shown that early intervention focusing on foundational reading skills—such as phonological awareness, phonics, and vocabulary—can significantly improve reading outcomes.
Salon A  (2 brief talks in 1 session)	Angela Norris	Exploring Factors in Teacher Retention and Attrition in Rural Special Education Post-COVID-19	This study explores retention and attrition in rural special education, drawing on insights from veteran teachers. Interviews reveal challenges like limited resources, high caseloads, and restricted advancement worsened by COVID-19 and suggest solutions such as targeted professional development and mentorship to sustain the workforce and inform supportive policy changes.
	Zoe Dean, University of Florida	Unpacking Rural Families' Advocacy and Access in Special Education: A Systematic Literature Review	Families in rural communities navigate special education differently than in non-rural communities. This systematic review examines advocacy experiences of families of children with disabilities receiving special education services in rural schools. Thematic analysis investigates barriers and facilitators of rural parental advocacy efforts and parental perceptions of their advocacy experiences.
Salon B	Patricia Peterson, Jonica Flores, Laura Noel, Aaron Otondo, Alyssa Diaz, Guadalupe Rojas, Kaihley O'Connor, Tatum Rausch, Khenya Garcia, Yadir Lopez, April Meza, Carlos Morales, Brianna Gutierrez, Nayahara Barbosa, Denise Avila, Anahi Lopez, Veronica Llamas, Daniela Delgado, Celinda Palma, Northern Arizona University	Engaging Rural Diverse Exceptional Learners in STEAM: Science, Technology, Engineering, ARTS, Math	Presenters demonstrate STEAM activities for culturally linguistically diverse learners with disabilities. Participants learn how instruction embraces diversity and equity by integrating STEAM in contexts of Indigenous, Latino, and other cultural ways of knowing. Audience can replicate STEAM materials and teaching strategies to empower diverse students with disabilities in their own communities.
Salon C	Mark Butler, Anderson University	What do the Teachers Say?: Challenges with Recruitment & Retention of Educators	The purpose of this session is to present findings from listening sessions held across South Carolina with teachers to discuss issues related to recruitment and retainment. Listening sessions, conducted in 2023 and 2024, were organized to seek input from teachers on addressing issues of recruitment and retention of educators. Sessions occurred in rural, urban, and suburban areas of the state.

**Breakout 5: Thursday, 1:30 pm - 2:20 pm**

Room	Presenters	Title	Abstract
Kaye	McCook John, Lincoln Memorial University	Making sure the persons we license understand special education law	Until we require that newly licensed administrators understand special education law we will never have any changes in implementation.
Miller	Annemarie L. Horn, Radford University; Whitney Idol, Radford University; Christine Powell, Radford University; Karen Douglas, Radford University	Optimizing Rural Special Education Teacher Preparation: Practice-Based Learning with Feedback	The quality of pre-service preparation has been linked to educator retention. Our presentation will highlight a preparation model used at a rural university. Unlike traditional methods, aspiring educators spend less time receiving didactic-based instruction and more time applying instructional and behavioral practices in rural K-12 classrooms while receiving feedback from university faculty.
Calloway	Jerrie Brooks, Fort Hays State University; Matthew Posey, Fort Hays State University	Grow Your Own Special Educators - Lessons Learned	This session will present the lessons a rural university learned through seven years of implementing a Grow Your Own special education teacher preparation program. Participants will be able to identify key points to implement a Grow Your Own Program, including strategies for recruitment and retention of candidates, and identify items that produced less than successful candidate outcomes.



Salon A	Jacquelyn Purser, University of Oklahoma; Robye Kay Jackson, University of Oklahoma	Supporting Student Wellness in Rural Special Education through Evidence-based Interventions	Social-emotional competence is critical to student wellness. This presentation shares evidence-based strategies and resources to support special education teachers in implementing wellness programs with fidelity in rural schools.
Salon B	Todd Sundeen, University of Northern Colorado	Self-Sacrifice or Self-Preservation? Teachers' Dilemma During School Shootings	The prevalence of school shootings across the U.S. has ignited a contentious dilemma for classroom teachers when confronted with the prospect of a shooter entering their school. This session examines teachers' roles and responsibilities related to active shooter incidents. We will address and invite your discussion on the question that teachers must consider: Self-Sacrifice or Self-Preservation?
Salon C	Nicholas A. Newton, University of Louisville	Behavior-specific praise: Enhancing on-task behavior in a rural elementary school	This session will discuss an ABAB withdrawal design experiment using behavior-specific praise (BSP) in a rural cotaught classroom. Discussion of literature, design, results, and limitations will support classroom teachers to implement BSP.
(2 brief talks in 1 session)	Amber Priddy, University of Louisville	Building Peer Support Skills: Project-Based Learning for High School Students	Discover how Project-Based Learning (PBL) can equip high school students with essential support skills. This session will highlight a project used to prepare students to become effective peer leaders. Attendees will learn strategies for designing PBL experiences that foster empathy, communication, and collaboration, empowering students to make a positive impact in their rural school community.

**Breakout 6: Thursday, 2:30 pm - 3:20 pm**

Room	Presenters	Title	Abstract
Kaye	Kim Floyd, Alex Hollo. & Colleen Wood-Fields, West Virginia University	Differences in Student Learning Expectations Before and After the COVID-19 Pandemic	The authors conducted a mixed-method study using an authentic dataset on students' expectations for teaching and learning in special education courses. This presentation focuses on differences in how students at one rural university approached coursework and interpersonal interactions before and after the post-pandemic return to in-person instruction.
Miller	Collin Shepley, University of Kentucky	What does "good" progress monitoring actually look like?	Despite widespread recognition of progress monitoring as an essential tool to support the development of children with special needs, there are no established checklists or standards dictating exactly what research-informed progress monitoring should look like in preschool classrooms. This presentation will overview an online training module addressing high-quality progress monitoring practices.
Calloway	Jennifer Macko, North Carolina State University	Enhancing Belonging and Well-Being for Gender-Diverse Autistic Assigned Female at Birth Students	This session explores the intersection of autism, gender diversity, and rural education. Presenters will share insights from recent research and provide strategies for educators to recognize, support, and enhance the sense of belonging and well-being of gender-diverse autistic assigned female at birth (AFAB) students in inclusive classrooms, with a focus on rural contexts.
Salon A	Terry Burgener, KSED #801; Olivia Schimp, KSED #801; Kristina Unverfehrt, KSED #801; Abby Clark, KSED #801	Teach, Organize, Succeed: Executive Function Strategies for Early Learners	This session equips K-2 teachers with practical tools to boost executive functioning skills in young students. Participants will explore how to integrate self-regulation, organization, and attention-building activities into daily routines, enhancing focus, task completion, and academic success. Attendees will leave with strategies they can apply immediately.
Salon B	Sean Wachsmuth, Bemidji State University; Karen Eastman, Minnesota State University, Mankato; Cadie Fairchild, Red Lake Elementary; Sharna Johnson, Red Lake Elementary	Increasing transitions using videomodeling intervention with American Indian students with autism	The presenters will discuss a research project intended to determine if there was a functional relationship between a videomodeling intervention and an increase in independent transitions between settings by elementary American Indian students with ASD. The presenters will describe how they supported two teachers to develop videos and implement the point-of-view videomodeling intervention.

Salon C	Jenny Hogg, Kentucky Educational Development Corporation and University of Louisville; Lacey Lane, Kentucky Educational Development Corporation; Greta Stanfield, Kentucky Educational Development Corporation	* Let's Flip the Table: Supporting Reverse Career Fairs	In the "Let's Flip the Table: Supporting Reverse Career Fairs" session, presenters will share their personal experiences with planning and conducting Reverse Career Fairs. Presenters will highlight specialized training, resource building, application, and networking activities that brought their Reverse Career Fairs to life.
Salon D	1. Karla McAdam, Illinois New Teacher Collaborative at University of Illinois Urbana-Champaign	Rooted in Relationships: Supporting New Teachers through Induction and Mentoring	Teaching in rural areas can be challenging and met with professional isolation. This seclusion can be exacerbated when teaching in specialized fields. Research supports induction and mentoring to help teachers navigate demands and develop supportive networks. Join this roundtable discussion to explore diverse perspectives, gain insights, and coalesce around supporting special education teachers.
Roundtable Session 2	2. Kathy Randolph, Texas State University	Professional Development & Implementation Support - Using iCoaching to Support Rural Teachers	Professional development (PD) is typically delivered without concern for teacher implementation. iCoaching has been successful in facilitating teacher implementation of evidence-based practices, including behavior specific praise and opportunities to respond by general and special education teachers. This session will provide a history of and a framework for iCoaching teacher EBP implementation.
	3. Susan M Schultz, St. John Fisher University; Kim Floyd, West Virginia University; Jessica Schultz, Prince William County Schools	Understanding Teacher Workload and its Impact on Student Development	Engagement in job-related tasks cause reduction in classroom presence and instructional hours, adversely impacting the development of P-12 students. This research questions: 1.What is the extent of time teachers are diverted from direct instruction? 2.How much time do teachers allocate outside of school hours to administrative and preparatory tasks? 3.What are the repercussions for P-12 students?

**Breakout 7: Thursday, 3:30 pm - 4:20 pm**

Room	Presenters	Title	Abstract
Kaye	Melissa Hudson, Kristin Burnette, Tosha Owens, and Sandra Warren, East Carolina University	Throw Me a Lifeline! Effective Practices for Students with Extensive Support Needs	Ahoy mateys! Results from a research study conducted with 13 public school units in a rural southeastern state are discussed. With emphasis on high-leverage practices, this study focused on equipping educators of students with extensive support needs with effective practices, professional learning communities, and grade-level curricular alignment.
Miller	Michelle Rasheed, Ph.D., University of South Carolina Aiken; Melissa Martin, Ph.D., University of South Carolina Aiken	Preparing Preservice Teachers for Diverse K-12 Students in Rural Communities	Researchers will discuss the development of a full-day conference about diversity in K-12 schools for preservice teachers during the internship semester. The conference provided interns with sessions related to various topics about diversity including rural education. Session leaders will provide strategies related to conference development and its impact on preservice teachers.
Calloway	Dr. Megan Pitrat, Syracuse Public Schools; Dr. Guy Trainin, University of Nebraska Lincoln	Mind-Body-Spirit Framework: Fill your trauma-responsive pedagogical toolbox with impactful strategies	Incidents of opposition, defiance, and aggression are rising, placing unprecedented demands on classrooms. The Mind-Body-Spirit (MBS) Framework offers a repository of strengths-based trauma responsive strategies that can be applied immediately to foster a positive classroom climate and build social-emotional and behavioral success for all students.
Salon A	Julie Atwood, University of Oklahoma; Jenny Hogg, University of Louisville; Bre Martin, University of Oklahoma; Kevin Muns, University of Oklahoma; Jodi Arroyo Nagel, University of North Florida	Building Bridges: Lessons Learned from a Rural Behavior Consortium	Presenters will share the experiences of a consortium for school-based behavior practitioners aimed at offering support, providing professional development, and fostering a collaborative community of providers. Presenters will discuss the consortium development process, how to collaborate across districts/states with clinicians and educators, and share valuable lessons learned along the way.

Salon B	Karen Douglas, Radford University	Student Engagement Strategies for Inclusive Classrooms	Many strategies for differentiating instruction and supporting students with disabilities in general education classes will be presented in this session. Specific examples for promoting active and meaningful engagement in age-appropriate formats across content areas and grade levels in inclusive settings will be shared.
Salon C	Jenny Peddicord, TSCO; Duane Madison, Elkton School District #34; Deborah Gritton, Elkton Community Education Center	Youth Employment Program: community partnerships providing training & employment for all learners	The Elkton Youth Employment is a cornerstone initiative providing local high school students with valuable work experience. Students are employed in various roles, providing participants with hands-on experience. In addition to earning wages that positively impact the local economy, the program helps students develop critical, transferable skills that prepare them for future success.
Salon D	1. Chevonne Sutter, University of Nevada, Reno; MaryAnn Demchak, University of Nevada, Reno; Todd Sundeen, University of Northern Colorado	Definitional Issues of Rural Settings in Special Education Research	Examining the terminology used to describe rural settings can help identify for whom and in which contexts study results may be relevant when making policy and practice decisions. This session will present the results of a descriptive study that analyzed current definitions of <i>rural</i> used in rural special education research.
Roundtable Session 3	2. McCook John, Lincoln Memorial University	Least Restrictive Environment the four different but similar court decisions	A review of the four different court decisions that are dependent upon geographical court decisions. What is required in each and how does it impact inclusion and mainstreaming?
	3. Avington Medeiros, Troy University; Eva Kane, Troy University	Advocating for Special Education preparation in Rural Alabama.	In a recent article (Medeiros & Kane, 2024), we discussed the urgent need for better teacher preparation in rural Alabama schools. To further this conversation, we propose holding a round table to explore the integration of special education into our ongoing study. This forum will enable us to identify and assess the future needs of rural educators in these specialized settings.
	4. Lisa Rai Mabry-Price, American Speech-Language Hearing Association	Navigating Postsecondary Transitions: Supporting Student Success	This roundtable discussion will address the role of related service providers to support student transition from high school to higher education, employment and community living.

**Breakout 8: Friday, 8:00 am – 8:50 am**

Room	Presenters	Title	Abstract
Kaye	HyeonJin Yoon, University of Nebraska-Lincoln; Amanda Witte, University of Nebraska-Lincoln, Pam Brezenski, Educational Service Unit 13; Weiman Xu, University of Nebraska-Lincoln	Get SET Nebraska: Impact and Promises for Special Education Teacher Retention	Special education teacher shortages are a growing national issue with widespread effects on students, teachers, and communities. This presentation introduces a statewide teacher retention program and examines its impact on educators and administrators. Participants will access a website with resources, including online modules and tools, to support retention efforts in their districts.
Miller	Tracy Gershwin, University of Northern Colorado; Laura Trapp, University of Northern Colorado; and Silvia Correa-Torres, University of Northern Colorado	Before the Chalk Hits The Fan: Training Pre-service Teachers for Resilience	This session introduces the CALM framework (Care, Acknowledge, Let Go, and Manage) to address special education teacher burnout. Presenters will guide participants through a resilience curriculum focused on mindfulness, self-compassion, and work-life balance. The session aims to foster teacher resilience and retention in the special education field through evidence-based strategies.
Calloway	Sarah Chesney, University of Pittsburgh at Johnstown; Elanie Wilson, University of Pittsburgh at Johnstown	C-STREAMM: Creativity + STEAM + Mindfulness + Action Research – A Model for Inclusive Education	In schools today, STEAM is a powerful motivator for learning and developing productive citizens with critical thinking and problem-solving skills. Learn about the C-STREAMM Learning Framework, which moves beyond these important outcomes for the inclusive classroom, by intentionally activating students' creativity (C), mindfulness (M) and active engagement in research (R).

Salon A	Tiffany Wild, The Ohio State University, Aubry Fowler, The Ohio State University Extension	Making Agriculture Education Accessible to ALL Students	This presentation will focus on making agriculture education opportunities in both formal and informal settings accessible to all students. Focus will not only be on farming but on access to organizations such as 4-H and FFA. Tips and tricks on providing access and equitable experiences to showing animals, agricultural production, & agricultural competitions will be emphasized.
Salon B	Mary Anne Fleury, Black Hills State University; Wendy Stewman, Black Hills State University	Supporting Students with Disabilities in Rural Settings: How Effective are Our Pre-service Programs?	The purpose of this session is to inform participants about graduates' preparedness to teach children with disabilities, identify areas for improvement in existing courses, and explain how the study's findings have led to changes in programming to better equip pre-service teacher candidates for teaching students in special education in today's rural school districts.
Salon C	Tara Harmon, University of Louisville	Compliance in Transition, Practitioner Practice	Transition services are crucial for students with disabilities, influencing their success in employment, independent living, and education. Training sessions aim to evaluate current compliance planning, focusing on enhancing parent involvement and developing resources to support post-school outcomes for students with learning disabilities in both rural and urban areas.

**Breakout 9 Friday, 9:00 am - 9:50 am**

Room	Presenters	Title	Abstract
Kaye	Lillian Rainwater Triplett, University of Oklahoma	Effective Training for General Education Teachers: Implementing IEP Accommodations and Modifications	The session explores effective training for general education teachers to understand and implement appropriate accommodations and modifications for students with Individualized Education Programs. Participants will gain access to practical resources, including evidence-based strategies such as differentiated instruction and tiered assignments, that support inclusive practices in their classrooms.
Miller	Jamie Harris, University of Oklahoma; Bailey Smith, University of Oklahoma; Tammy Willis, University of Oklahoma; Julie Atwood, University of Oklahoma	Rural Roots: Essential Tools for Educators	Teachers working in rural schools are often faced with unique challenges and opportunities. This session presents rural educators with strategies and tools for navigating the distinct needs of rural schools, including exploring and embracing rural culture, fostering community connections, and emphasizing organization, time management, and adaptability.
Calloway	Jasmine Justus; University of Oklahoma	Increasing the Quality of Individualized Education Plans for K-12 Students	The presentation will review the methods, results, and potential impacts of a single-case research design that intervened on IEP PLAAFP statements in high-needs elementary schools. The participants will be provided with resources used throughout the study and engaged in a discussion about the intervention's time and cost-effectiveness.
Salon A	Amy Husk, Training and Technical Assistance Center (TTAC); Kayla Abrahamson, Center for Implementation and Evaluation of Education Systems (CIEES); Jonna Bobzien, Old Dominion University	Movin' with Purpose Part 1: 6 Tips to Foster Connection and Inclusion	This presentation emphasizes incorporating meaningful movement into the classroom to foster academic success and a sense of community. Research associating movement with an enhanced sense of belonging and school success will be discussed, followed by demonstration of movement techniques. Participants will have the opportunity to practice techniques they can "adopt, adapt, apply" for any lesson.
Salon B	Annemarie L. Horn, Christine Powell, Karen Douglas, & Whitney Idol, Radford University	Effects of eCoaching Peer Mentors as they Support Students with IDD at a Rural University	Many students with intellectual and developmental disabilities (IDD) attend postsecondary education programs and receive support from peer mentors. We experimentally evaluated the effects of an eCoaching intervention on peer mentors' use of an evidence-based practice (EBP) while working 1:1 with a mentee at a rural university. This session highlights our findings and implications for practice.
Salon C	Sarah Heiniger, University of Oklahoma; Julie Atwood, University of Oklahoma; Brittany Hott, University of Oklahoma	o Support Your Local Journal: Submitting to and Reviewing for RSEQ	The presenters will give step by step instructions on submitting manuscripts to RSEQ, describe accepted article types, and discuss upcoming special issues. The process of becoming a reviewer and how to review will also be discussed. Time will be reserved for questions and answers.

Salon D  Roundtable Session 4	1. Arnold Nyarambi, East Tennessee State University	Professional development training in classroom and behavior management in rural settings	This discusses how they conduct professional development training for early childhood teachers in HeadStart and Expanding Horizons programs in the Appalachian region who are dealing with an increase in behavioral challenges post the COVID 19 and due to Opioids-NAS. The participants will discuss if they have any similar in-service programs in their region and or how to start an in-service program.
	2. Erin Elfers, University of Kentucky	Addressing Barriers to Comprehensive Behavioral support for Students with EBD in Rural Schools	This session explores barriers to effective behavioral support for students with EBD in rural schools, including a shortage of accessible mental health professionals, insufficient funding, geographic isolation, transportation difficulties, stigma associated with mental health issues, and a lack of awareness about effective behavioral support strategies and aims to propose educational solutions.
	3. Danene Fast, The Ohio State University; Cathy Galyon, East Tennessee State University	Building Equitable Agendas: Engaging Families and Communities for Shared Growth and Student Success	This presentation highlights equitable family-school collaborations, focusing on diverse families, including those with disabilities. Participants will explore inclusive strategies for instruction and meaningful partnerships, gaining practical tools and resources to co-create supportive environments that enhance student success.
	4. Alice Tesch Graham Salve Regina University	Epistemic Empathy: How to Facilitate Effective Communication to Foster Respect and Connections	Session attendees will learn how epistemic empathy enhances communication and understanding to build respectful connections. The session objectives include defining epistemic empathy and using epistemic empathy in interactions with other professionals, families, and teacher candidates. The presenter will share research and model cases to practice effectively using epistemic empathy.

**Breakout 10: Friday, 10:00 am - 10:50 am**

Room	Presenters	Title	Abstract
Kaye	Lisa Goran, University of Missouri; Michael Faggella-Luby, Texas Christian University; Margaret Weiss, George Mason University; David Bateman, American Institutes for Research	What Principals Need to Know about SDI and How to Support Teachers' Implementation of it	This session equips school leaders with essential knowledge about their legal responsibilities on the IEP team in identifying, assessing, and implementing Specially Designed Instruction (SDI). Practical examples and actionable steps are provided. Attendees will receive early access to resources from a forthcoming definitive guide to SDI to share with their teams.
Miller	Heather Hayes, Northwestern College; Carrie Thonstad, Northwestern College; Angila Moffitt, Northwestern College	Stories of Inclusion and Practices in Higher Education	This presentation will address how a small liberal arts college has impacted both students and families through a program for students with intellectual disabilities, the implications this has for the modeling of best practices in teaching, and the impact it has had on pre-service teachers.
Calloway	H. H. (Buddy) Hooper, West Texas A&M University; Logan Menshew, Texas Education Agency	Using (AI) to Enhance Special Needs Students	AI-powered tools and technologies can provide personalized learning experiences, aid in skill development, and improve accessibility for students with special needs. For instance, AI can help in designing quality academic programs for those will challenging special needs in all settings (rural) adapting to the learning pace and style of individual students.
Salon A	Amy Husk, Training and Technical Assistance Center (TTAC); Kayla Abrahamson, Center for Implementation and Evaluation of Education Systems (CIEES); Jonna Bobzien, Old Dominion University	Movin' with Purpose Part 2: 6 Tips to Foster Connection and Inclusion	This presentation emphasizes incorporating meaningful movement into the classroom to foster academic success and a sense of community. Research associating movement with an enhanced sense of belonging and school success will be discussed, followed by demonstration of movement techniques. Participants will have the opportunity to practice techniques they can "adopt, adapt, apply" for any lesson.
Salon B	Channon K. Horn, University of Kentucky and Melinda J. Ault, University of Kentucky	Supporting Exceptional Educators in Rural Communities from PreService to In-Service	This presentation will address the unique challenges and experiences of rural special educators at the preservice and in-service levels. Solutions and strategies to address these needs will be presented for teacher educators including university coursework, supervision, retention, professional development, relationships, collaborations, advocacy, and policy.

Salon C (Panel)	Moderator: William McDermott, First Consulting. Panelists: Susan King; CLP Consulting Group; Ted Stec, School District; Laura Green-Halley, First Group	Partnership development to Improve rural transportation for students with disabilities.	This session will focus on building partnerships with stakeholders engaged in transporting students with disabilities. A panel of experts will discuss strategies for developing collaboration, driver training, and behavior interventions on buses. Participants will be able to identify strategies and methods for partnership development and how to respond to student behavior versus reacting.
Salon D	1. Nicole Henderson, Athens State University	Trauma-Informed Practices in Rural Special Education: Supporting Students with ACEs	This session equips rural special education teachers with strategies for implementing trauma-informed care to support students with Adverse Childhood Experiences (ACEs). Participants will explore the impact of trauma on learning and behavior while learning practical, hands-on, low-cost interventions to create safe, nurturing classrooms.
Skill-Builders Session 1	2. Andrea K. W. Smith, University of North Florida; Jacquelyn Purser, University of Oklahoma; Amber Priddy, University of Louisville	Empowering Paraprofessionals: Building a Curated Website of Innovative Tools and Strategies	This presentation explores the creation of a professional learning website designed to equip paraprofessionals with tools and strategies for supporting students with disabilities. Topics include evidence-based practices, behavior management, assistive technology, and visual supports. Attendees will gain practical insights and resources to enhance paraprofessional effectiveness.
	3. Chrissy Blanchard-Alworth, Old Dominion University	Fit Friends: Use Fitness to Build Friendships for Students with Autism	Learners in this session will understand how participating in physical activity may offer a platform to enhance the lives of students on the autism spectrum. Strategies to promote social interactions while engaging in simple but effective physical activity will be discussed, demonstrated, and practiced.

**Breakout 11: Friday, 11:00 am - 11:50 am**

Room	Presenters	Title	Abstract
Kaye	Anthea Teska, Carbon County School District 2; Ryan Puckett, Carbon County School District 1	Wyoming Teacher Mentor Corps: Supporting Early Career Educators	The Wyoming Teacher Mentor Corps is a teacher mentor training program based in the University of Wyoming. The goal of the WTMC is to reduce early career teacher attrition. Research has shown that having a high quality, well-trained mentor not only improves teacher retention, mentors help new teachers improve in their instructional strategies, classroom management, and job satisfaction.
Miller	McCook John, Lincoln Memorial University; Wagner, Susan, Lincoln Memorial University. Rhonda Kerr, Lincoln Memorial University	The LMU Symposium on Special Education: Training and Developing Faculty, Districts, Parents and Students	The LMU Symposium on Special Education addressed approximately 85 participants that included faculty, undergraduate and graduate level students, parents, advocates, and school partners. The symposium consisted of a mock IEP meeting with 3 hours of breakout sessions. Attendees felt they could ask questions in a safe environment. Participants will learn how to replicate a training session for all.
Calloway	Pamina Abkowitz, St. Bonaventure University	Visible Learning in Higher Education	In an increasingly diverse world, Special Education teachers, particularly those in rural areas, must utilize research-based strategies for improving student outcomes. This study will review practices around the specific area of Teacher Efficacy, which John Hattie has shown has a tremendous impact on learning in schools.
Salon A	Mary Anne Fleury, Black Hills State University	Strengthening General Educators' Collaboration, Involvement, and Leadership in the IEP Process	The purpose of this session is to share research regarding a tool for the general education teacher's involvement and leadership in the IEP process, with a focus on the unique challenges within rural school districts. The work goes beyond co-facilitation of the IEP process and moves toward ownership, addressing the critical role general education teachers play in resource-limited environments.
Salon B	Laura Trapp, University of Northern Colorado; Tracy Gershwin, University of Northern Colorado; Jason Robinson, Florida Gulf Coast University	What about Practice Makes Perfect: Exploring Simulated Manifestation Determination Meetings	This session will include research findings from an exploratory study that investigated the perceived usefulness of a training package that included direct instruction, simulated Manifestation Determination meetings, and VA for a targeted group of preservice teachers. Implications for future practice and replication will be discussed.
Salon C (Panel)	Moderator: TBD. Panelists: Joanna Ryan, University of North Dakota; Brittany Hott, University of Oklahoma; J.	Conducting Intervention Research and Using Research-Based Educational Practices in Rural Schools	During this interactive session, presenters will discuss definitions of rurality, dissemination of rural intervention research, methodological issues in rural educational research, and a research agenda for rural schools that includes translation to practice. The session will emphasize inclusive practices and diverse research representation.

	Matt Jameson, University of Utah; Ginevra Courtade, University of Louisville		
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**Breakout 12: Friday, 1:30 pm - 2:20 pm**

Room	Presenters	Title	Abstract
Kaye	Megan Carpenter, Clemson University	Virtual Professional Learning and Development for Rural Teachers Supporting Students with Autism	In this session, we will give an overview of The ECHO® Model, a virtual professional development structure that we used to support educators across rural areas in our state to meet the behavioral needs of students with autism and related developmental disabilities. We will discuss how the model is innovative and the potential impact on rural educators and students with autism.
Miller	Susan Wagner, Lincoln Memorial University	Enhancing Fluency through Phrase-Cued Reading and Reader's Theater in Rural Special Education	This session demonstrates how Phrase-Cued Reading and Reader's Theater strategies can boost fluency and engagement among rural special education students. Participants will experience adaptations to support struggling readers and learn to integrate these strategies effectively in resource-limited environments.
Calloway	Elise Murray, University of Southern Indiana; Tori Colson; University of Southern Indiana; Rob Carroll, University of Southern Indiana; Janell Pycior, University of Southern Indiana; Stacey Murray, University of Southern Indiana; Mary Ann Cahill, University of Southern Indiana; Jill Raisor, University of Southern Indiana; Elizabeth Wilkins; University of Southern Indiana	Addressing Recruitment Challenges: An Immersive Event to Inspire Future Rural Special Educators	The presenters will discuss "Be a Teacher Day," an innovative strategy to address recruitment challenges throughout rural southwestern Indiana. "Be a Teacher Day" introduces high school students to the teaching profession through hands-on, immersive experiences.
Salon A	Christopher T. Closson, State University of New York at Fredonia	Investigating the Mindset of Educators Regarding Students with Disabilities	This session will share information about a current research study about the mindset of educators who serve students with disabilities in the inclusive classroom. This research explores the mindset of educators towards students with disabilities, aiming to understand how their beliefs and perceptions influence their teaching practices and the outcomes of students.
Salon B	Jennifer Hamrick, Texas Tech University	Enhancing Teacher Efficiency: Leveraging AI for Program Planning in Special Education	This session introduces considerations for use of AI tools to help teachers streamline lesson planning, IEP goal development and paperwork in ways to potentially reduce administrative workload. Participants will learn practical AI applications for enhancing efficiency and decision-making in their classrooms.
Salon C (Panel)	Moderator: Mark Butler, Anderson University Panelists: Channon Horn, University of Kentucky, Cindy Baughan, Anderson University, Jared Stewart-Ginsburg, North Carolina State University, Tori Colson, University of Southern Indiana	Examining Special Education Teacher Preparation Across Rural States: Panel Discussion	Participants will learn from experienced teacher preparation faculty across 4 different states as they discuss the unique challenges found in local contexts and describe efforts to prepare high quality special education candidates in rural contexts.

**Breakout 13: Friday, 2:30 pm - 3:20 pm**

Room	Presenters	Title	Abstract
Kaye	Katrine Gosselin, University of Northern Colorado	Mindful and Effective Implementation of Paraeducator Support in Rural Communities	Presenters will explore a mindful approach to optimizing paraeducator training and implementation within rural communities considering long term student outcomes. The presentation will provide research-based information on direct and indirect paraeducator support models and fading paraeducator support as students transition into increasingly independent roles within schools and rural communities.
Miller	Wendi Dunham Marshall University	Trauma: Constructivist Theoretical Framework	This session explores integrating a constructivist theoretical framework with trauma-informed practices in education that support students' social, emotional, and academic well-being. Participants will learn how to combine constructivist and trauma-informed approaches to create a supportive framework for teachers and students in educational settings.
Calloway	Louise M. Yoho, Southern Illinois University; Michelle Connet, Southern Illinois University	Disability, discipline, and law enforcement: Insights from a rural school's efforts to reform	This session will present data from a case study conducted at a small school for students with disabilities in the Midwest, and the systemic changes they enacted to reduce their reliance on exclusionary discipline and law enforcement. Details about the changes they made at school, classroom, and student levels will be provided, followed by a discussion and resource sharing time with participants.
Salon A	Lauren Werner, Tyler Breninghouse, Waynesburg University	Implementing Service-Learning Projects and Pathways to Peer Relationships for Neurodiverse Students	This session will showcase the benefits of implementing service-learning projects and facilitating opportunities through typical peer mentorship to build a stronger rapport with same-age peers and foster interpersonal and social skills for neurodiverse youth.
Salon B	Abby Clark, Kaskaskia Special Education District ; Terry Burgener, Kaskaskia Special Education District; Olivia Schimp, Kaskaskia Special Education District; Kristina Unverfehrt, Kaskaskia Special Education District	It Takes a Village: Creating a Transition Planning Committee in a Rural Community	In this session, we will discuss a recent effort to revitalize a deactivated TPC in a rural area. Steps taken to initiate the process, suggestions for identifying key members and their roles, and action plans for the committee will be discussed. Natural barriers related to the rural areas and high poverty climates will also be addressed along with solutions for overcoming them.
Salon C (Panel)	Moderator: Ginevra Courtade. Panelists: Melinda Ault, University of Kentucky; Kera Ackerman, University of Kentucky; Patricia Peterson, Northern Arizona University; Brittany Hott, University of Oklahoma; David Hoppey, University of North Florida; Pamela Williamson, University of North Florida	OSEP Funded Projects Focusing on Rural Education: Descriptions, Successes, and Challenges	Participants will learn about three separate projects across five different institutions of higher education preparing professionals to provide services in rural regions. These include the preparation of future faculty and state level leaders and administrators. Presenters also will discuss funding opportunities for both training and research grants focused on rural education.

**Poster Session: Friday, 3:30 – 5:00**

Ball-room	Presenters	Title	Abstract
1	Aryan Azizian, Audrey Biswell, & Melissa Baughman, Robin Hill Public School	Implementing a Token Economy House System in Rural PreK-8 Schools	This poster outlines implementation of a token economy house system in a rural PreK through 8th grade school. Attendees will learn about the system's structure, point-earning opportunities, and its impact on student engagement, attendance, and parental involvement. Data will be presented on the cost benefit, student outcomes, and student/staff perceptions of the initiative.
2	Andrea M. Vega, Texas State University; Kathleen Randolph, Texas State	An updated literature review on using coaching	There have been continued improvements to coaching strategies for educators that in turn have measurable impacts on the performance of students. Participants in this session will gain a deeper understanding of



	University; Larry Fisher, Western Carolina University; Annemarie Horn, Radford University; Glenna M. Billingsley, Texas State University	to improve the fidelity of evidence-based practices	the essential components of effective coaching, the role of coaching in supporting teacher development, and strategies for implementing coaching programs in schools.
3	Collin Shepley, University of Kentucky	Developing and Validating a Measure to Appraise Progress Monitoring Quality	We sought to develop and validate an easy-to-use teacher/classroom quality measure specific to progress monitoring. This measure may assist teacher educators, school districts, and early childhood programs in understanding the ability of their special education teachers to engage in high quality progress monitoring and support students with intensive and diverse needs.
4	Stephanie N. Baker, Northern Illinois University	Educators' Perspectives of Support Importance and Intensity in Inclusive Settings	As a result of this session, participants will describe a social-ecological understanding of disability and the importance of identifying support needs of children with disabilities through this approach. Furthermore, they will describe the relationship between support importance and intensity as well as implications for practice.
5	Amanda L. Witte, University of Nebraska-Lincoln; HyeonJin Yoon, University of Nebraska-Lincoln; Kimberly Hale, East Tennessee State University	Teachers and Parents as Partners: Technology-Supported Connections to Address Rural Behavioral Needs	Teachers and Parents as Partners (TAPP) is an intervention wherein a consultant guides parents and teachers through collaborative problem-solving to promote student social-behavioral skills. Access to TAPP is limited in rural communities. Teleconsultation (tele-TAPP) may increase TAPP's availability for rural students. Presenters will describe tele-TAPP and share preliminary efficacy evidence.
6	Bailey Smith, University of Oklahoma; Bailey Blewett, University of Oklahoma	Educator Burnout in Rural Schools: A Scoping Review of Contributing Factors and Interventions	The presenters will discuss a scoping review of factors contributing to educator burnout in rural areas, particularly for special education teachers. Participants will learn about unique challenges, interventions to mitigate burnout, and strategies for fostering supportive environments, along with practical ideas to advocate for supportive practices.
7	Jerrie Brooks, Fort Hays State University	Building Parent Partnerships for Rural Diverse and Exceptional Learners	Parent partnerships are designed to support students through collaboration between schools, parents, and the community. This is particularly relevant for diverse and exceptional students living in rural communities. Our project surveyed rural school personnel and parents about their efforts to build parent partnerships, identifying ways to better support exceptional learners.
8	Hannah Keene, University of Kentucky; Sally Shepley, University of Kentucky	UNITY: A model for pre-service partnerships in special education and ABA to support rural classrooms	This poster presents a university training model promoting interdisciplinary partnerships between rural special education teachers, ABA graduate students, and BCBA's to address classroom challenges. Through shared coursework, assessments, and interventions, students collaborate to improve classroom management and skill acquisition, supporting rural schools while developing future BCBA skills.
9	Jan Murdock, Texas A&M (Texarkana) University; Frank Mullins, Texas A&M (Texarkana) University	Special Education Teachers and the National Teacher Shortage	This session presents current statistics concerning the shortages of special education teachers, the challenges faced when trying to keep special education teachers in the field, employment projections data, and data concerning attrition and retirement of special education teachers. This session also offers discussion concerning expectations of and qualities for special education teachers.
0	Lillian F. Ruble, Radford University; Annemarie L. Horn, Radford University	Increasing Inclusive Learning Opportunities in Rural Schools	Rural schools face unique challenges when it comes to providing inclusive learning opportunities to students with disabilities. This poster session will include several research based recommendations for increasing collaboration and implementing proactive, tiered frameworks to ensure the needs of all students are met in an inclusive classroom.
11	Laura H. King, East Carolina University; Kim Floyd, West Virginia University	Examination of Approaches Assistive Technology Labs Use to Support Teaching Inclusive Practices.	Teacher candidates in all areas of Education need to learn about accessibility and assistive technology to work effectively with today's increasingly diverse K-12 populations. This session will demonstrate how two university assistive technology labs approach this task in alignment with both knowledge and practical skills to better prepare all teachers for effective inclusive practices.
12	Emma Jones, University of Kentucky	Exploring the Collective Efficacy of Special Educators in Relation to Distributed Leadership	This poster presentation explores the connection between distributed leadership and collective teacher efficacy among special education teachers in rural schools. Participants will learn how shared decision-making and collaboration can enhance CTE. The session

			provides practical strategies for fostering a supportive culture, improving teacher retention, and supporting students with disabilities.
13	Callie Welch, Tennessee Tech University	Indicator 14 Data and The Potential Impact on Students and Services	There is abundant research relating to transition supports and services for students with disabilities as they move out of high school into adulthood; however, relatively little is known about the relationship between the type of special education services they received and their postschool outcomes. The data and suggestions provided by this poster look more deeply at these relationships.
14	Courtney Hilyer, University of Pittsburgh at Johnstown; Morgan Homer, University of Pittsburgh at Johnstown; Elaine Wilson, University of Pittsburgh at Johnstown	Educators' Knowledge, Perceptions, & Implementation on Assistive Technology in the Rural Classroom	This study will investigate the perceptions, knowledge, and implementation practices of assistive technology (AT) among educators in rural schools, with a focus on Central and Southwestern Pennsylvania. Using a descriptive research design, the study aims to identify barriers rural educators face in accessing and effectively using AT, as well as potential solutions to overcome these challenges.
15	Emily Karl, University of Pittsburgh-Johnstown; Eryn Marsh, University of Pittsburgh at Johnstown; Elaine Wilson, University of Pittsburgh at Johnstown.	Building BRIDGE(s): Empowering Transitions Through Collaborative Teaching	The Building BRIDGE(s) Program helps students with special needs develop essential transition skills for life after graduation. Through weekly, real-world lessons, pre-service teachers teach skills like digital literacy and workplace etiquette, supported by Supplemental Instructors. Presenters will share insights as peer mentors and contributors to the program's growth and development.
16	LuAnn Jordan, University of North Carolina Charlotte	Progress Monitoring and Prompt Analysis Support Teachers with edTPA Tasks	Beginning teachers across the US are required to pass edTPA, an assessment of their planning, teaching, and evaluation skills. By implementing a process using progress monitoring and a method to analyze prompts, candidates in a special education program have been equipped to provide thoughtful responses to multi-faceted questions. Participants will learn how questions and prompts are analyzed.
17	Alexandra Hollo, West Virginia University	Assessing Emotion Words and Prosocial Behaviors in Preschool-Aged Children: A Pilot Study	This poster details test construction and outcomes from assessments of emotion words and prosocial behaviors that we developed as part of a larger intervention study to evaluate the hypothesis that teaching young children the language of emotion improves prosocial skill development,
18	Faisal Alqraini, Prince Sattam Bin Abdulaziz University	Enhancing Linguistic Development in Children with Cochlear Implants: The Critical Role of Family Support."	This study examines the role of family involvement in supporting language development in children with cochlear implants. Through interviews, it highlights the impact of communication routines, family dynamics, and parental confidence. Findings emphasize the importance of family support and the need for tailored professional services to address challenges and enhance rehabilitation outcomes.
19	Kristie Jones	TBA	This session is reserved for the winner of the 2024 John W. Schuster Research Award.

**GUTHRIE PUBLIC SCHOOLS**  
**STUDENT ACTIVITY OUT-OF-STATE/ OVERNIGHT TRAVEL REQUEST FORM**

**I. IDENTIFYING INFORMATION**

Today's Date: 1/7/2025 Group Name: HS Soccer

Destination of Trip: Foley Alabama

Date Leaving: April 3 Time: 7 am Date Returning: April 6 Time: 10 pm

Purpose of Trip: Athletics  
(i.e.: athletics, educational trip, student conferences, etc)

Number of Students Attending: 40 Number of Supervisors: 6  
\*\*(Student Roster must be on file with the building principal prior to departure)\*\*

Name of Supervisors: Michael Horn, David Vargas, Tyler Gann, Mathew Engle  
Jasmine Parks, Curtis Finchum, Britney Farris

Primary Sponsor Name & Cell Phone: Michael Horn 817-219-7432

Transportation Needs: Charter Bus  
(i.e.: chartered bus, personal private vehicle, school bus, air travel, etc.)

Insurance Needs: NA

Will students miss class time for this trip?  Yes  No

If yes, how much class time? 2 days

Student Preparation: soccer equipment, Release Form

(special instructions, clothing, equipment, training or funds, Release Form (REQUIRED), etc.)

Time and Location of Departure: 7 AM Track

Time and Location of Arrival: 10 pm Track

How expenses (if any) will be raised: Chips Fundraiser & Raffle

How will expenses be paid?

           School Activity Fund 897 Booster Account

**Total Group Cost for attendance**

(Give a close estimate, if necessary)

Travel\* \$ 10,300 (mileage, air, ground, parking & toll)  
 see below

Registration \$ 950

Lodging \$ 7,831.78

Meals \$ \_\_\_\_\_ (overnight stay required;  
 calculated at daily IRS per diem rate  
 in state and out of state)

Substitute \$ 325 (calculate @ \$65 per day)

Total \$ 19,406.78

Costs are covered by which fund?

**BE SPECIFIC PLEASE.**

General Fund, Title I, Staff Development, Activity Fund, etc.

Activity HS Soccer 897

Registration paid by athletic department

Students are in charge of own meals

Sub covered by athletic department

*\*Refund for toll fees, parking and ground travel requires receipt.*

Will a substitute be needed?  Yes  No (Remember to complete your sub request)

Provisions for students who cannot afford to come up with funds on their own:

**Adult Sponsors**

Is this trip during the Oklahoma Core Testing window?

Yes  No If yes, attach a detailed plan on how many students will be affected and the dates/times the tests will be made up.

**II. ITINERARY-** Please attach a detailed daily trip itinerary.

**III. OVERNIGHT ACCOMMODATIONS**

Name of Accommodations where group will stay: Turquoise Place

Accommodation Address:

26302 Perdido Beach Blvd Orange Beach Alabama 36561

Street Address City State Zip

Hotel Phone Number: 877-720-5864

How will nighttime supervision be done? (check all that apply)

Scheduled supervision (Please attach chaperone assignments with times).

One adult assigned to each student's room. (Prior to departure, a list of room assignments for chaperones is to be submitted to the building principal.)

**IV. JUSTIFICATION**

1. Please describe the education benefits of this trip.

These students will get to experience of going to another state. The students will be seen by college scouts if they desire to play at the next level. Many of our students have never traveled outside of Oklahoma, this means that we are able to broaden their horizons and help them see what is possible.

2. Why was an out-of-state location chosen for this activity as opposed to an instate location?

We chose this out of state activity because it gives our students the best opportunity to compete with teams they have never played and to give our students the opportunity to travel and make lasting memories.

**V. RECOMMENDATIONS AND ASSURANCES**

1. As the primary sponsor of the out-of-state trip, I assure the school district that I will uphold and enforce all school rules and submit the required paperwork prior to departure time.

Memo  
Signature of Primary Sponsor

1-9-24  
Date

2. I  recommend  do not recommend approval of this trip.

Dustin Johnston  
Signature of Building Principal

1/14/2025  
Date

3. I  recommend  do not recommend approval of this trip.

D. D. Chumley  
Signature of Athletic Director

1-9-24  
Date

**VI. BOARD OF EDUCATION ACTION (Out-of-State Trips ONLY)**

- I  recommend  do not recommend approval of this trip.

Wilee Sipe  
Signature of Superintendent

1-29-2025  
Date

This request for an out-of-state/overnight trip was  approved  denied at the regular meeting of the Guthrie Public Schools Board of Education on \_\_\_\_\_.

# Itinerary

## Thursday April 3rd.

- Leave from Guthrie HS @ 5am
- Arrive in Foley Alabama @8 PM
  - 26302 Perdido Beach Blvd, Orange Beach, AL 36561
  - +1877-720-5864
- Curfew 10:00 PM

## Friday April 4th

- Breakfast at 8:30 am
- At Hotel or beach
- Lunch @ 12:00 back at rooms
- Travel together to field
  - Girls game @ 5PM Guys Game at 7 PM
  - 920 E Pride Blvd, Foley, AL 36535
- Travel back to condo
- In rooms/Curfew at 10:00PM

## Saturday April 5th

- Breakfast at 8:30
- Travel together to field
  - Girls game 10:30 AM Boys game 12:30 PM
- Lunch at Condo
- Travel together to game
  - Girls Game 4:30 PM Boys Game 6:30 PM
- Team dinner 8:30
- In rooms/Curfew 11:00 PM

## Sunday April 6th

- Leave Foley Alabama 7 AM
- Arrive @ Guthrie HS 11 PM

# Frontline Education Renewal Notice

Attn: Guthrie Public Schools

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request directly from the Learning Center. Additionally, we have enhanced our Learning Center with Frontline Support Communities for many of our solutions, empowering you to collaborate with your peers, our experts and to share best practices with K-12 partners across your region and the country.

Below you will find information about the renewal of your subscription(s) that renew on 7/01/2025. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
Comparative Analytics Subscription - powered by Forecast5, usage for up to 5 employees	7/01/2025	6/30/2026	1	\$6,294.26	\$6,294.26
<b>Total</b>					<b>\$6,294.26</b>

**Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.**

Need assistance? You can reach us by calling Samantha Kaplan at or by emailing us at [renewals@frontlineed.com](mailto:renewals@frontlineed.com).

*Robert Hawkins*  
Robert Hawkins  
Vice President, Client Success

**GUTHRIE PUBLIC SCHOOLS  
BOARD MINUTES  
REGULAR MEETING  
JANUARY 13, 2025**

**MINUTES OF THE GUTHRIE PUBLIC SCHOOL BOARD OF EDUCATION REGULAR MEETING HELD AT 6:30 P.M. IN THE ADMINISTRATION BUILDING, 802 EAST VILAS, GUTHRIE, OKLAHOMA ON JANUARY 13, 2025.**

**Board Members Present:** Matt Girard, Ben Huskey, S. Janna Pierson, Ron Plagg, Tina Smedley and Chris Schroder

**Board Members Absent:** Gail Davis

**District Level School Officials Present:** Dr. Mike Simpson, Superintendent  
Carmen Walters, Assistant Superintendent  
John Hancock, Executive Director of Personnel and Secondary Ed.  
Dr. Michelle Chapple, CFO  
Kaitlin Smith, Director of Special Services  
Dee Benson, Director of Technology  
Cody Thompson, Director of Operations  
Kary Jarred, Deputy Minutes Clerk

1. The meeting was called to order by President Schroder at 6:30 p.m.
2. Members Ben Huskey, Matt Girard, Tina Smedley, Chris Schroder, S. Janna Pierson and Ron Plagg were present for roll call.  
  
Member Gail Davis was not present for roll call.
3. A quorum was established.
4. President Schroder asked everyone to stand and join him in the Pledge of Allegiance.
5. President Schroder asked everyone to join him in a Moment of Silence.
6. President Schroder called for Employee and Student of the Month recognition.

**Mr. Hancock gave a PowerPoint presentation of the Employee of the Month. The January 2025 Support Employee of the Month was Maria Cruz Charqueno and she was nominated by Deborah Medlock. January 2025 Certified Employee of the Month was Amanda Gwin and she was nominated by Lesley Cotton.**



- 7A. President Schroder asked the Superintendent if there were any citizens registered to speak to the Board.**

**Superintendent Simpson stated there was no citizens registered to speak to the Board.**

- 7B. President Schroder called for any comments to the Board by Board Members.**

**There were no comments to the Board from Board Members.**

- 8. President Schroder called for Superintendent's Reports:**

**Superintendent Simpson reported on the following:**

**January is Board of Education Recognition Month. At your seat you have a small token of appreciation from the district as well as a certificate of appreciation from the OSSBA.**

**Charter Oak Elementary received a gift of \$1000 from Spring Creek Assembly in Edmond to pay off student lunch account balances.**

**We recently received our mid-term adjustment of state aid funding. We will receive just over \$70, 000 in additional funds from our initial allocation. While we are down just a few students from last year, the entire state has fewer students enrolled for this school year.**

**The Teacher of the Year celebration will look different this year. Due to the increased popularity of the event, we will be separating it from the February Board of Education meeting. It will take place at the Meridian Technology Center South Campus on Monday, February 24<sup>th</sup> beginning at 5:30 p.m. We expect this to be an even more memorable event with these changes and want the entire community to know you are invited.**

- 9. President Schroder called for Crossland Construction Update on Cottler Elementary.**

**Lane McMillian with Crossland Construction gave a newsletter containing updates of their progress on Cottler Elementary.**

- 10. President Schroder called for presentation of GEAR UP Guthrie partnership grant.**

**Kristi Allison, OK GEAR UP Communications Director presented information on the new GEAR UP Guthrie partnership grant.**

- 11. President Schroder called for action on the Consent Agenda.**
- A. Minutes of regular meeting held on December 9, 2024**
  - B. Treasurer's Report**
  - C. Activity Fund Fundraisers as per attached list**
  - D. Activity Fund Transfer Request**
  - E. Encumbrances for General Fund #'s 839-920, Building Fund #'s 337-378 and Child Nutrition # 15 and listed change orders and Activity Fund Reports-the full register is available online**
  - F. Declare listed items as surplus**
  - G. Transportation Request from Community Church for May 20, May 28, June 23, and June 28, 2025 to and from Green Country Camp in Disney, OK for 2 buses.**
  - H. Contracts/Agreements under \$10,000**
    - 1. Agreement with Interquest Detection Canines for contraband inspection services**
    - 2. Agreement between Logan County (LC) Soccer Club and Guthrie Public Schools to lease property from City of Guthrie at the Complex for school-sponsored soccer programs**

**A motion was made by Pierson and seconded by Smedley to approve the Consent Agenda.**

**The motion carried with 6 ayes and 0 nays.**

- 12A. President Schroder called for recommendation, consideration and action upon proposed school calendar for 2025-2026.**

**Discussion followed.**

**A motion was made by Girard and seconded by Smedley to approve proposed school calendar 2025-2026.**

**The motion carried with 6 ayes and 0 nays.**

- 12B. President Schroder called for recommendation, consideration and action upon to approve E-rate Technology Plan for 2025-2028.**

**A motion was made by Smedley and seconded by Plagg to approve E-rate Technology Plan for 2025-2028.**

**The motion carried with 6 ayes and 0 nays.**

- 12C. President Schroder called for recommendation, consideration and action to approve Category 1 E-rate contract with Cox and Onenet as the service provider for Internet**

**and WAN service and approve Verizon for our Bus Wi-Fi on a month to month basis for 2025-2026.**

**A motion was made by Smedley and seconded by Pierson to approve Category 1 E-rate contract with Cox and Onenet as the service provider for Internet and WAN service and approve Verizon for our Bus Wi-Fi on a month to month basis for 2025-2026.**

**The motion carried with 6 ayes and 0 nays.**

**13. President Schroder called for proposed executive session for the purpose of discussing employment of personnel, FMLA requests, resignation/separation from employment and transfer of position requests all as set out on the Personnel Reports, discussion of extra-duty assignments as listed for 2024-2025, discussing the purchase or appraisal of real property, disclosure of which information would violate the confidentiality requirements of state and/or federal law all pursuant to 25 OKLA. STAT. Section 307 (B) 1, 3 and 7**

**13A. A motion was made by Pierson and seconded by Plagg to go into executive session. The motion carried with 6 ayes and 0 nays. Executive session began at 6:51 p.m.**

**13B. President Schroder acknowledged the Board's return to open session at 7:16 p.m.**

**13C. President Schroder stated that in executive session only those items listed in Agenda Item 13 were discussed and no votes were taken.**

**14. President Schroder called for vote on action as set out on Personnel Reports.**

**A motion was made by Pierson and seconded by Plagg to approve the Personnel Reports.**

**The motion carried with 6 ayes and 0 nays.**

**15. President Schroder called for action upon extra-duty assignments for 2024-2025.**

**A motion was made by Smedley and seconded by Girard to approve extra-duty assignments for 2024-2025.**

**The motion carried with 6 ayes and 0 nays.**

**16. President Schroder called for recommendation, consideration and possible action to approve contract for the purchase of real property.**

**A motion was made by Plagg and seconded by Girard to approve contract for the purchase of real property of 2111 West Cleveland.**

**The motion carried with 6 ayes and 0 nays.**

- 17. President Schroder called for recommendation, consideration and action to accept any resignations offered since the posting of the agenda.**

**Superintendent Simpson stated there was none.**

- 18. President Schroder called for discussion and possible action on new business not known about or could not have been reasonably foreseen at the time of the agenda posting.**

**Superintendent Simpson stated there was none.**

- 19. President Schroder called for the meeting to be adjourned.**

**A motion was made by Smedley and seconded by Girard to adjourn the meeting.**

**The motion carried with 6 ayes and 0 nays.**

**The meeting adjourned at 7:18 p.m.**

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**Samantha Stewart, Minutes Clerk**

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**Chris Schroder, President**

The agenda was posted at the Guthrie Public School's Administrative Office, 802 E. Vilas, Guthrie, OK on January 9, 2025 at 3:00 p.m. in accordance with the Open Meeting Law and notice of this regular meeting was given to the Logan County Clerk, prior to December 15, 2024. The agenda is also on our website.

Samantha Stewart  
Board Clerk and Minutes Clerk

MINUTES AND RESOLUTION AUTHORIZING SALE OF BONDS

PURSUANT TO NOTICE GIVEN UNDER THE OPEN MEETING ACT, THE BOARD OF EDUCATION OF INDEPENDENT SCHOOL DISTRICT NUMBER 1 OF LOGAN COUNTY, STATE OF OKLAHOMA, MET IN REGULAR SESSION AT THE BOARD OF EDUCATION BUILDING, 802 EAST VILAS, GUTHRIE, OKLAHOMA, IN SAID SCHOOL DISTRICT ON THE 10TH DAY OF FEBRUARY, 2025, AT 6:30 O'CLOCK PM.

PRESENT:

ABSENT:

Notice of the schedule of regular meetings of the School District for the calendar year 2025 was given in writing to County Clerk of Logan County, Oklahoma, at 11:13 o'clock AM on the 15th day of October, 2024, and public notice of this meeting was given in writing, setting forth the date, time, place and agenda was posted at the front entrance to the Board of Education Building in prominent view and open to the public twenty-four (24) hours each day, seven (7) days each week at \_\_\_:\_\_\_ o'clock \_\_\_M on the \_\_\_ day of February, 2025, being twenty-four (24) hours or more prior to this meeting, excluding Saturdays, Sundays and State designated legal holidays, all in compliance with the Oklahoma Open Meeting Act. Notice of said meeting and agenda have also been posted on the School District's website in accordance with Title 74, Oklahoma Statutes, Section 3106.2.

(OTHER PROCEEDINGS)

Thereupon, the President introduced a Resolution by reading the Title and upon motion by \_\_\_\_\_ seconded by \_\_\_\_\_, said Resolution was adopted by the following vote:

AYE:

NAY:

Said Resolution was thereupon signed by the President, attested by the Clerk, sealed with the seal of said School District and is as follows:

RESOLUTION

A RESOLUTION FIXING THE AMOUNT OF BONDS TO MATURE EACH YEAR; FIXING THE TIME AND PLACE THE BONDS ARE TO BE SOLD; APPROVING THE PRELIMINARY OFFICIAL STATEMENT AND AUTHORIZING DISTRIBUTION OF SAME; AUTHORIZING THE CLERK TO GIVE NOTICE OF SAID SALE AS REQUIRED BY LAW; DESIGNATING A REGISTRAR/PAYING AGENT FOR THE BONDS AND APPROVING OTHER MATTERS RELATED TO THE ISSUANCE OF SAID BONDS.

WHEREAS, the issuance Forty Five Million Dollars (\$45,000,000) of building bonds for the purpose of acquiring or improving school sites, constructing, repairing, remodeling or equipping buildings, or acquiring school furniture, fixtures or equipment which includes but is not limited to constructing, equipping and furnishing a new elementary school, has been duly authorized at an election held on August 27, 2024 for such purposes and certified by the County Election Board of Logan County, Oklahoma on the 30th day of August, 2024; and

WHEREAS, the Board of Education of Independent School District Number 1 of Logan County, Oklahoma, pursuant to Title 62, Oklahoma Statutes 2021, Sections 353 and 354, as amended, has determined to issue at this time \$6,150,000 of the authorized bonds for the purpose of funding construction, equipping and furnishing of classroom additions at Charter Oak Elementary and Cotteral Elementary school; constructing, repairing remodeling or equipping buildings, and paying the costs of issuing the 2025A Bonds, as authorized at an election held on August 27, 2024, for such purposes.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF INDEPENDENT SCHOOL DISTRICT NUMBER 1 OF LOGAN COUNTY, STATE OF OKLAHOMA:

SECTION 1. That the \$6,150,000 of building bonds of Independent School District Number 1 of Logan County, Oklahoma, voted on August 27, 2024, shall be offered for sale as authorized by Title 62, Oklahoma Statutes 2021, Sections 353 and 354, as amended, shall be sold at public sale and shall be called "General Obligation Building Bonds, Series 2025A".

SECTION 2. That the General Obligation Building Bonds, Series 2025A in the amount of \$6,150,000 of Independent School District Number 1 of Logan County, Oklahoma, voted on August 27, 2024, shall be offered for sale and received in the form of sealed bid, facsimile bid, electronic (Parity®) bid or similar secure electronic bid at the office of the Chief Financial Officer, at the Board of Education Building located at 802 E. Vilas, Guthrie, Oklahoma, on the 10th day of March, 2025, at 10:00 o'clock, AM, Central Time, and that said Bonds shall become due \$3,075,000 in two years from their date and \$3,075,000 annually each year thereafter until paid. The Board of Education intends to convene at 6:30 o'clock, PM on said date at the Board of Education Building, 802 E. Vilas, Guthrie, Oklahoma to consider and take action on the bonds.

SECTION 3. That BancFirst, Oklahoma City, Oklahoma, is hereby designated as Registrar/Paying Agent for said Bonds.

SECTION 4. That the form of Preliminary Official Statement is hereby approved by the Board of Education and the President of the Board of Education is hereby authorized to review and approve for and on behalf of the Board of Education the Preliminary Official Statement in final form, with such additions or modifications as shall be approved by the President of the Board of Education. The use of the Preliminary Official Statement in such final form and containing substantially the terms and provisions therein contained, with such additions or modifications as shall be approved by the President of the Board of Education is hereby approved to be used in connection with the offer and sale of the Bonds pursuant to open, competitive public bid. The Board of Education further authorizes distribution of the Preliminary Official Statement by the Financial Advisor in connection with the sale of the Bonds

SECTION 5. That the President or Vice President of the Board of Education is hereby authorized and directed to approve and the Clerk or Deputy Clerk of the Board of Education is hereby ordered and directed to cause notice of the sale of said Bonds to be given as required by law.

PASSED AND APPROVED THIS 10TH DAY OF FEBRUARY, 2025.

\_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Clerk, Board of Education

(SEAL)

STATE OF OKLAHOMA     )  
  ) SS  
COUNTY OF LOGAN     )

I, the undersigned, the duly qualified and acting Clerk of the Board of Education of Independent School District Number 1 of Logan County, Oklahoma, hereby certify that the foregoing is a true and complete copy of a Resolution authorizing the sale of bonds for the purposes therein set out, adopted by said Board and transcript of proceedings of said Board, at a regular meeting thereof duly held on the date therein set out insofar as the same relates to the introduction, reading and adoption thereof as the same appears of record in my office.

WITNESS my hand and official seal this 10th day of February, 2025.

\_\_\_\_\_  
Clerk, Board of Education

(SEAL)



## **REGISTRAR AND PAYING AGENT AGREEMENT**

This Registrar and Paying Agent Agreement (“Agreement”) is executed and effective this 10<sup>th</sup> day of February, 2025, by and between BancFirst, an Oklahoma Banking Corporation with offices in Oklahoma City, Oklahoma (“Bank”) Independent School District Number 1, Logan County, Oklahoma (“Issuer”).

WHEREAS, Issuer contemplates issuing certain bonds as duly approved by Issuer (“Bonds”) described as follows:

**\$6,150,000 Independent School District Number 1, Logan County, Oklahoma  
General Obligation Building Bonds Series 2025A (Guthrie Board of  
Education)**

WHEREAS, the Issuer desires that the Bank act as Agent on behalf of Issuer to perform the duties of Registrar and Paying Agent as set forth herein.

WHEREAS, the Bank is willing to act in such capacities solely in accordance with this Agreement and subject to the terms and conditions set forth herein.

NOW THEREFORE, in consideration of the premises and other good and valuable consideration, the receipt, adequacy and sufficiency of which are hereby acknowledged, Issuer and the Bank agree as follows:

### **ARTICLE I REGISTRAR**

#### **Section 1.01 Acceptance by the Bank as Registrar**

Issuer hereby appoints the Bank to act as Registrar for the purpose of registering the Bonds and transferring Bonds as herein provided, and the Bank hereby agrees to perform the duties of Registrar upon the terms and subject to the conditions of this Agreement.

#### **Section 1.02 Duties of Registrar**

The duties of Registrar shall be:

- a. to authorize by manual signature, prepare and deliver Bonds upon the instructions of Issuer or the Underwriter as Agent for Issuer; and

- b. to keep and maintain the Register complete, current and accurate at all times in accordance with the Bank's general practices and procedures in effect from time to time; and
- c. to maintain a full and complete accounting of all bonds issued, outstanding, destroyed and in inventory; and
- d. permit the inspection of the Registrar during the Bank's normal business hours by Issuer; and
- e. to cancel any Bond which has been paid, redeemed, transferred, exchanged converted or otherwise required to be cancelled; and
- f. to return, at such reasonable intervals as Bank determines, to the Issuer, Bond certificates in lieu of which or in exchange for which other certificates have been issued or which have been paid; and
- g. to provide information concerning the Bonds and its Register to any party entitled to such information; and
- h. to except during the time set forth in Section 1.04, transfer the ownership on the Register of any Bond when said Bond, which has been duly and properly endorsed in a manner acceptable to the Bank and in relation therewith all things required by law and regulation have been done, is presented for transfer; and
- i. to issue a replacement Bond of like tenor in the name of the designated transferee after performing the duties enumerated in item h. immediately above; and
- j. to issue a replacement Bond of like tenor in lieu of any mutilated, lost, destroyed or stolen Bond upon receipt by the Bank of evidence to its satisfaction of the mutilation, destruction, loss or theft of such Bond and receipt of such security or indemnification as the Bank may reasonably require to hold it and the Issuer harmless from any liability for its issuance of a replacement Bond.

### **Section 1.03 Duties of Issuer**

- a. Issuer agrees to provide or cause the Underwriter to provide to Registrar at the time of initial issuance of the Bonds an accurate and complete list setting forth the following information, all of which shall be in a form acceptable to the Bank;
  - 1. Each bondholder's name as it is to appear on each Bond to be issued, or in the event a Bond is to be registered to a trust or to a minor, then Registrar will be provided with all information necessary to register such Bond in proper legal form; and
  - 2. Each bondholder's address; and
  - 3. Each bondholder's Social Security Number or Federal Tax Identification Number; and
  - 4. The principal amount of each Bond to be issued; and
  - 5. The stated maturity of each Bond to be issued; and
  - 6. The rate of interest applicable to each Bond; and

7. Any other information required by applicable tax or other laws, rules or regulations;
- b. Issuer agrees to provide or cause to be provided the information enumerated under item a. immediately above with sufficient lead-time to permit the Bank to perform its duties hereunder in an orderly and deliberate manner.
- c. Unless issue is Book-Entry, Issuer agrees to provide a sufficient supply of Bonds, in a form acceptable to Registrar, to enable Registrar to issue Bonds. As long as any Bonds remain outstanding, Issuer agree to provide a sufficient supply of additional unissued Bonds to enable the Bank to perform its duties as set forth under this Article I regarding transfers of ownership as long as any Bonds remain outstanding. All bonds, at the time so provided to the Bank, will be numbered consecutively and will be fully executed by duly authorized representatives of Issuer.

#### **Section 1.04 Record Date**

The Bank shall not be required to transfer or exchange any Bond during the period beginning fifteen (15) days prior to any date fixed for the payment of interest or principal on any of the Bonds.

#### **Section 1.05 Persons Deemed Owners**

The Bank shall treat each person in who so name any Bond is registered on the Register as the owner of such Bond, for all purposes and at all times, both before and after maturity of any Bond, including without limitation, the payment of principal of, premium on, if any, and interest on such Bond and for all other interest and purpose.

## **ARTICLE II PAYING AGENT**

#### **Section 2.01 Acceptance by Bank as Paying Agent**

Issuer hereby appoints the Bank to act as Paying Agent for the Bonds, and Bank hereby accepts appointment as Paying Agent for the Bonds, upon the terms and subject to the conditions of this Agreement.

#### **Section 2.02 Duties of Paying Agent**

The Bank, as Paying Agent, agrees to punctually pay in accordance with the dates specified in the Bond Resolution by bank draft to bondholders of record the principal of, premium, if any, and interest on the Bonds but only to the extent that Issuer has deposited with the Bank sufficient collected funds for such purposes. The Bank agrees to perform

necessary and customary duties with respect to any presentation, surrenders, notices, and demands in connection with the Bonds. The Bank agrees to maintain a full and complete accounting of all funds deposited with and disbursed by the Bank under this Agreement, and to furnish Issuer with such periodic reports as it may require with respect thereof.

### **Section 2.03 Limitation of Liability of Bank for Payment**

Notwithstanding any other provision herein, the Bank shall not be obligated to pay any person any claim arising hereunder or under the Bonds in amount in excess of the amount actually on deposit with the Bank in immediately available funds. Under no circumstances shall the Bank be required to advance or pay its own funds to any person claiming any interest on any Bond, nor shall the Bank be liable in any manner for the sufficiency, adequacy, correctness or source of any funds on deposit with the Bank or for any other debts or obligations of Issuer, however arising.

### **Section 2.04 Payment Due on Saturdays, Sundays and Holidays**

In any case where any payments with respect to the Bonds shall fall due on a Saturday, a Sunday, a legal holiday, or a day upon which Banking institutions in the City of Oklahoma City, Oklahoma, or in such other locality as Paying Agent may maintain its offices, are authorized by law to close for business, then said payment need not be made on such date, but shall be made on the next succeeding banking business day with the same force and effect as if made on the day upon which said payments fall due.

### **Section 2.05 Unclaimed Principal or Interest**

Any money deposited with the Bank for payment of the principal, premium (if any) or interest on any Bond and remaining unclaimed for two years after the final maturity of the Bond has become due and payable will be paid by the Bank to the Issuer, and the Holder of such Bond shall thereafter look only to the Issuer for payment thereof, and all liability of the Bank with respect to such monies shall thereupon cease.

## **ARTICLE III FEES**

### **Section 3.01 Bank's Fees and Expenses**

The Bank's fees for the performance of its duties as Registrar and Paying Agent under the terms of this Agreement are a payable of: **\$500** acceptance fee, payable upon issuance of the Bonds; **\$500** annually, with the first billing due on **April 1, 2026** and then each April 1st thereafter through the final maturity.

In addition to the above stated fee, Issuer also agrees to reimburse the Bank, upon its request for all reasonable expenses, disbursements and advances incurred or made by the Bank in accordance with any of the provisions hereof including the cost of payment of

principal, premium, if any, and interest and the reasonable compensation and the expenses and disbursements of its agents and counsel Should the Issuer elect to terminate this Agreement under the provisions of Section 5.01 and appoint a successor Registrar and Paying Agent, the Bank reserves the right to charge and be paid by the Issuer for the costs of transferring records, notifying bondholders and for any other duties that need to be performed.

## **ARTICLE IV LIABILITY**

### **Section 4.01 Limitations on Liability of Bank**

- a. The Bank shall be protected in acting upon any written notice, request, waiver, consent, receipt or other paper or document furnished to it, not only as to its due execution and the validity and effectiveness of its provision, but also as to the trust and acceptability of any information therein contained, which it in good faith believes to be genuine.
- b. Money held by the Bank hereunder need not be segregated from any other funds provided appropriate accounts are maintained. The Bank shall be under no liability for interest on any money received by it hereunder.
- c. The Bank shall not be liable for any error of judgement, or for any act done or step taken or omitted by it in good faith, or for any mistake of fact or law, or for anything which it may do or refrain from doing in connection herewith, except its own gross negligence or willful misconduct.
- d. The Bank may consult with, and obtain advice from legal counsel of its selection in the event any question as to any of the provisions hereof or its duties hereunder shall arise and it shall incur no liability and shall be fully protected in acting in good faith in accordance with the opinion and instructions of such counsel. The Cost of such services shall be born by Issuer.
- e. The Bank shall have no duties except those which are expressly set forth herein, and it shall not be bound by any notice of a claim or demand with respect thereto, or any waiver, modification, amendment, termination or rescission of this Agreement, unless in writing received by it, and, if its duties or liabilities as set forth herein are affected, unless it shall have given its prior written consent hereto.

## **ARTICLE V TERMINATION**

### **Section 5.01 Termination**

This Agreement shall be terminable by the Issuer without notice at the end of each fiscal year of the Issuer. Termination of compensation to the Bank at the end of a fiscal year shall, without more, operate to terminate this Agreement. This Agreement, unless terminated, shall continue in effect indefinitely, but nothing in this Agreement shall be construed as binding the Issuer to make payments in any future fiscal year until the Issuer by its actions in a new fiscal year extends the Agreement for a one-year period corresponding to the new fiscal year of the Issuer. Any continued performance of the terms of this Agreement by the Issuer in a new fiscal year shall, without any further necessary act on the Issuers part, be effective as an extension of the term of this Agreement for a one-year period coinciding with the Issuers new fiscal year.

In addition to the provision in the preceding paragraph, this Agreement may be terminated by either party at any time upon sixty (60) days written notice.

## **ARTICLE VI MISCELLANEOUS**

### **Section 6.01 Effect of Headings**

The Article and Section headings herein are for convenience only and shall not affect the construction hereof.

### **Section 6.02 Amendment**

This Agreement may be amended only by an agreement in writing signed by both parties hereof.

### **Section 6.03 Successors and Assigns**

All covenants and agreements contained herein by each of the parties hereto shall bind and inure to the benefit of their successors and assigns whether so expressed or not.

### **Section 6.04 Separability Clause**

In the event any provision of this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

### **Section 6.05 Benefits of Agreement**

Nothing herein, expressed or implied, shall give to any Person, other than the parties hereto and their successors hereunder, any benefits or any legal or equitable right, remedy or claim hereunder.

### **Section 6.06 Counterparts**

This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which shall constitute one and the same Agreement.

**Section 6.07 Entire Agreement**

This Agreement and the Bond Resolution constitute the entire agreement between the parties hereto relative to the Bank, acting as Paying Agent/Registrar and if any conflict exists between this Agreement and the Bond Resolution, the Bond Resolution shall govern.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

**ISSUER:**

**GUTHRIE BOARD OF EDUCATION**  
FEDERAL TAX IDENTIFICATION  
NUMBER 73-6021131


By \_\_\_\_\_


By \_\_\_\_\_

**REGISTRAR AND PAYING AGENT**

**BANCFIRST**

ATTEST:

  
Asst. Secretary

By   
Trust Officer



**HILBORNE & WEIDMAN**  
A PROFESSIONAL CORPORATION  
**ATTORNEYS AND COUNSELORS**  
2405 EAST 57TH STREET  
TULSA, OKLAHOMA 74105-7548

TELEPHONE:  
(918) 749-0111

February 10, 2025

Board of Education  
Independent School District No. 1  
of Logan County, Oklahoma  
802 E. Vilas  
Guthrie, Oklahoma 73044

We are pleased to submit this proposal to serve as Bond Counsel and Disclosure Counsel to Independent School District No. 1 of Logan County, Oklahoma (the "District"), regarding your proposed issuance and sale of General Obligation Building Bonds, Series 2025A (the "Bonds").

**Bond Counsel Engagement.** As your Bond Counsel, we will work closely with your attorney, financial advisor and staff and we will provide all legal services for the proper issuance of such Bonds, including preparation of the transcript of proceedings and approval of such bonds by the Attorney General of the State of Oklahoma, drafting the no-arbitrage certificate, reviewing the notice of sale and bond resolution and reviewing relevant portions of your official statement to ascertain compliance with applicable ongoing disclosure requirements. We will also provide our market legal opinion to the purchaser of the Bonds issued without charge to such purchaser.

For such legal services rendered in connection with such issue of Bonds, our fee as Bond Counsel will be Twelve Thousand dollars (\$12,000.00) plus reimbursement for our reasonable documented out-of-pocket expenses incurred in connection with such bond issue (estimated to be \$2,500.00) to be paid at the time such Bonds are delivered.

**Disclosure Counsel Engagement.** As your Disclosure Counsel, we will work closely your attorney, financial advisor, and staff and advise you on the preparation of the District's Preliminary and Final Official Statements used in connection with the offer and sale of the Bonds. In this connection, the firm shall provide such legal services as may be required to assist in the preparation of the Preliminary and Final Official Statements and the review of the material contained therein with the proper District officials. The firm will prepare and submit a Due Diligence Questionnaire which must be reviewed and completed by the District. The Due Diligence Questionnaire will help to lead the District through the disclosure process necessary in connection with the offer and sale of the Bonds.



It is specifically understood that the Preliminary and Final Official Statements of the District are District's documents and the District is alone responsible for compliance by the District with all state and federal securities laws and regulations. The Firm will assist and advise the District in legal matters relating to its compliance with such laws and regulations.

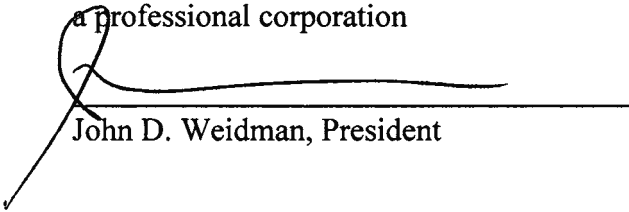
For such services rendered in connection with such issue of Bonds, our fee as Disclosure Counsel would be Ten Thousand dollars (\$10,000.00), to be paid at the time such Bonds are delivered.

All fees are contingent upon delivery of and payment for any such Bonds. In the event no Bonds are issued and delivered, we would receive no compensation for our services rendered therewith.

We stand ready to proceed upon written notification from you and we will carry out the work with due diligence to completion within a reasonable time from notice to proceed.

Respectfully submitted,

**HILBORNE & WEIDMAN,**  
a professional corporation

  
\_\_\_\_\_  
John D. Weidman, President

Approved and accepted this 10th day of February, 2025

Independent School District No. 1 of  
Logan County, Oklahoma

\_\_\_\_\_  
President

Attest:

\_\_\_\_\_  
Clerk

(Seal)

Contingency Modification

**New Cotteral Elementary - 23OK61-MLA**

**23OK61-MLA**

2001 W. Noble Ave.  
Guthrie, OK 73044

**Date:** 02/03/2024

**Number:** C-MOD 08

**Subject:** Contingency Modification 08

**Source of Funding:** Allowance / Contingency

**Description**

Contingency Modification 08

**Days Requested:** 0

**Change Total:** \$0.00

Item Number	Description	Amount
XX	C-MOD - 08	\$(24,377.00)
54	RFI-14 - Glass Changes	\$4,172.00
55	Specialties Allowance	\$(5,000.00)
55	Expansion Specialties	\$13,970.00
56	Temporary Ramp at Main Entrance	\$8,827.00
57	Incorrect Base	\$(4,000.00)
58	Seal for Safety Film	\$6,408.00

The Stacy Group, Inc.

Crossland Construction Company, Inc.

Guthrie Public Schools

ARCHITECT

CONTRACTOR

OWNER

By Sean Willis

By Lane McMillan

By Mike Simpson

Signature \_\_\_\_\_

Signature Lane McMillan

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date 02/03/2025

Date \_\_\_\_\_



## Guthrie Cotteral Elementary

### Contingency Change Log

CC	PCO #	Description	Reason for CC	Sent Date	Amount	Status	Approved	Pending	Anticipated	ARCHITECTURAL APPROVAL DATE	OWNER APPROVAL DATE
1	1	COX Fiber Reroute	Existing Conditions		\$ 1,578.44	Approved	\$ 1,578.44	\$ -	\$ -		
1	2	Buyout for Wheelchair Lift	Buyout		\$ (7,205.00)	Approved	\$ (7,205.00)	\$ -	\$ -		
1	3	Parking Lot Correction	Existing Conditions		\$ 31,880.00	Approved	\$ 31,880.00	\$ -	\$ -		
2	4	Switchgear	Expedite		\$ 23,253.00	Approved	\$ 23,253.00	\$ -	\$ -	3/1/2024	3/11/2024
2	5	Gym Subgrade Correction	Existing Conditions		\$ 7,500.00	Approved	\$ 7,500.00	\$ -	\$ -	3/1/2024	3/11/2024
2	6	08C - Glass and Glazing Buyout	Buyout		\$ 2,800.00	Approved	\$ 2,800.00	\$ -	\$ -	3/1/2024	3/11/2024
2	7	11A - Food Service Equipment Buyout	Buyout		\$ (235,000.00)	Approved	\$ (235,000.00)	\$ -	\$ -	3/1/2024	3/11/2024
2	8	27B - A/V Systems Buyout	Buyout		\$ (100,003.00)	Approved	\$ (100,003.00)	\$ -	\$ -	3/1/2024	3/11/2024
2	9	Added Transitional Piers	Project Add		\$ 15,000.00	Approved	\$ 15,000.00	\$ -	\$ -	3/1/2024	3/11/2024
2	10	Northwest Subgrade Correction	Existing Conditions		\$ 6,200.00	Approved	\$ 6,200.00	\$ -	\$ -	3/1/2024	3/11/2024
3	11	Southwest Subgrade Correction	Existing Conditions		\$ 28,648.00	Approved	\$ 28,648.00	\$ -	\$ -	4/9/2024	4/8/2024
3	12	Additional Southwest Subgrade Correction	Existing Conditions		\$ 8,500.00	Approved	\$ 8,500.00	\$ -	\$ -	4/9/2024	4/8/2024
4	13	RFI-10 - Underground Conduit 90s	Design Change		\$ (4,906.00)	Approved	\$ (4,906.00)	\$ -	\$ -	6/10/2024	6/10/2024
4	14	ASI-05 - Lighting Changes	Design Change		\$ 18,874.00	Approved	\$ 18,874.00	\$ -	\$ -	6/10/2024	6/10/2024
4	15	RFI-11 - Floor Box Removal	Design Change		\$ (3,261.70)	Approved	\$ (3,261.70)	\$ -	\$ -	6/10/2024	6/10/2024
4	16	ONG Gas Line Relocation Cost	Existing Conditions		\$ 2,415.00	Approved	\$ 2,415.00	\$ -	\$ -	6/10/2024	6/10/2024
4	17	Dense Gas Line Relocation Cost	Existing Conditions		\$ 1,600.00	Approved	\$ 1,600.00	\$ -	\$ -	6/10/2024	6/10/2024
4	18	RFI-16 - Credit for Removing Two Doors	Design Change		\$ (2,282.54)	Approved	\$ (2,282.54)	\$ -	\$ -	6/10/2024	6/10/2024
4	19	RFI-12 - Added Rock for Storm Sewer Line	Conflict		\$ 7,866.00	Approved	\$ 7,866.00	\$ -	\$ -	6/10/2024	6/10/2024
5	20	Metal Locker Credit	Value Engineering		\$ (2,760.00)	Approved	\$ (2,760.00)	\$ -	\$ -	8/13/2024	8/12/2024
5	21	ASI-06 Steel Changes	Design Change		\$ 19,614.00	Approved	\$ 19,614.00	\$ -	\$ -	8/13/2024	8/12/2024
5	22	RFI-41 - Classroom 109 and 110	Design Change		\$ 15,899.92	Approved	\$ 15,899.92	\$ -	\$ -	8/13/2024	8/12/2024
5	23	RFI-11 - Data Service Conduit	Design Change		\$ 2,635.00	Approved	\$ 2,635.00	\$ -	\$ -	8/13/2024	8/12/2024
5	24	RFI-43 - Roof Parapet Heights	Design Change		\$ 10,661.00	Approved	\$ 10,661.00	\$ -	\$ -	8/13/2024	8/12/2024
5	25	RFI-45 - Roof Hydrant Locations	Conflict		\$ 13,600.00	Approved	\$ 13,600.00	\$ -	\$ -	8/13/2024	8/12/2024
5	26	RFI-46 - Door 132B Hardware Clarification - Cost covered by Stacy Group	Conflict		\$ 320.00	Approved	\$ 320.00	\$ -	\$ -	8/13/2024	8/12/2024
5	27	Temp Seal Openings	Lead Time Delay		\$ 6,490.00	Approved	\$ 6,490.00	\$ -	\$ -	8/13/2024	8/12/2024
5	28	Extend Concrete at NW Entrance	Alt Proposal		\$ 1,200.00	Approved	\$ 1,200.00	\$ -	\$ -	8/13/2024	8/12/2024
5	29	Level 4 Finish	Alt Proposal		\$ (10,000.00)	Approved	\$ (10,000.00)	\$ -	\$ -	8/13/2024	8/12/2024
6	30	Retaining Wall Removal	Design Change		\$ (7,500.00)	Approved	\$ (7,500.00)	\$ -	\$ -	10/17/2024	10/14/2024
6	31	Headers on Gridline 6	Conflict		\$ 5,030.00	Approved	\$ 5,030.00	\$ -	\$ -	10/17/2024	10/14/2024
6	32	RFI-51 - Corridor 234 Ceiling Height (Framing Cost)	Conflict		\$ 1,470.00	Approved	\$ 1,470.00	\$ -	\$ -	10/17/2024	10/14/2024
6	33	RFI-51 - Corridor 234 Ceiling Height (HVAC Cost)	Conflict		\$ 1,838.00	Approved	\$ 1,838.00	\$ -	\$ -	10/17/2024	10/14/2024
6	34	RFI-56 Upgrade Studs at Wall Mounted Sink Locations	Alt. Proposal		\$ 2,615.00	Approved	\$ 2,615.00	\$ -	\$ -	10/17/2024	10/14/2024

6	35	City Water Line Tie In	Design Change		\$ 5,700.09	Approved	\$ 5,700.09	\$ -	\$ -	10/17/2024	10/14/2024
6	36	Cotteral Sign	Design Change		\$ 2,900.00	Approved	\$ 2,900.00	\$ -	\$ -	10/17/2024	10/14/2024
6	37	Trex Board Allowance	Buyout		\$ (6,600.00)	Approved	\$ (6,600.00)	\$ -	\$ -	10/17/2024	10/14/2024
6	38	RFI-58 - Dumpster Pad Concrete	Alternate Proposal		\$ 9,954.50	Approved	\$ 9,954.50	\$ -	\$ -	10/17/2024	10/14/2024
6	39	RFI-59 - Domestic Water Service	Conflict		\$ 5,234.02	Approved	\$ 5,234.02	\$ -	\$ -	10/17/2024	10/14/2024
6	40	RFI-60 - Church Storm Water Flume	Alternate Proposal		\$ 850.00	Approved	\$ 850.00	\$ -	\$ -	10/17/2024	10/14/2024
6	41	Concrete Curb Between Detention Pond and Building	Alternate Proposal		\$ 6,000.00	Approved	\$ 6,000.00	\$ -	\$ -	10/17/2024	10/14/2024
6	42	Purchase of RTUs for Classroom Expansion	Other		\$ 56,369.00	Approved	\$ 56,369.00	\$ -	\$ -	10/17/2024	10/14/2024
6	43	Bathroom Floor Grout Change	Alternate Proposal		\$ 928.00	Approved	\$ 928.00	\$ -	\$ -	10/17/2024	10/14/2024
6	44	Church Entrance/Insurance Entrance Replacement	Conflict		\$ 4,300.00	Approved	\$ 4,300.00	\$ -	\$ -	10/17/2024	10/14/2024
7	45	RFI-55 - Sidewalk and Foundation Conflict	Conflict		\$ 4,800.00	Approved	\$ 4,800.00	\$ -	\$ -		
7	46	RFI-63 - Library Ceiling Height Conflict - Framing Cost	Conflict		\$ 1,225.00	Approved	\$ 1,225.00	\$ -	\$ -		
7	47	RFI-63 - Library Ceiling Height Conflict - Paint Cost	Conflict		\$ 1,350.00	Approved	\$ 1,350.00	\$ -	\$ -		
7	48	RFI-66 - Rooftop Kitchen Ladder	Conflict		\$ 1,470.00	Approved	\$ 1,470.00	\$ -	\$ -		
7	49	Extended Fencing	Alternate Proposal		\$ 9,673.00	Approved	\$ 9,673.00	\$ -	\$ -		
7	50	Adding Brake Metal Around Windows	Conflict		\$ 4,607.00	Approved	\$ 4,607.00	\$ -	\$ -		
7	51	RFI-17 Providing Cabinet for Bathroom 126	Design Change		\$ 350.00	Approved	\$ 350.00	\$ -	\$ -		
7	52	Intervention Room power/HDMI	Design Change		\$ 1,179.00	Approved	\$ 1,179.00	\$ -	\$ -		
7	53	Adding FRP to the South Kitchen Wall	Alternate Proposal		\$ 2,150.00	Approved	\$ 2,150.00	\$ -	\$ -		
GMP 02	XX	GMP-02 - Contingency Addition	GMP-02		\$ (112,230.00)	Approved	\$ (112,230.00)	\$ -	\$ -		
8	54	RFI-14 - Glass Changes	Design Change		\$ 4,172.00	Pending	\$ -	\$ 4,172.00	\$ -		
8	55	Specialties Products on Classroom Expansion	Buyout		\$ 8,970.00	Pending	\$ -	\$ 8,970.00	\$ -		
8	56	Temprary Ramp at Main Entrance	Alternate Proposal		\$ 8,827.00	Pending	\$ -	\$ 8,827.00	\$ -		
8	57	Credit for Incorrect Base	Owner Credit		\$ (4,000.00)	Pending	\$ -	\$ (4,000.00)	\$ -		
8	58	Seal for Safety Film	Alternate Proposal		\$ 6,408.00	Pending	\$ -	\$ 6,408.00	\$ -		

Potential/Forthcoming CC's

Totals

\$ (135,221.27)	\$ 24,377.00	\$ -
-----------------	--------------	------

- Pricing Approved
- CM getting pricing
- Pricing Received
- Achitectoral Hold / Looking for Options

\*Approval - Wet signature recieved by all parties for CC approval

\*Pending - CC sent out but is awaiting signatures

\*Anticipated - Item is being priced but is not official

<b>Original Contingency</b>	\$ 430,152.00
<b>Total</b>	\$ 430,152.00
Approved	\$ (135,221.27)
<b>Current Contingency</b>	<b>\$ 565,373.27</b>
Pending Costs	\$ 24,377.00
Anticipated Costs	\$ -
<b>Projected Contingency</b>	<b>\$ 540,996.27</b>

Guthrie Public Schools – Charter Oak Addition  
February 10<sup>th</sup>, 2025



Dr. Mike Simpson  
Superintendent  
Guthrie Public Schools

408 NE 145th Place  
Oklahoma City, OK 73013  
tel 405.748.5043  
fax 405.748.7214

RE: Guthrie Public Schools – Charter Oak Addition  
Recommendation Award Letter Bid Package #01 – GMP #02

Dr. Mike Simpson,

For the above referenced project, GMP 01 was **Thirty-Eight Thousand Three Hundred Eighty-Five Dollars and Seventy Cents. (\$38,385.70).**

The proposed GMP 02 totals **Two Million Four Hundred Ninety-Seven Thousand Six Hundred Five Dollars and Fifty Nine Cents (\$2,497,605.59).**

The total contract value for GMP 01 and GMP 02 is **Two Million Five Hundred Thirty-Five Thousand Nine Hundred Ninety-One Dollars and Twenty-Nine Cents (\$2,535,991.29).**

Bids for scopes of work that required new contracts for the Guthrie Public Schools – Charter Oak Addition – Bid Package #1, were received and publicly read aloud in the school board meeting room at 802 E Vilas Ave, Guthrie, Ok on January 23rd, 2025, at 2:00 PM CST. The bidding process was conducted in accordance with the Oklahoma Public Competitive Bidding Act, 61 O.S. 1974, §101.

Crossland Construction Company has reviewed the bids for qualifications, completeness, responsiveness, cost, & best value to the owner. For additional information, see breakout pages & summaries below.

<u>Subcontractor / Supplier</u>	<u>Total</u>
<b>01A General Trades (Crossland Construction)</b> .....	<b>\$48,168.00</b>
• Crossland Construction is recommending responsive low bidder, <b>Crossland Construction</b> , for this trade contract. Scope includes the entirety of trade contract 01A as detailed in Bid Package #01 documents.	
<b>03A Concrete (L&amp;E Paving &amp; Construction)</b> .....	<b>\$139,900.00</b>
• Crossland Construction is recommending responsive low bidder, <b>L&amp;E Paving &amp; Construction</b> , for this trade contract. Scope includes the entirety of trade contract 03A as detailed in Bid Package #01 documents.	
<b>04A Masonry (Justin Dallas Construction)</b> .....	<b>\$48,043.00</b>
• Crossland Construction is recommending responsive low bidder, <b>Justin Dallas Construction</b> , for this trade contract. Scope includes the entirety of trade contract 04A as detailed in Bid Package #01 documents.	
<b>06A Architectural Millwork (EGR Construction)</b> .....	<b>\$105,000.00</b>
• Crossland Construction is recommending responsive low bidder, <b>EGR Construction</b> , for this trade contract. Scope includes the entirety of trade contract 06A as detailed in Bid Package #01 documents.	
<b>07D EIFS (Swift Corp)</b> .....	<b>\$38,500.00</b>
• Crossland Construction is recommending responsive low bidder, <b>Swift Corp</b> , for this trade contract. Scope includes the entirety of trade contract 07D as detailed in Bid Package #01 documents.	

- 08A Door Assemblies – Supply (CBS Door and Hardware) .....\$18,900.00**
  - Crossland Construction is recommending responsive low bidder, **CBS Door and Hardware**, for this trade contract. Scope includes the entirety of trade contract 08A as detailed in Bid Package #01 documents.
- 08C Glass & Glazing (Architectural Glazing Concepts) .....\$48,500.00**
  - Crossland Construction is recommending responsive low bidder, **Architectural Glazing Concepts**, for this trade contract. Scope includes the entirety of trade contract 08C as detailed in Bid Package #01 documents. Apparent low bidder, Commercial Glass, withdrew their bid due to an incomplete scope coverage.
- 09A Gypsum Assemblies (Express Drywall) .....\$128,038.00**
  - Crossland Construction is recommending responsive low bidder, **Express Drywall**, for this trade contract. Scope includes the entirety of trade contract 09A as detailed in Bid Package #01 documents.
- 09B Flooring & Wall Tile (Millcreek).....\$49,847.00**
  - Crossland Construction is recommending responsive low bidder, **Millcreek**, for this trade contract. Scope includes the entirety of trade contract 09B as detailed in Bid Package #01 documents.
- 09C Painting & Wall Covering (GE Construction).....\$14,666.66**
  - Crossland Construction is recommending responsive low bidder, **GE Construction**, for this trade contract. Scope includes the entirety of trade contract 09C as detailed in Bid Package #01 documents.
- 10A Specialties - Supply (Czarniecki Construction).....\$15,415.70**
  - Crossland Construction is recommending responsive low bidder, **Czarniecki Construction**, for this trade contract. Scope includes the entirety of trade contract 10A as detailed in Bid Package #01 documents.
- 10B Signage (Vital Signs) .....\$2,540.00**
  - Crossland Construction is recommending responsive low bidder, **Vital Signs**, for this trade contract. Scope includes the entirety of trade contract 10B as detailed in Bid Package #01 documents.
- 12A Window Treatments (Contract Drapery).....\$3,300.00**
  - Crossland Construction is recommending responsive low bidder, **Contract Drapery**, for this trade contract. Scope includes the entirety of trade contract 12A as detailed in Bid Package #01 documents.
- 13A PEMB (Crossland Construction) .....\$216,000.00**
  - Crossland Construction is recommending responsive low bidder, **Crossland Construction**, for this trade contract. Scope includes the entirety of trade contract 13A as detailed in Bid Package #01 documents.
- 21A Fire Suppression (VSC Fire & Security) .....\$19,200.00**
  - Crossland Construction is recommending responsive low bidder, **VSC Fire & Security**, for this trade contract. Scope includes the entirety of trade contract 21A as detailed in Bid Package #01 documents.
- 22A Plumbing & 23A HVAC (Dense Mechanical) .....\$215,000.00**
  - Crossland Construction is recommending responsive low bidder, **Dense Mechanical**, for this trade contract. Scope includes the entirety of trade contract 22A&23A as detailed in Bid Package #01 documents.
- 26A Electrical (Apex Electrical).....\$182,992.68**
  - Crossland Construction is recommending responsive low bidder, **Apex Electrical**, for this trade contract. Scope includes the entirety of trade contract 26A as detailed in Bid Package #01 documents.
- 31A Earthwork (K&M Dirt Services).....\$313,550.00**
  - Crossland Construction is recommending responsive low bidder, **K&M Dirt Services**, for this trade contract. Scope includes the entirety of trade contract 31A as detailed in Bid Package #01 documents.

**32C Fencing (Fence OKC) .....\$28,000.00**

- Crossland Construction is recommending responsive low bidder, **Fence OKC**, for this trade contract. Scope includes the entirety of trade contract 32C as detailed in Bid Package #01 documents.

**33A Site Utilities (Denali Plumbing).....\$99,957.00**

- Crossland Construction is recommending responsive low bidder, **Denali Plumbing**, for this trade contract. Scope includes the entirety of trade contract 33A as detailed in Bid Package #01 documents.

**Allowance:**

The following allowances are recommended for certain scopes of work in which the extent of the work had not been determined at the time of GMP.

- **Sign Relocation .....\$25,000.00**
- **Seal Safety Film .....\$5,000.00**

Please contact me should you have any questions.

Sincerely,



Aaron Stoops  
Vice President  
Crossland Construction Company

# AIA® Document A133® – 2019 Exhibit A

## **Guaranteed Maximum Price Amendment**

This Amendment dated the \_\_\_\_ day of January in the year 2025, is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 11 day of November in the year 2024 (the "Agreement")  
*(In words, indicate day, month, and year.)*

for the following **PROJECT**:  
*(Name and address or location)*

Charter Oak Elementary Addition  
Guthrie, Ok

**THE OWNER:**  
*(Name, legal status, and address)*

Guthrie Public Schools  
802 E Vilas Ace.  
Guthrie, Ok 73044

**THE CONSTRUCTION MANAGER:**  
*(Name, legal status, and address)*

Crossland Construction Company, Inc.  
408 NE 145<sup>th</sup> PL.  
Edmond, Ok 73013

### **TABLE OF ARTICLES**

- A.1 GUARANTEED MAXIMUM PRICE**
- A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION**
- A.3 INFORMATION UPON WHICH AMENDMENT IS BASED**
- A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS**

### **ARTICLE A.1 GUARANTEED MAXIMUM PRICE**

#### **§ A.1.1 Guaranteed Maximum Price**

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

**§ A.1.1.1** The Contract Sum is guaranteed by the Construction Manager not to exceed two million four hundred ninety-seven thousand six hundred five dollars and fifty-nine cents (\$

### **ADDITIONS AND DELETIONS:**

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

Init.



2,497,605.59 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

**§ A.1.1.2 Itemized Statement of the Guaranteed Maximum Price.** Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.

*(Provide itemized statement below or reference an attachment.)*

Exhibit A.1

**§ A.1.1.3** The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

**§ A.1.1.4** The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

**§ A.1.1.5 Alternates**

**§ A.1.1.5.1** Alternates, if any, included in the Guaranteed Maximum Price:

Item	Price
------	-------

**§ A.1.1.5.2** Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.

*(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)*

Item	Price	Conditions for Acceptance
------	-------	---------------------------

**§ A.1.1.6** Unit prices, if any:

*(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)*

Item	Units and Limitations	Price per Unit (\$0.00)
------	-----------------------	-------------------------

## ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

**§ A.2.1** The date of commencement of the Work shall be:

*(Check one of the following boxes.)*

The date of execution of this Amendment.

Established as follows:  
*(Insert a date or a means to determine the date of commencement of the Work.)*

Assumed to be 05/27/2025 unless written notice of a different date is received from The Owner.

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

**§ A.2.2** Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

**§ A.2.3 Substantial Completion**

**§ A.2.3.1** Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:

*(Check one of the following boxes and complete the necessary information.)*

Init.

[ ] Not later than ( ) calendar days from the date of commencement of the Work.

[ X ] By the following date: Assumed to be 12/31/2025 unless the date of commencement is changed by The Owner.

§ A.2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
-----------------	-----------------------------

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

**ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED**

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
----------	-------	------	-------

§ A.3.1.2 The following Specifications:  
(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)

Attachment D

Section	Title	Date	Pages
---------	-------	------	-------

§ A.3.1.3 The following Drawings:  
(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)

Attachment D

Number	Title	Date
--------	-------	------

§ A.3.1.4 The Sustainability Plan, if any:  
(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)

Title	Date	Pages
-------	------	-------

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:  
(Identify each allowance.)

Init.

Item	Price
Relocate Sign	\$25,000
Seal Safety Film	\$5,000

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:  
*(Identify each assumption and clarification.)*

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:  
*(List any other documents or information here, or refer to an exhibit attached to this Amendment.)*

**ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS**

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:  
*(List name, discipline, address, and other information.)*

This Amendment to the Agreement entered into as of the day and year first written above.

\_\_\_\_\_  
 OWNER *(Signature)*

Dr. Mike Simpson – Superintendent  
*(Printed name and title)*

  
 \_\_\_\_\_  
 CONSTRUCTION MANAGER *(Signature)*

Aaron Stoops – Vice President OKC  
*(Printed name and title)*

Init.

# Additions and Deletions Report for AIA® Document A133® – 2019 Exhibit A

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

**Note:** This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 16:51:25 ET on 01/30/2025.

## PAGE 1

This Amendment dated the      day of January in the year 2025, is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 11 day of November in the year 2024 (the "Agreement")

...

Charter Oak Elementary Addition  
Guthrie, Ok

...

Guthrie Public Schools  
802 E Vilas Ace.  
Guthrie, Ok 73044

...

*(Name, legal status, and address)*

Crossland Construction Company, Inc.  
408 NE 145<sup>th</sup> PL.  
Edmond, Ok 73013

...

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed two million four hundred ninety-seven thousand six hundred five dollars and fifty-nine cents (\$ 2,497,605.59 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

## PAGE 2

Exhibit A.1

...

Established as follows:

...

Assumed to be 05/27/2025 unless written notice of a different date is received from The Owner.

## PAGE 3

[  ] By the following date: Assumed to be 12/31/2025 unless the date of commencement is changed by The Owner.

...

Attachment D

...

Attachment D

**PAGE 4**

<u>Relocate Sign</u>	<u>\$25,000</u>
<u>Seal Safety Film</u>	<u>\$5,000</u>

...

Dr. Mike Simpson – Superintendent

Aaron Stoops – Vice President OKC

**Certification of Document's Authenticity**  
**AIA® Document D401™ – 2003**

I, , hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 16:51:25 ET on 01/30/2025 under Order No. 2114490548 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ – 2019 Exhibit A, Guaranteed Maximum Price Amendment, other than those additions and deletions shown in the associated Additions and Deletions Report.

*(Signed)* 

*(Title)* Vp oec

*(Dated)* 1.31.25

# Charter Oak Addition

## GMP # 2



Charter Oak Addition		GMP#01	GMP#02	Subcontractor
SF:	6,489			
Date:	1/30/2025			
BP#	Description	Bid Price	Bid Price	Subcontractor
1A	General Trades	\$ -	\$ 48,168.00	Crossland Construction
3A	Concrete	\$ -	\$ 139,900.00	L+E Paving
4A	Masonry	\$ -	\$ 48,043.00	Justin Dallas
6A	Architectural Millwork	\$ -	\$ 105,000.00	EGR
7D	EIFS	\$ -	\$ 38,500.00	Swift
8A	Door Assemblies – Supply	\$ -	\$ 18,900.00	CBS
8C	Glass & Glazing	\$ -	\$ 48,500.00	Architectural Glazing Concepts
9A	Gypsum Assemblies	\$ -	\$ 128,038.00	Express Drywall
9B	Flooring & Wall Tile	\$ -	\$ 49,847.00	Millcreek
9C	Painting & Wall Covering	\$ -	\$ 14,666.66	GE Construction
10A	Specialties	\$ -	\$ 15,415.70	Czarniecki
10B	Signage	\$ -	\$ 2,540.00	Vital Signs
12A	Window Treatments	\$ -	\$ 3,300.00	Contract Drapery
13A	PEMB	\$ -	\$ 216,000.00	Crossland Construction
21A	Fire Suppression	\$ -	\$ 19,200.00	VSC
22A+23A	Plumbing and HVAC Combo	\$ -	\$ 215,000.00	Dense Mechanical
23B	AC Units	\$ 34,596.00	\$ -	Dense Mechanical
26A	Electrical	\$ -	\$ 182,992.68	Apex Electrical
31A	Earthwork	\$ -	\$ 313,550.00	K&M
32C	Fencing	\$ -	\$ 28,000.00	Fence OKC
33A	Site Utilities (Gas, Water, Sewer)	\$ -	\$ 99,957.00	Denali
	Allowances			
	Relocate Sign	\$ -	\$ 25,000.00	
	Seal Safety Film	\$ -	\$ 5,000.00	
	<b>Subtotal Direct Costs</b>	<b>\$ 34,596.00</b>	<b>\$ 1,765,518.04</b>	<b>\$ 1,800,114.04</b>
	Construction Contingency	\$ 1,729.80	\$ 88,275.90	\$ 90,005.70
	General Conditions	\$ -	\$ 274,700.00	\$ 274,700.00
	Project Requirements	\$ -	\$ 235,082.00	\$ 235,082.00
	CM Bonding	\$ 272.44	\$ 17,726.82	\$ 17,999.26
	Insurance	\$ 311.09	\$ 20,241.07	\$ 20,552.16
	Preconstruction Fee	\$ -	\$ -	\$ -
	Construction Management Fee	\$ 1,476.37	\$ 96,061.75	\$ 97,538.13
	<b>Construction Total</b>	<b>\$ 38,385.70</b>	<b>\$ 2,497,605.59</b>	<b>\$ 2,535,991.29</b>

General Conditions		<b>CROSSLAND</b>												
Charter Oak Addition		<b>CONSTRUCTION COMPANY, INC.</b>												
Team Members	(\$/hr)	Staff Assignments	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Total Hours	Total \$	
<b>Construction Staffing</b>			1	2	3	4	5	6	7	8	9			
TBD	\$ 110	Sr. Project Manager	0	0	0	0	0	0	0	0	0	0	\$ -	
Lane McMillan	\$ 110	Project Manager	44	44	44	44	44	44	44	44	44	396	\$ 43,560.00	
Trevor Larson	\$ 80	Asst. Project Manager	87	87	87	173	173	173	173	173	173	1299	\$ 103,920.00	
Jeremy Walton	\$ 125	Senior Superintendent	0	44	44	44	44	44	44	44	44	352	\$ 44,000.00	
Aedan Cottle	\$ 115	Project Superintendent	0	0	0	0	0	173	173	173	173	692	\$ 79,580.00	
TBD	\$ 80	Asst. Superintendent	0	0	0	0	0	0	0	0	0	0	\$ -	
TBD	\$ 80	Field Engineer	0	0	0	0	0	0	0	0	0	0	\$ -	
Tank Burns	\$ 65	Safety Inspector	0	0	8	8	8	8	8	8	8	56	\$ 3,640.00	
<b>Labor in</b>											2795	\$ 274,700.00		



<b>Project Requirements</b>			
		<b>Project Duration (mo)</b>	<b>8</b>
		<b>Total SF</b>	<b>6489</b>
<b>Charter Oak Addition</b>		<b>CROSSLAND</b> <b>CONSTRUCTION COMPANY, INC.</b>	
<b>Construction Services</b>	<b>\$</b>	<b>Cost Type</b>	<b>Notes for Clarity</b>
1 CM Field Office, Furniture, & Furnishings	\$ 13,200.00	Cost of Work	\$900 @ 8 mo & \$6000
2 Office Supplies	\$ 2,400.00	Cost of Work	\$300 @ 8 mo & \$0
3 Project Sign	\$ 1,500.00	Cost of Work	\$1500 @ 1 each & \$0
4 Superintendent Vehicles	\$ 8,000.00	PRs	\$1000 @ 8 mo & \$0
5 PM Vehicles	\$ 4,000.00	PRs	\$500 @ 8 mo & \$0
6 Superintendent Fuel Expense	\$ 4,800.00	PRs	\$600 @ 8 mo & \$0
7 PM Fuel Expense	\$ 2,400.00	PRs	\$300 @ 8 mo & \$0
8 Jobsite Radios/Phones & Internet	\$ 4,000.00	PRs	\$500 @ 8 mo & \$0
9 Computers & Procore	\$ 5,052.00	PRs	\$5052 @ 1 ea & \$0
10 Plan Reproduction / Closeout Manuals	\$ 5,250.00	Cost of Work	\$250 @ 1 mo & \$5000
11 Mobilization / Demobilization	\$ 1,500.00	Cost of Work	\$1500 @ 1 ea & \$0
12 Punchlist/Misc	\$ 3,900.00	Cost of Work	\$1300 @ 3 wks & \$0
13 Construction Photos, Drone, & Videos	\$ 5,700.00	Cost of Work	\$400 @ 8 mo & \$2500
14 Job Meetings & Ceremony Expenses	\$ 1,000.00	Cost of Work	\$1000 @ 1 ea & \$0
15 Material Handling	\$ 13,750.00	PRs	\$550 @ 25 wks & \$0
16 Temporary Electric Service	\$ 7,400.00	Cost of Work	\$300 @ 8 mo & \$5000
17 Temporary Water	\$ 5,200.00	Cost of Work	\$650 @ 8 mo & \$0
18 Temporary Gas	\$ -	Cost of Work	\$0 @ 6489 sf & \$0
19 Temporary Fencing and Laydown	\$ 35,000.00	Cost of Work	\$15 @ 1000 lf & \$20000
20 Temporary Dust Walls	\$ 5,000.00	Cost of Work	\$5000 @ 1 ea & \$0
20 Temporary Toilets	\$ 11,830.00	Cost of Work	\$365 @ 4 ea per mo & \$150
21 Water/Ice	\$ 800.00	Cost of Work	\$100 @ 1 ea per mo & \$0
22 Temporary Tool /Storage Trailers	\$ 3,800.00	Cost of Work	\$350 @ 1 ea per mo & \$1000
23 Dumpsters	\$ 16,800.00	Cost of Work	\$525 @ 4 ea per mo & \$0
24 Safety	\$ 1,000.00	Cost of Work	\$1000 @ 1 ea & \$0
25 Weekly Cleanup	\$ 16,000.00	PRs	\$2000 @ 8 mo & \$0
26 Final Cleanup	\$ 5,000.00	Cost of Work	\$5000 @ 1 ea & \$0
27 Meals & Lodging	\$ 800.00	Cost of Work	\$100 @ 8 mo & \$0
28 Testing Laboratory Services	\$ 25,000.00	Cost of Work	\$4500 @ 8 mo & \$0
29 Permits	\$ 20,000.00	Cost of Work	\$20000 @ 1 ea & \$0
30 Site Survey Control Points	\$ 4,000.00	Cost of Work	\$500 @ 8 mo & \$0
31 Dewatering	\$ 1,000.00	Cost of Work	\$100 @ 10 days & \$0
<b>Total Construction PRs</b>	<b>\$ 235,082.00</b>		

## Project Documents List

### Guthrie Public Schools: Charter Oak Addition

#### Charter Oak Elementary Addition Drawings

##### GENERAL:

G000 COVER SHEET  
 G001 GENERAL  
 G100 CODE SHEET  
 G101 TRAVEL DISTANCE

##### CIVIL:

C100 COVER SHEET  
 C110 SHEET NOTES  
 C200 ADDITION TOPOGRAPHIC SURVEY  
 C201 LAGOON TOPOGRAPHIC SURVEY  
 C300 ADDITION DEMO & EROSION CONTROL PLAN  
 C301 LAGOON DEMO & EROSION CONTROL PLAN  
 C310 EROSION CONTROL DETAILS  
 C400 ADDITION SITE PLAN  
 C401 LAGOON SITE PLAN  
 C500 ADDITION GRADING PLAN  
 C501 LAGOON GRADING PLAN  
 C600 UTILITY PLAN  
 C610 SANITARY SEWER PROFILE  
 C700 DETAILS

##### ARCHITECTURAL:

A101 FLOOR PLAN AREA 1,  
 A150 ROOF PLAN  
 A200 ENLARGED PLANS  
 A300 REFLECTED CEILING PLAN  
 A400 EXTERIOR ELEVATIONS, BUILDING  
 SECTIONS, WALL SECTIONS  
 A700 DETAILS & WINDOW & DOOR TYPES

##### INTERIORS:

AI100 FINISH PLAN  
 AI400 INTERIOR ELEVATIONS  
 AI700 FINISH LEGEND

##### STRUCTURAL:

S001 GENERAL NOTES  
 S002 GENERAL NOTES, SCHEDULES AND DETAILS  
 S101 FOUNDATION PLAN  
 S200 FOUNDATION DETAILS

##### MECHANICAL:

M101 MECHANICAL FLOOR PLAN  
 M201 MECHANICAL DETAILS & SCHEDULES

##### PLUMBING:

P101 WASTE AND VENT FLOOR PLAN  
 P201 DOMESTIC WATER FLOOR PLAN  
 P301 PLUMBING DETAILS AND SCHEDULES

##### ELECTRICAL:

E100 ELECTRICAL LEGEND & PROJECT NOTES  
 ED101 ELECTRICAL DEMOLITION PLAN  
 E201 LIGHTING PLAN  
 E301 POWER FLOOR PLAN  
 E401 SPECIAL SYSTEMS FLOOR PLAN  
 E402 SPECIAL SYSTEMS FLOOR PLAN  
 E500 ELECTRICAL SCHEDULES & DETAILS  
 E501 ELECTRICAL SCHEDULES

DIVISION 0 - BIDDING REQUIREMENTS AND CONTRACT FORMS

000000 COVER SHEET  
010001 TITLE PAGE  
010010 ARCHITECTURAL SEALS PAGE  
010020 STRUCTURAL SEALS PAGE  
010030 MECHANICAL SEALS PAGE  
010040 ELECTRICAL SEALS PAGE  
010050 CIVILS SEALS PAGE  
010100 TABLE OF CONTENTS  
010110 LIST OF DRAWINGS  
010250 INFO AVAILABLE  
010700 SALES TAX LETTER

DIVISION 1 - GENERAL REQUIREMENTS

011000 SUMMARY  
012600 CONTRACT MODIFICATION PROCEDURES  
012900 PAYMENT PROCEDURES  
013100 PROJECT MANAGEMENT AND COORDINATION  
013200 CONSTRUCTION PROGRESS DOCUMENTATION  
013300 SUBMITTAL PROCEDURES  
014000 QUALITY REQUIREMENTS  
015000 TEMPORARY FACILITIES AND CONTROLS  
016000 PRODUCT REQUIREMENTS  
017300 EXECUTION  
017329 CUTTING AND PATCHING  
017340 WARRANTIES  
017700 CLOSEOUT PROCEDURES  
017823 OPERATION AND MAINTENANCE DATA  
017839 PROJECT RECORD DOCUMENTS  
017900 DEMONSTRATION AND TRAINING

DIVISION 2 – EXISTING CONDITIONS

024118 SELECTIVE BUILDING DEMOLITION

DIVISION 3 – CONCRETE

033000 CAST IN PLACE CONCRETE

DIVISION 4 – MASONRY

042000 UNIT MASONRY

DIVISION 5 – METALS

051200 STRUCTURAL STEEL FRAMING  
054000 COLD FORMED METAL FRAMING  
055000 METAL FABRICATIONS

DIVISION 6 - WOOD AND PLASTICS AND COMPOSITES

061000 ROUGH CARPENTRY  
061600 SHEATHING  
064023 INTERIOR ARCHITECTURAL WOODWORK

DIVISION 7 - THERMAL AND MOISTURE PROTECTION

072100 INSULATION  
072413 EXTERIOR INSULATION FINISH SYSTEM  
072726 FLUID APPLIED MEMBRANE AIR BARRIER  
076200 SHEET METAL FLASHING AND TRIM  
079200 JOINT SEALANTS  
079500 EXPANSION CONTROL

DIVISION 8 – OPENINGS

081113 HOLLOW METAL DOORS AND FRAMES  
081416 FLUSH WOOD DOORS  
083113 ACCESS DOORS AND FRAMES  
083323 OVERHEAD COILING DOORS  
084113 ALUMINUM FRAMED ENTRANCES AND STOREFRONTS  
087100 DOOR HARDWARE  
088000 GLAZING

DIVISION 9 – FINISHES

092216 NON-STRUCTURAL METAL FRAMING  
092900 GYPSUM BOARD  
093000 TILING  
095113 ACOUSTICAL PANEL CEILINGS  
096513 RESILIENT WALL BASE AND ACCESSORIES  
096519 RESILIENT TILE FLOORING  
096813 TILE CARPETING  
099113 EXTERIOR PAINTING  
099123 INTERIOR PAINTING

DIVISION 10 – SPECIALTIES

101100 VISUAL DISPLAY SURFACES  
101400 SIGNAGE  
102113 TOILET COMPARTMENTS  
102600 WALL AND DOOR PROTECTION  
102800 TOILET AND BATH ACCESSORIES  
104413 FIRE PROTECTION SPECIALTIES

DIVISION 12 – FURNISHINGS

122413 ROLLER WINDOW SHADES  
123200 MANUFACTURED CASEWORK

DIVISION 13 - SPECIAL CONSTRUCTION

131250 METAL BUILDING

DIVISION 14 - CONVEYING EQUIPMENT

NOT APPLICABLE

DIVISION 21 – FIRE SUPPRESSION210500 COMMON WORK RESULTS FOR FIRE SUPPRESSION  
211000 WATER-BASED FIRE-SUPPRESSION SYSTEMSDIVISION 22 – PLUMBING220500 COMMON WORK RESULTS FOR PLUMBING  
220523 GENERAL-DUTY VALVES FOR PLUMBING PIPING  
220529 HANGERS AND SUPPORTS FOR PLUMBING PIPING AND EQUIPMENT  
220553 IDENTIFICATION FOR PLUMBING PIPING AND EQUIPMENT  
220700 PLUMBING INSULATION  
221116 DOMESTIC WATER PIPING  
221119 DOMESTIC WATER PIPING SPECIALTIES  
221123 DOMESTIC WATER PUMPS  
221316 SANITARY WASTE & VENT PIPING  
221319 SANITARY WASTE PIPING SPECIALTIES  
224000 PLUMBING FIXTURESDIVISION 23 – HEATING VENTILATING AND AIR CONDITIONING230500 COMMON WORK RESULTS FOR HVAC  
230529 HANGERS AND SUPPORTS FOR HVAC PIPING AND EQUIPMENT  
230553 IDENTIFICATION FOR HVAC PIPING AND EQUIPMENT  
230593 TESTING, ADJUSTING, AND BALANCING FOR HVAC  
230700 HVAC INSULATION  
230900 INSTRUMENTATION AND CONTROLS FOR HVAC  
231123 FACILITY NATURAL-GAS PIPING  
233113 METAL DUCTS  
233300 AIR DUCT ACCESSORIES  
233423 HVAC POWER VENTILATORS  
233713 DIFFUSERS, REGISTERS, AND GRILLES  
235400 FURNACES  
238126 SPLIT-SYSTEM AIR-CONDITIONERSDIVISION 26 – ELECTRICAL260100 BASIC ELECTRICAL REQUIREMENTS  
260500 COMMON WORK RESULTS FOR ELECTRICAL  
260519 LOW-VOLTAGE ELECTRICAL POWER CONDUCTORS AND CABLES  
260526 GROUNDING AND BONDING FOR ELECTRICAL SYSTEMS  
260533 RACEWAY AND BOXES FOR ELECTRICAL SYSTEMS  
260553 IDENTIFICATION FOR ELECTRICAL SYSTEMS  
260923 LIGHTING CONTROL DEVICES  
262200 LOW-VOLTAGE TRANSFORMERS  
262416 PANELBOARDS  
262726 WIRING DEVICES

262813 FUSES  
262816 ENCLOSED SWITCHES AND CIRCUIT BREAKERS  
262913 ENCLOSED CONTROLLERS  
264313 TRANSIENT-VOLTAGE SUPPRESSION FOR LOW-VOLTAGE ELECTRICAL  
POWER CIRCUITS  
265119 LED INTERIOR LIGHTING  
265219 EMERGENCY AND EXIT LIGHTING  
265619 LED EXTERIOR LIGHTING

DIVISION 27 – COMMUNICATIONS

270500 COMMON WORK RESULTS FOR COMMUNICATIONS  
275116 SOUND REINFORCEMENT

DIVISION 28 – ELECTRONIC SAFETY AND SECURITY

280500 COMMON WORK RESULTS FOR ELECTRONIC SAFETY AND SECURITY  
283111 DIGITAL, ADDRESSABLE FIRE-ALARM SYSTEM

DIVISION 31 – EARTHWORK

311000 SITE CLEARING  
311100 STORMWATER POLLUTION PREVENTION PLAN  
312000 EARTH MOVING  
313116 TERMITE CONTROL

DIVISION 32 – EXTERIOR IMPROVEMENTS

321216 ASPHALT PAVING  
321313 CONCRETE PAVING  
323113 CHAIN LINK FENCES AND GATES  
329200 TURFS AND GRASSES

DIVISION 33 – UTILITIES

333000 FACILITY SANITARY SEWER  
334000 STORM UTILITY DRAINAGE PIPING

**GENERAL INFORMATION - DRIVER'S EDUCATION GUTHRIE HS SUMMER SCHOOL 2025  
- KEEP FOR YOUR RECORDS-**

<b>SITE: GUTHRIE HIGH SCHOOL 200 CROOKS DRIVE GUTHRIE, OKLAHOMA 73044</b>	<b>CLASS DATES: JUNE 2-6 8AM-3PM -<u>Mandatory Attendance. No Exceptions</u></b>
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***DRIVING TIMES FOR ALL SESSIONS WILL VARY FROM MAY 28TH THROUGH AUGUST 9TH***

**TUITION: GUTHRIE HIGH SCHOOL STUDENTS . . . . . \$175**

- **Application paid in full at the time of enrollment.**
- **You may pay cash, check or Visa, Mastercard, Discover, Debit, or Electronic Check on the Guthrie Public School website at the School Store. (There is a convenience fee to use Schoolpay.)**
- **Make all checks payable to: Guthrie Public Schools/Summer School**

**ENROLLMENT:**

Guthrie High School students should pick up an enrollment form in the MAIN OFFICE. **Deadline** for enrollment in Driver's Education will be **April 30, 2025**. Applications must be turned in on time to allow for appropriate teacher planning. **The full payment of \$175 MUST accompany the enrollment form along with a copy of the student's birth certificate.** (If you pay online, we will have a copy of your payment at the High School.)

Non GHS students should obtain the Summer School Enrollment Form from Guthrie High School. The completed form should be returned with the enrollment fee to Mrs Jones in the Main Office at Guthrie High School, 200 Crooks Drive, Guthrie, Oklahoma, 73044. This must be received by April 30, 2025.

Students attending the Guthrie Public School District will have first priority. A birth certificate will be required for enrollment in Driver's Education. **THE STUDENT MUST BE 15 BY JUNE 1.** Driver's Education students must complete the class work and driving requirements set forth by the OKLAHOMA STATE DEPARTMENT OF EDUCATION. Driving time will be worked out with each student individually.

**REFUNDS:**

Refunds may be made only after careful consideration of extenuating circumstances as approved by an administrator.

**TRANSPORTATION:**

Students are required to provide their own transportation to and from the school. Students must use the main parking lot if they drive. Students must obey all traffic and parking regulations.

**RULES AND REGULATIONS:**

Students will be held accountable for all policies and procedures in the Parent-Student Handbook- just as during the school year. If you miss any of the classroom days of summer school, you will not receive credit for the class. Remember, missing one summer school day is like missing 18 regular school year days.

**GUTHRIE HIGH SCHOOL  
2025 SUMMER DRIVER'S EDUCATION  
STUDENT ENROLLMENT FORM**

**DEADLINE FOR ENROLLMENT IS 04/30/2025**

<p><b>CLASSROOM DATES:</b> JUNE 2nd-June 6th 8AM-3PM -<u>Mandatory Attendance, No Exceptions</u></p> <p><b>Application paid in full at the time of enrollment.</b></p> <p><b>GHS students will receive priority for limited seating.</b></p>	<p><b><i>DRIVING TIMES FOR ALL SESSIONS WILL VARY FROM MAY 27TH THROUGH AUGUST 8TH</i></b></p> <p>Please note any and all dates that you absolutely <b>CANNOT</b> attend to drive.</p> <p>We will try to accommodate your schedule, if we know in <b>ADVANCE</b>.</p> <p>_____</p> <p>_____</p>
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If you have any questions, please call (405)282-5906.

NAME \_\_\_\_\_  
(Full name as printed on birth certificate)

ADDRESS \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_ MALE \_\_\_\_\_ FEMALE \_\_\_\_\_  
(THE STUDENT **MUST** BE 15 BY JUNE 1)

PARENT/GUARDIAN \_\_\_\_\_ WORK PHONE \_\_\_\_\_

HOME PHONE \_\_\_\_\_ CELL PHONE \_\_\_\_\_

SCHOOL ATTENDED 2024-2025 \_\_\_\_\_

CURRENT GRADE 2024-2025 \_\_\_\_\_

**I understand that all rules and regulations related to the regular school year apply during summer school and that the handbook will be enforced. I also understand that if I miss any day of class I will not receive credit for the class.**

**No refund will be made for those withdrawing after the first week.**

**PARENT SIGNATURE** \_\_\_\_\_

**STUDENT SIGNATURE** \_\_\_\_\_

**FOR OFFICE USE ONLY: RECEIVED BIRTH CERTIFICATE** \_\_\_\_\_

**PAYMENT DATE** \_\_\_\_\_ **AMOUNT** \_\_\_\_\_ **CASH** \_\_\_\_\_ **CHECK** \_\_\_\_\_ **ONLINE** \_\_\_\_\_

**NOTES:** \_\_\_\_\_  
\_\_\_\_\_



## Guthrie Board of Education Permissions for Student Climate Survey

Thank you for your consideration regarding validation for a student climate survey developed for Project Second Step, an EIR Grant, through The University of Oklahoma, under the direction of Dr. Brittany Hott in partnership with WestEd.

This survey is optional. Prior to researchers administering the survey, parents will receive an opt out form indicating that they may choose to have their child NOT participate. In addition to this, students make the decision to participate or opt out themselves before the survey begins. Students who are opted out or who choose to opt out will have an alternate activity, and they will in no way be penalized.

The instrument surveys students about their experiences with the school, the teachers, the other students, and themselves. The contents of the survey can be found in a separate, attached document. The survey takes about 5-7 minutes to administer per student for kindergarten and first grade and 10-15 minutes for the whole second grade class.

Our main purpose for conducting this survey in Guthrie is to validate this instrument for eventual wider use. For Guthrie Public Schools, this information will allow you to assess student climate and use the information for reporting or however you see fit.

The survey data is recorded on Qualtrics, a secure platform used by the University of Oklahoma for research purposes. Though survey data consists of confidential or restricted use data, the personal identifiers of lunch ID numbers, student name, and teacher name will be kept confidential. Data will be de-identified when it is downloaded from Qualtrics into an excel data set. West Ed, our evaluation partner on this project, will store all data for a period of 7 years.

Results of the survey will be shared with Guthrie Public Schools.

For more information please contact:

Sarah Heiniger, Ed.S., BCBA, NCSP

sheiniger@ou.edu

Brittany Hott, PhD

bhott@ou.edu

Climate Survey Modification as of 12/1/24

These questions are about how you feel about your school. There are no right or wrong answers.

1. Do you like school?
  - a. Never
  - b. Sometimes
  - c. Always
2. Do you feel like you do well in school?
  - a. Never
  - b. Sometimes
  - c. Always
3. Do your teachers want you to do well?
  - a. Never
  - b. Sometimes
  - c. Always
4. Do students at your school know what the rules are?
  - a. Never
  - b. Sometimes
  - c. Always
5. Do you feel safe at school?
  - a. Never
  - b. Sometimes
  - c. Always
6. Do your teachers reward good behavior?
  - a. Never
  - b. Sometimes
  - c. Always

These questions are about the teachers at your school. There are no right or wrong answers.

7. Is there an adult at school who will help you if you need it?
  - a. Never
  - b. Sometimes
  - c. Always
8. Are teachers nice to you?
  - a. Never
  - b. Sometimes
  - c. Always

These questions are about you. There are no right or wrong answers.

9. Are there many things you do well?
  - a. Never

- b. Sometimes
  - c. Always
10. Can you do most things if you try?
- a. Never
  - b. Sometimes
  - c. Always
11. If you work hard, will you get smarter?
- a. Never
  - b. Sometimes
  - c. Always
12. Can you do something well even it is hard?
- a. Never
  - b. Sometimes
  - c. Always
13. Can you learn anything you want to?
- a. Never
  - b. Sometimes
  - c. Always
14. Do you try to understand how other people feel?
- a. Never
  - b. Sometimes
  - c. Always
15. Do you feel bad when someone else gets hurt?
- a. Never
  - b. Sometimes
  - c. Always
16. Do you listen when other students talk in class?
- a. Never
  - b. Sometimes
  - c. Always
17. If you have a problem at school, will it get better?
- a. Never
  - b. Sometimes
  - c. Always
18. Can you work out your problems?
- a. Never
  - b. Sometimes
  - c. Always
19. Do you know where to go for help with a problem?
- a. Never
  - b. Sometimes
  - c. Always
20. Do you work out your problems by talking, drawing, or writing about them?

- a. Never
  - b. Sometimes
  - c. Always
21. Do you find someone to talk to when you need help?
- a. Never
  - b. Sometimes
  - c. Always

These questions are about the other students at your school. There are no right or wrong answers.

22. Do you get along with students who are different from you?
- a. Never
  - b. Sometimes
  - c. Always
23. Do students behave so teachers can teach?
- a. Never
  - b. Sometimes
  - c. Always
24. Do you get along well with other students?
- a. Never
  - b. Sometimes
  - c. Always
25. Do students treat each other well?
- a. Never
  - b. Sometimes
  - c. Always
26. Do other kids at school hit or push you when they are not just playing around?
- a. Never
  - b. Sometimes
  - c. Always
27. Do other kids at school say things that are not true about you?
- a. Never
  - b. Sometimes
  - c. Always
28. Do other students say they are going to do mean things to you or hurt you?
- a. Never
  - b. Sometimes
  - c. Always
29. Do other students not let you play with them or tell others not to play with you?
- a. Never
  - b. Sometimes
  - c. Always

# Frontline Education Renewal Notice

Attn: Guthrie Public Schools

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request directly from the Learning Center. Additionally, we have enhanced our Learning Center with Frontline Support Communities for many of our solutions, empowering you to collaborate with your peers, our experts and to share best practices with K-12 partners across your region and the country.

Below you will find information about the renewal of your subscription(s) that renew on 7/01/2025. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
Absence & Time Solution	7/01/2025	6/30/2026	1	\$28,970.29	\$28,970.29
<b>Total</b>					<b>\$28,970.29</b>

**Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.**

Need assistance? You can reach us by calling Samantha Kaplan at or by emailing us at [renewals@frontlineed.com](mailto:renewals@frontlineed.com).

*Robert Hawkins*  
Robert Hawkins  
Vice President, Client Success

# Master Installment Payment Agreement

**Customer Information:**

Customer's Full Legal Name ("You" and "Your"):

Independent School District No.1 of Logan County DBA Guthrie Public Schools

Address:

802 E Vilas Ave

City/State/Zip Code:

Guthrie, OK 73044-5228

Telephone Number:

405 282-8900

Federal Tax ID#:

County:

Logan

In this Master Installment Payment Agreement (this "Agreement"), the words "You" and "Your" mean the Customer named above and "We," "Us" and "Our" mean the Company named below. "Supplement" means a supplement, in such form as We may accept in Our sole discretion, that may be entered into from time to time by You and Us for a payment transaction pursuant to this Agreement. You acknowledge and agree that this Agreement and each Supplement represent the complete and exclusive agreement between You and Us regarding the subject matter herein and therein and supersedes any other oral or written agreements between You and Us regarding such matters. This Agreement and each Supplement can be changed only by a written agreement between You and Us. Other agreements not stated herein (including, without limitation, those contained in any purchase order or agreement between You and a Supplier) are not part of any IPA (defined below). This Agreement is not a commitment by Us to enter into any Supplement not currently in effect, and nothing in this Agreement shall impose, or be construed to impose, any obligation upon Us to enter into any proposed Supplement, it being understood that whether We enter into any proposed Supplement shall be a decision solely within Our discretion. Each Supplement and the terms of this Agreement which are incorporated by reference into such Supplement shall be referred to as an "IPA". In the event of any conflict between the provisions of this Agreement and the provisions of any Supplement, the provisions of the Supplement shall control. To help the government fight the funding of terrorism and money laundering activities, U.S. Federal law requires financial institutions to obtain, verify and record information that identifies each person (individuals or businesses) who opens an account. What this means for You: When You open an account or add any additional service, We will ask You for Your name, address, federal employer identification number and other information that will allow Us to identify You. We may also ask to see other identifying documents.

**1. FUNDING AUTHORIZATION; PAYMENTS.** With respect to each IPA, You acknowledge having entered into one or more license, subscription and/or product agreements described in the related Supplement (each a "Product Agreement") with one or more licensor(s) and/or supplier(s) (each a "Supplier") pursuant to which You obtained the right to use the software, goods and/or other products referenced therein and/or receive certain services covered under the Product Agreement(s) (collectively, the "Software Products"). Pursuant to the terms of the Product Agreement(s), You are obligated to pay to the Supplier(s) the License Fee amount set forth in the Supplement relating to an IPA on account of the Software Products. You hereby choose to finance the License Fee through Us over a period of time instead of paying the License Fee in cash presently pursuant to the terms and conditions of the IPA.

Each Supplement is binding on You as of the date You sign it (the "Effective Date"). By Your execution of an IPA, You hereby request Us to pay to the Supplier(s) an amount necessary to satisfy Your obligations to the Supplier(s) in respect of the License Fee set forth in the Supplement. You acknowledge that the amount so remitted by Us to the Supplier(s) may be net of any discounts or other financial arrangements or accommodations granted by the Supplier(s) to Us, with any such discount, financial arrangement or accommodation reflected in the Periodic Payment. Each Payment Period, You hereby unconditionally agree to pay to Us the Periodic Payments by the due date set forth on Our invoice to You. If requested by Us, You agree to sign and return a certificate of acceptance with respect to the Software Products. In addition, with respect to each IPA You agree to pay (i) a one-time origination fee in the amount set forth in the related Supplement (the "Origination Fee"), and (ii) upon Our demand all or our costs of filing, amending and releasing UCC financing statements. The Periodic Payments shown in each Supplement are exclusive of taxes. You shall be solely responsible for the payment of all applicable fees, taxes and governmental charges, of any nature, imposed upon or relating to any of the Software Products or this Agreement.

If We do not receive a Periodic Payment in full on or before its due date, then You shall pay a late fee equal to the greater of 10% of the amount that is late or \$29.00 (or the highest amount permitted by law if less). If any check or draft is returned or dishonored, You shall pay Us a fee of \$35.00. You agree that the fees set forth in each IPA may include a profit to us and/or a Supplier. In the event You pay any Periodic Payment in whole or in part prior to the due date thereof, You agree that the entire amount paid will be applied by Us to the next-due installment(s). **Each IPA is non-cancelable for the full Term.**

**2. CUSTOMER REPRESENTATIONS AND ACKNOWLEDGMENTS.** You hereby represent and warrant to Us that effective on the date You execute this Agreement and each Supplement and until all Periodic Payments have been paid in full: (i) each IPA has been duly authorized, executed and delivered by You and constitutes a legal, valid and binding obligation of You enforceable against You in accordance with its terms, except as enforcement may be limited by bankruptcy or other insolvency-related laws; (ii) the execution, delivery and performance of each IPA will not violate or create a default under any law, regulation, judgment, order, instrument, agreement or organizational document binding on You; (iii) any and all information furnished to Us by You or on Your behalf is true and correct in all material respects; and (iv) You have entered into each IPA solely for commercial purposes and not for personal, family or household purposes.

You hereby acknowledge and agree that: (a) each IPA constitutes a discreet financing agreement, and is separate and distinct from the Product Agreement(s); (b) no breach by any Supplier under a Product Agreement shall relieve You of Your obligations under any IPA; (c) You selected each Supplier and the products subject to the Product Agreement(s) and negotiated the License Fee set forth in each Supplement based on Your own judgment and expressly disclaim any reliance on statements made by Us or Our agents; (d) Your obligations hereunder are absolute, unconditional and irrevocable despite any failure of, or Your dissatisfaction with, any of the products subject to the Product Agreement(s); and (e) Your obligation to make the Periodic Payments under each IPA shall not be subject to any abatement, setoff, claim, counterclaim, adjustment, reduction or defense of any kind.

**3. NO WARRANTIES.** WE MAKE NO WARRANTIES, EXPRESSED OR IMPLIED, CONCERNING THE SOFTWARE OR ANY SERVICES, GOODS OR OTHER PRODUCTS COVERED BY THE PRODUCT AGREEMENT(S), INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. YOU WAIVE ANY CLAIM (INCLUDING ANY CLAIM BASED ON STRICT OR ABSOLUTE LIABILITY IN TORT) THAT YOU MAY HAVE AGAINST US FOR ANY LOSS, DAMAGE (INCLUDING, WITHOUT LIMITATION, LOSS OF PROFITS, LOSS OF DATA OR SPECIAL, PUNITIVE, INCIDENTAL OR CONSEQUENTIAL DAMAGE) OR EXPENSE CAUSED BY THE SOFTWARE OR ANY SERVICES, GOODS OR OTHER PRODUCTS COVERED BY THE PRODUCT AGREEMENT(S), EVEN IF WE HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE, LOSS, EXPENSE OR COST. YOU ACKNOWLEDGE THAT WE DID NOT MANUFACTURE, DISTRIBUTE, OR LICENSE THE SOFTWARE, GOODS OR OTHER PRODUCTS COVERED BY THE PRODUCT AGREEMENT(S). YOUR OBLIGATIONS UNDER EACH IPA ARE COMPLETELY INDEPENDENT OF THE DELIVERY, PERFORMANCE OR QUALITY OF THE SOFTWARE OR ANY SERVICES, GOODS OR OTHER PRODUCTS COVERED BY THE PRODUCT AGREEMENT(S).

**4. TRANSFER OF SOFTWARE PRODUCTS.** In consideration of and to secure Your full and timely payment of Your obligations under each IPA, You hereby irrevocably transfer and assign to Us all of Your rights and interests (but not any of Your obligations) in, to and under the Product Agreement(s), including all of Your rights to use and/or receive the Software Products, and to suspend, cancel and/or terminate Your license for any software, goods or other products and rights to receive any services included in such Software Products. This is a present grant to Us, but may be acted upon by Us only after a default by You under the terms of an IPA. You and We each acknowledge that Our rights to use and receive the Software Products may be subject to the provisions of the related Product Agreement and rights of the Supplier thereunder, but, as between You and Us, after a default by You under the terms of an IPA and upon Our written exercise of Our rights hereunder, there shall be a total relinquishment of Your rights in the Software Products to Us. Our rights under this Section 4 shall be referred to as the "Transfer of Rights".

**5. SECURITY INTEREST:** You grant us a security interest in the Software Products, the Product Agreement, including without limitation, all your rights in the financed items granted thereunder, all rights to payment under the Product Agreement and all proceeds of the foregoing to secure all amounts you owe us under any agreement with

**BY SIGNING BELOW, CUSTOMER ACKNOWLEDGES RECEIPT OF PAGE 2 OF THIS AGREEMENT AND AGREES TO THE TERMS ON BOTH PAGES 1 & 2**

Customer: (identified above) Independent School District No.1 of Logan County DBA Guthrie Public Schools		Company: (identified above) Sophos Payment Resources	
By:	Date: 2/12/24	By:	Date:
Print name: Dr. Mike Simpson	Title: Superintendent	Print name:	Title:
Agreement Number:			

us, and you authorize us to file a UCC financing statement ("UCC-1") to show our interest. You will not change your name, state of organization, headquarters or residence without providing prior written notice to us so that we may amend or file a new UCC-1. You will notify us within 30 days if your state of organization revokes or terminates your existence.

**6. EVENTS OF DEFAULT.** With respect to each IPA, You will be in default if: (1) You fail to pay any amount due under any IPA within 15 days of the due date; (2) You breach or attempt to breach any other term, representation or covenant in this Agreement, any IPA or in any other agreement now existing or hereafter entered into with Us or any Assignee; (3) an event of default occurs under any obligation You may now or hereafter owe to any affiliate of Us or any Assignee; (4) You and/or any guarantors or sureties of Your obligations hereunder (i) go out of business, (ii) commence dissolution proceedings, (iii) merge or consolidate into another entity, (iv) sell all or substantially all of Your or their assets, or there is a change of control with respect to Your or their ownership, (v) become insolvent, admit Your or their inability to pay Your or their debts, (vi) make an assignment for the benefit of Your or their creditors (or enter into a similar arrangement), or (vii) file, or there is filed against You or them, a bankruptcy, reorganization or similar proceeding or a proceeding for the appointment of a receiver, trustee or liquidator; and/or (5) Your license to use any software component of the Software Products is canceled, terminated, suspended or materially restricted or limited.

**7. REMEDIES.** If You default under the terms of any IPA, We may do any or all of the following: (A) require You to pay to Us, on demand, an amount equal to the sum of (i) all Periodic Payments and other fees and charges then due and past due, if any, (ii) all Periodic Payments to become due in the future through the remainder of the Term, discounted (if applicable) to present value calculated using the simple interest method and a per annum rate equal to 3% (or the lowest rate permitted by law, if higher), and (iii) interest on the amounts specified in clauses "i" and "ii" at the rate of 1.5% per month (or the maximum amount permitted by law if less) from the date of demand to the date paid, (B) cancel, terminate, suspend or cause the cancellation, termination and/or suspension of all licenses for Software Products granted to You, and cancel, terminate, suspend or withhold or cause the cancellation, termination, suspension or withholding of Software Products, (C) exercise any rights under any Product Agreement which have been granted to Us by a Supplier, (D) exercise the Transfer of Rights in Software Products as provided in Section 4 above, (E) render the Software unusable by requiring You to remove the Software from any computer or other equipment, (F) exercise any other remedy available to Us under any security agreement securing this IPA, and/or (G) exercise any other remedy available to Us at law or in equity. Upon Our instructions after a default by You under the terms of this IPA, You agree to immediately cease using the Software Products, to deinstall and delete all copies of licensed Software Products from any computer systems owned or controlled by You or used for Your benefit, destroy all written manuals and materials provided with the Software Products, and provide Us with a certificate signed by an officer who is responsible for Your information systems, attesting to such cessation of use and maintenance, deinstallation, deletion, delivery and destruction. We or Our designees will have full and unrestricted access to Your records, computer systems, service provider systems (if any) and facilities to verify Your cessation of use, deinstallation, deletion and destruction. Our remedies hereunder are cumulative and non-exclusive, may be exercised concurrently or successively, and may be specifically enforced. You agree to pay all costs of collection and enforcement of each IPA, including, without limitation, reasonable attorneys' fees, court costs and other reasonable expenses relating directly or indirectly to collection and enforcement. No delay or omission by Us in Our exercise of any right hereunder shall operate as a waiver thereof.

**8. ASSIGNMENT.** You shall not assign or delegate Your obligations under this Agreement or any IPA, without Our prior written consent, and any such assignment or delegation shall be invalid and of no effect. We may, without notice to You, sell, assign or otherwise transfer Our interests in this Agreement or any IPA, in whole or in part, to a third party (an "Assignee"), in which case the Assignee will, to the extent of such sale, assignment or transfer, have all of Our assigned rights and benefits hereunder and thereunder but will not have to perform any of Our obligations (if any). Any assignment by Us will not relieve Us of Our obligations under this Agreement or any IPA. If We assign an IPA, You further acknowledge and agree that (i) You will not assert against the Assignee any claim, defense or offset that You may have against Us or any predecessor in interest, (ii) neither We nor any Supplier are agents of the Assignee, (iii) the Assignee shall not be responsible for the obligations of any Supplier under a Product Agreement, (iv) no statement, representation or warranty by Us or any Supplier is binding on the Assignee, and (v) neither We nor any Supplier will have any authority to waive or alter any term of such IPA.

**9. ENFORCEMENT.** This Agreement and each IPA shall be governed by, enforced and construed in accordance with the laws of the state of Our principal place of business or, if We assign this Agreement or an IPA to an Assignee, the laws of the state of the Assignee's principal place of business, and any dispute concerning this Agreement or an IPA shall be adjudicated in a federal or state court in such state or in any other court or courts having jurisdiction over You or Your assets, all at the sole election of Us or Our Assignee. You hereby irrevocably submit generally and unconditionally to the jurisdiction of any such court so elected by Us or an Assignee in relation to such matters and irrevocably waive any defense of an inconvenient forum to the maintenance of any such action or proceeding. **YOU AND WE EACH HEREBY WAIVE YOUR AND OUR RESPECTIVE RIGHTS TO A TRIAL BY JURY IN ANY LEGAL ACTION ARISING FROM OR RELATED TO THIS AGREEMENT OR ANY IPA.** If any amount charged or collected under this Agreement or an IPA is greater than the amount allowed by law, then any excess amount charged but not yet paid, will be waived by Us and any such excess amount collected will be refunded to You or applied to any other amount then due hereunder or thereunder. Each provision of this Agreement and each IPA shall be interpreted to the maximum extent possible to be enforceable under applicable law. If any provision of this Agreement or any IPA is construed to be unenforceable, such provision shall be ineffective only to the extent of such unenforceability without invalidating the remainder hereof.

**10. MISCELLANEOUS.** You authorize Us or an Assignee to (a) obtain credit reports or make credit inquiries in connection with this Agreement or an IPA, and (b) provide Your credit application and information regarding Your account to credit reporting agencies, potential Assignees, Suppliers and parties having an economic interest in this Agreement or an IPA. This Agreement and each IPA, exhibits and other related documents (each a "document") may be executed in counterparts manually or by electronic means, by either party and, when transmitted to Us by fax, electronic or other means, shall be binding on You for all purposes as if manually signed. No document requiring Our signature is binding on Us until We sign it. For purposes of perfection of a security interest in chattel paper under the UCC, only the counterpart of a document that bears Our manually-applied signature and is marked "Original" or with a similar designation by Us or by Our assignee shall constitute "chattel paper" for purposes of perfection by possession, provided that if any document is stored in an electronic medium qualifying as "electronic chattel paper", then the counterpart identified by Us as the single "Authoritative Copy" shall be chattel paper for purposes of perfection by control, and any paper counterpart shall be deemed a copy, except to the extent that a process has occurred by which the electronic record of the chattel paper has been permanently destroyed or identified as being the non-authoritative version and a tangible printed version produced that indicates that it is the sole authoritative version, in which case such tangible version shall constitute the "Original" for purposes of perfection. No security interest in a document can be perfected by possession of any counterpart that is not the "Original", if in tangible form, or by control of the "Authoritative Copy" if in electronic form. For purposes of removing doubt as to the intention of this paragraph, any counterpart marked "Duplicate" or with any other designation identifying it as not being the chattel paper original shall be deemed a copy and possession of such copy shall not perfect any security interest claimed by the person in possession. You waive notice of Our acceptance of the document and receipt of a copy of the originally signed document. Notwithstanding anything herein to the contrary, if You sign or transmit any document to Us electronically, We reserve the right to require You to sign any document manually and to deliver to Us an original of such document containing Your manual signature. Effective on the date that You enter into this Agreement and each IPA, You hereby represent and warrant to Us that (a) this Agreement and each IPA is legally binding and enforceable against You in accordance with its terms and You acknowledge that this representation and warranty is a material inducement to Us to finance the Software Products under this Agreement and each Supplement, and (b) You and any other person who You control, own a controlling interest in, or who owns a controlling interest in or otherwise controls You in any manner ("Customer Representatives") are and will remain in full compliance with all laws, regulations and government guidance concerning foreign asset control, trade sanctions, embargoes, and the prevention and detection of money laundering, bribery, corruption, and terrorism, and neither You nor any Customer Representative is or will be listed in any Sanctions-related list of designated persons maintained by the U.S. Department of Treasury's Office of Foreign Assets Control or successor or the U.S. Department of State.

# Exhibit A

## Supplement No. 1

This Supplement (this "Supplement") is made and entered into as of this day [redacted], by and between Sophos Payment Resources (hereinafter "We," "Us" or "Our") and Independent School District No.1 of Logan County DBA Guthrie Public Schools (hereinafter "You" or "Your"). This Supplement is entered into subject to that certain Master Installment Payment Agreement No. [redacted], dated on or about [redacted] between You and Us (the "Master Agreement"). All of the terms and conditions set forth in the Master Agreement are hereby reaffirmed and incorporated in and made part of this Supplement, as if fully set forth herein. The Master Agreement together with this Supplement constitute an IPA (as defined in the Master Agreement) and represent the complete and exclusive agreement between You and Us regarding subject matter hereof. Any amendment to the Master Agreement subsequent to the date of this Supplement shall be ineffective as to this Supplement unless otherwise expressly stated in such amendment. In the event of a conflict between the terms of this Supplement and the terms of the Master Agreement the terms of this Supplement shall govern, provided however that Section 9 of the Master Agreement shall always be applicable. You represent to Us that the Product Agreement(s) between Supplier and You is/are in full force and effect, and has/have not been amended, altered or terminated except by the amendments included as part of the Product Agreements and identified in this Supplement and/or provided to Us in connection with this Supplement. You agree that Our remittance(s) to the Supplier shall not be disbursed until We have received all documentation and information required by Us to accept this Supplement, which may include, without limitation, invoices and payment instructions.

For value received, You hereby unconditionally agree to repay Our advance to the Supplier(s) by paying to the order of Us the following Periodic Payments, according to the schedule as set forth below:

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Description of Software Products – INCLUDE DESCRIPTION OF SOFTWARE, GOODS, PRODUCTS AND/OR CERTAIN SERVICES WHICH MAY INCLUDE MAKE, MODEL AND SERIAL NUMBERS (ATTACH ADDITIONAL PAGE IF NECESSARY)  
See attached Schedule A

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Supplier(s): Twotrees Technologies, LLC

Equipment Location: 802 E Vilas Ave, Guthrie, OK 73044-5228

"License Fee" Owed by Customer under Product Agreement(s): \$38,815.00

Term: 48 Months, 4 Annual payments, 30 days deferred

Date Term Begins: \_\_\_\_\_ (completed by Us following Our acceptance of this Supplement)

Payment\*: \$11,087.36

Payment Period:     Month             Quarter  
                               Year                 Other:

\$0.00 Payment(s) is(are) due at the time this Schedule is signed, which shall be applied to the:

First Lease Payment     First and Last Lease Payments     Other: Zero advance payments

Total Number of Payments: 4

Origination Fee: \$95.00

Returned Check/Non-sufficient Funds Charge: \$35

The scheduled payments identified above reflect Sophos Payment Resources spread over like-term Treasury constant maturities as of January 26, 2024 (as referenced via the Federal Reserve website: <http://www.federalreserve.gov/releases/h15/update/default.htm>). Any increase to current Treasury constant maturities prior to commencement shall cause the Scheduled Payments to be adjusted accordingly. Scheduled Payments will be fixed upon the later of (i) the Acceptance Date, or (ii) the date Sophos Payment Resources countersigns the documents and commences the transaction. Customer hereby agrees to sign an amendment reflecting such increase upon request by Sophos Payment Resources.

Sophos Payment Resources

By: X \_\_\_\_\_

Date: \_\_\_\_\_

You: Independent School District No.1 of Logan County DBA  
Guthrie Public Schools

By: X Mike Simpson

Name (Print) Dr. Mike Simpson

Title: Superintendent

Date Signed: 2/12/2024



### Schedule A

#### Independent School District No.1 of Logan County DBA Guthrie Public Schools

Independent School District No.1 of Logan County - 802 E Vilas Ave, Guthrie, OK 73044-5228

Quantity	Manufacturer	Description
2500	Sophos	Sophos Central Intercept X Advanced Subscription license renewal (4 years) - 1 user - academic, volume - 2000-4999 licenses
10	Sophos	Sophos Central Intercept X Advanced for Server Subscription license renewal (4 years) - 1 server - academic, volume - 10-24 licenses - Linux, Win
2500	Sophos	Sophos Central Phish Threat Subscription license renewal (4 years) - 1 user - hosted - academic, volume - 2000-4999 licenses

Customer: Independent School District No.1 of Logan  
County DBA Guthrie Public Schools

Signature:

Title:

Superintendent

Addendum to Agreement # , between Independent School District No.1 of Logan County DBA Guthrie Public Schools, as Customer and Sophos Payment Resources, as Lessor. The words "you" and "your" refer to Customer. The words we, "us" and "our" refer to Lessor.

The parties wish to amend the above-referenced Agreement by adding the following language:

**REPRESENTATIONS AND WARRANTIES OF CUSTOMER:** You hereby represent and warrant to us that: (i) you have been duly authorized under the Constitution and laws of the applicable jurisdiction and by a resolution or other authority of your governing body to execute and deliver this Agreement and to carry out your obligations hereunder; (ii) all legal requirements have been met, and procedures have been followed, including public bidding, in order to ensure the enforceability of this Agreement; (iii) this Agreement is in compliance with all laws applicable to you, including any debt limitations or limitations on interest rates or finance charges; (iv) the Equipment will be used by you only for essential governmental or proprietary functions of you consistent with the scope of your authority, will not be used in a trade or business of any person or entity, by the federal government or for any personal, family or household use, and your need for the Equipment is not expected to diminish during the term of this Agreement; (v) you have funds available to pay Payments until the end of your current appropriation period, and you intend to request funds to make Payments in each appropriation period, from now until the end of the term of this Agreement; and (vi) your exact legal name is as set forth on page one of this Agreement.

**NON-APPROPRIATION OR RENEWAL:** If either sufficient funds are not appropriated to make Payments or any other amounts due under this Agreement or (to the extent required by applicable law) this Agreement is not renewed either automatically or by mutual ratification, this Agreement shall terminate and you shall not be obligated to make Payments under this Agreement beyond the then-current fiscal year for which funds have been appropriated. Upon such an event, you shall, no later than the end of the fiscal year for which Payments have been appropriated or the term of this Agreement has been renewed, deliver possession of the Equipment to us. If you fail to deliver possession of the Equipment to us, the termination shall nevertheless be effective but you shall be responsible, to the extent permitted by law and legally available funds, for the payment of damages in an amount equal to the portion of Payments thereafter coming due that is attributable to the number of days after the termination during which you fail to deliver possession and for any other loss suffered by us as a result of your failure to deliver possession as required. You shall notify us in writing within seven days after (i) your failure to appropriate funds sufficient for the payment of the Payments or (ii) to the extent required by applicable law, (a) this Agreement is not renewed or (b) this Agreement is renewed by you (in which event this Agreement shall be mutually ratified and renewed), provided that your failure to give any such notice under clause (i) or (ii) of this sentence shall not operate to extend this Agreement or result in any liability to you.

**TITLE TO THE EQUIPMENT:** If the selected purchase option for this Agreement is \$1.00 or \$101.00, unless otherwise required by law, upon your acceptance of the Equipment, title to the Equipment shall be in your name, subject to our interest under this Agreement.

The parties wish to amend the above-referenced Agreement by restating the following language:

Any provision in the Agreement stating this Agreement supersedes any invoice and/or purchase order is hereby amended and restated as follows: "You agree that the terms and conditions contained in this Agreement, which, with the acceptance certification, is the entire agreement between you and us regarding the Equipment and which supersedes any purchase order, invoice, request for proposal, response or other related document."

Any provision in the Agreement stating that this Agreement shall automatically renew unless the Equipment is purchased, returned or a notice requirement is satisfied is hereby amended and restated as follows: "Unless the purchase option is \$1.00 or \$101.00, at the end of the initial term, this Agreement shall renew on a month-to-month basis under the same terms hereof unless you send us written notice at least 30 days before the end of any term that you want to purchase or return the Equipment, and you timely purchase or return the Equipment."

Any provision in the Agreement stating that we may assign this Agreement is hereby amended and restated as follows: "We may sell, assign, or transfer this Agreement without notice to or consent from you, and you waive any right you may have to such notice or consent."

Any provision in the Agreement stating that you grant us a security interest in the Equipment to secure all amounts owed to us under any agreement is hereby amended and restated as follows: "To the extent permitted by law, you grant us a security

interest in the Equipment to secure all amounts you owe us under this Agreement and any supplements hereto. You authorize and ratify our filing of any financing statement(s) and the naming of us on any vehicle title(s) to show our interest."

Any provision in the Agreement stating that you shall indemnify and hold us harmless is hereby amended and restated as follows: "You shall not be required to indemnify or hold us harmless against liabilities arising from this Agreement. However, as between you and us, and to the extent permitted by law and legally available funds, you are responsible for and shall bear the risk of loss for, shall pay directly, and shall defend against any and all claims, liabilities, proceedings, actions, expenses, damages or losses arising under or related to the Equipment, including, but not limited to, the possession, ownership, lease, use or operation thereof, except that you shall not bear the risk of loss of, nor pay for, any claims, liabilities, proceedings, actions, expenses, damages or losses that arise directly from events occurring after you have surrendered possession of the Equipment in accordance with the terms of this Agreement to us or that arise directly from our gross negligence or willful misconduct."

Any provision in the Agreement stating that a default by you under any agreement with our affiliates or other lenders shall be an event of default under the Agreement is hereby amended and restated as follows: "You will be in default if: (i) you do not pay any Payment or other sum due to us under this Agreement when due or you fail to perform in accordance with the covenants, terms and conditions of this Agreement; (ii) you make or have made any false statement or misrepresentation to us; or (iii) you dissolve, liquidate, terminate your existence or are in bankruptcy."

Any provision in the Agreement stating that you shall pay our attorneys' fees is hereby amended and restated as follows: "In the event of any dispute or enforcement of rights under this Agreement or any related agreement, you agree to pay, to the extent permitted by law and to the extent of legally available funds, our reasonable attorneys' fees (including any incurred before or at trial, on appeal or in any other proceeding), actual court costs and any other collection costs, including any collection agency fee."

Any provision in the Agreement requiring you to pay amounts due under the Agreement upon the occurrence of a default, failure to appropriate funds or failure to renew the Agreement is hereby amended to limit such requirement to the extent permitted by law and legally available funds.

Any provision in the Agreement stating that the Agreement is governed by a particular state's laws and you consent to such jurisdiction and venue is hereby amended and restated as follows: "This Agreement will be governed by and construed in accordance with the laws of the state where you are located. You consent to jurisdiction and venue of any state or federal court in such state and waive the defense of inconvenient forum."

By signing this Addendum, Customer acknowledges the above changes to the Agreement and authorizes Lessor to make such changes. In the event of any conflict between this Addendum and the Agreement, this Addendum shall prevail. In all other respects, the terms and conditions of the Agreement remain in full force and effect and remain binding on Customer.

Sophos Payment Resources

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Lessor

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Signature

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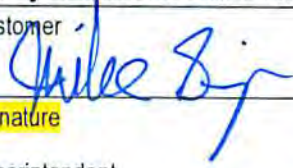
Title

Date

Independent School District No.1 of Logan  
County DBA Guthrie Public Schools

---

Customer

X 

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Signature

Superintendent


---

Title

Date

2/12/2024

**APPROVED**

FEB 12 2024 

BOARD OF EDUCATION  
GUTHRIE, OK



## GUTHRIE, OK - Smart Sites

**Pricing Term Start Date:** July 1, 2025 | **Pricing Term End Date:** June 30, 2025 | **Quote Create Date:** January 27, 2025 | **Reference:** 20250127-095036690

**GUTHRIE, OK - 4013560**

802 East Vilas Avenue  
Guthrie, OK 73044  
United States

**Dee Benson**

Director of Technology  
dee.benson@guthrie.net  
4052825959

### Comments

Content Migration subject to change according to sites moved over.

Ann Pattison - "Regional Director" ParentSquare, Inc.



## Products & Services

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
<b>Smart Sites - Content Migration (100 pages)</b>	April 1, 2025		10	\$750.00	\$7,500.00
<b>Payment due: April 1, 2025</b>					

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
<b>Smart Sites Onboarding - Standard</b> · Project Management · Site Launch Consultation · Template Configuration · Activation  <b>Payment due: April 1, 2025</b>	April 1, 2025		1	\$3,000.00	\$3,000.00
<b>Smart Sites (Multi-site)</b>  <b>Payment starts: July 1, 2025</b>	July 1, 2025	12	3,400	\$2.20 /year	\$7,480.00 /year for 1 year

Due now ..... \$0.00

### Future Payments Summary

Item	Payment
Smart Sites - Content Migration (100 pages)	\$7,500.00 on April 1, 2025
Smart Sites Onboarding - Standard	\$3,000.00 on April 1, 2025
Smart Sites (Multi-site)	\$7,480.00 / year starting on July 1, 2025 for 1 payment

Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Countersignature

\_\_\_\_\_  
Countersignature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

**This quote expires on February 26, 2025**

## Purchase terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and School Agreement which are located at [www.parentsquare.com/agreement](http://www.parentsquare.com/agreement), and incorporated by reference into this Order Form ("ParentSquare School Agreement").

By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/School.

*NOTE: Pricing above does not reflect ParentSquare's right to increase pricing up to 5% each annual period. Pricing above also does not include applicable tax, which will be applied upon invoicing.*

Privacy Policy -- The ParentSquare Privacy Policy may be reviewed here - <https://www.parentsquare.com/privacy>

Terms of Use -- The ParentSquare Terms of Use may be reviewed here - <https://www.parentsquare.com/terms>

StudentSquare Consent -- Pursuant to Children's Online Privacy and Protection Act ("COPPA"), ParentSquare relies on the School's consent on behalf of students in order to allow those under 13 years of age to use our services.

## Questions? Contact me



**Ann Pattison**

"Regional Director"

[ann.pattison@parentsquare.com](mailto:ann.pattison@parentsquare.com)

+18054539668

### **ParentSquare, Inc.**

6144 Calle Real, Suite 200A

Goleta, CA 93117

United States

**MEMORANDUM:**

**TO:** Members of the Board of Education and Dr. Mike Simpson,  
Superintendent

**FROM:** Kaitlin Sagar-Smith, Director of Special Services

**SUBJECT:** Contractual Agreement with Danielle Torres, M.Ed., NCSP, Certified  
School Psychologist for Psychoeducational and Psychological Evaluation  
Services

**DATE:** January 31, 2025

Attached is an agreement with Danielle Torres to complete psychoeducational evaluations to facilitate processes for students with or suspected to have disabilities for the remainder of the 2024-2025 school year. Federal and state policies require that evaluations and eligibility meetings must be completed within 45 school days of parent permission for testing. This contract with Mrs. Torres will supplement services provided by our vacant school psychologist position.

Mrs. Torres has agreed to provide evaluation services for Guthrie Public Schools for the remainder of the 2024-2025 school year for itemized rates below. She will not charge additional mileage. It is estimated these services will be \$16,000.

- Cognitive - \$400.00
- Achievement - \$250.00
- Adaptive Measure- \$150.00
- Psychological/Social Emotional – \$300.00
- Health/Medical Review – \$50.00
- Perceptual Processing – \$150.00
- Developmental Evaluation – \$350.00

All assessments will include MEEGS paperwork and report as needed

- Consent/MEEGS meetings: \$75.00
- Hourly for paperwork/file review: \$75.00



## CONTRACT FOR SCHOOL PSYCHOLOGICAL SERVICES

Danielle Torres  
11005 NW 104<sup>th</sup> Terr  
Yukon, OK 73099  
405-517-9331

### CONSENT COMPONENTS:

- Cognitive - \$400.00
- Achievement - \$250.00
- Adaptive Measure- \$150.00
- Psychological/Social Emotional – \$300.00
- Health/Medical Review – \$50.00
- Perceptual Processing – \$150.00
- Developmental Evaluation – \$350.00

**\*All assessments will include MEEGS paperwork and report as needed**

- CONSENT/MEEGS MEETINGS: \$75.00
- HOURLY FOR PAPERWORK/FILE REVIEW: \$75.00

**\*Services are provided on an “as needed” basis. Signing of this contract does not obligate either party to an exclusionary use or provision of services. An itemized invoice is provided to the school after completion of services. Payments/checks are to be made to Danielle Torres after invoice is received by the school district.**

*The parties agree that Danielle Torres is working under this contract as a private entity and is not an employee of Guthrie Public Schools; and therefore, not entitled to any employee benefits such as annual or sick leave, medical or life insurance, etc.*

*Danielle Torres has Workers' Compensation Insurance and Liability Insurance.*

*Danielle Torres agrees to comply with all State and Federal law and regulations that are applicable to this agreement.*

**TERMS OF CONTRACT AND RENEWAL**

The term of this agreement shall be for the 2024-2025 school year.

It is agreed that Guthrie Public Schools may terminate this Agreement at any time before the end of the fiscal year for any reason after giving Danielle Torres a 30-day written notice of termination. It is further agreed that Guthrie Public Schools may terminate this Agreement immediately if Danielle Torres fails to provide services in accordance with the Agreement or in any way breaches any of the provisions of this Agreement

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Administrative Signature of Guthrie Public Schools

Date

*Danielle Torres*

8/9/24

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Danielle Torres, M.Ed., NCSP, Certified School Psychologist

Date



**Board of Education Personnel Reports  
February 10, 2025**

**Employment Request**

<u>Classification Certified</u> Name	Site	Teaching Assignment	First Work Day	Hrs. Per Day	Replacing
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<u>Classification Support</u> Name	Site	Assignment	First Work Day	Pay Grade	Hrs. Per Day	Replacing
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Green, Chelsea	CO	KG Para	02-10-25	3	7.5	NP
King, Conner	Fogarty	SpEd Para	02-03-25	6	7.5	Maggie Barron
Martin, Paul	Trans.	Rte. Driver	01-13-25	13	6	Ken McBroom

**FMLA Requests**

**Certified:**

**Support:**

**Transfer of Position Report**

<u>Classification Certified</u> Name	Transferred From	Transferred To	Replacing
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<u>Classification Classified</u> Name	Transferred From	Transferred To	Replacing
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**Separation of Employment**

<u>Classification Certified</u> Name	Site	Teaching Assignment	Reason for Separation	Effective Date
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Torres, Jessica	HS	Phy. Science/Biology	Resignation	05-22-24
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<u>Classification Classified</u> Name	Site	Position	Reason for Separation	Effective Date
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Duncan, Ryan	GUES	Caf. Staff (6.5 hrs)	Termination	02-05-25
Rayas, Tonya	JH	Custodian	Termination	01-03-25

## Contract Type

### Options:

Employee Name	Site	Contract Type
CHAPPLE, MICHELLE	ADMINISTRATION	ADMINISTRATOR
HANCOCK, JOHN	ADMINISTRATION	ADMINISTRATOR
SAGAR SMITH, KAITLIN	ADMINISTRATION	ADMINISTRATOR
WALTERS, CARMEN	ADMINISTRATION	ADMINISTRATOR
CHAPPELL, JON	HIGH SCHOOL	ADMINISTRATOR
BENSON, DEE	TECHNOLOGY	ADMINISTRATOR
THOMPSON, CODY	TRANS./MAINT.	ADMINISTRATOR

Guthrie Public Schools  
Property Committee Meeting  
February 3, 2025 5:00 p.m.

Attending Members: Dr. Mike Simpson, Carmen Walters, John Hancock, Michelle Chapple, Janna Pierson, Chris Schroeder, Matt Girard and Linda Skinner. Emily Carpenter, Lane McMillan with Crossland Construction Co., Ronnie Phillips, and Kevin Edwards with Cenergistic was also present.

**Dr. Simpson spoke on the following items:**

**Expenditure Reports:**

- Summarized January expenses for Maintenance and Transportation
- Comparison of 2024/25 expenditures to 2023/24

**Current Projects:**

- Completed 193 Maintenance work orders, 53 Transportation work orders, and 51 Activity trips work orders.
- Installed new cleanout for the FFA restrooms
- Floors in the new Cotteral have had finish applied and ready for the move in.
- Delivered disinfectant and misters to each site to disinfect classrooms and common areas to help with combat the illness that is hitting our District.
- Repaired electrical issues at Central, Cotteral, Fogarty, GUES, Jr High and the High School.
- Repaired 2 heaters in the FFA shop that were not heating at all.
- Repaired a leak in the High School fire sprinkler dry system.
- Replaced a sensor in the Charter Oak pump house.
- Maintenance staff checked buildings, spread ice melt and sand during the winter weather.

**Future Projects:**

- Ordering new furniture for the entire new Cotteral building
- Look into the cost and options for replacing the Greenhouse at the HS.
- Continue the floor work at the HS and the floor work at GUES to the gym and café hallway and all 3 classrooms hallways.
- Do extensive floor work in Fogarty classrooms and gym
- Repaint the outside basketball court at Charter Oak
- Pour curbing by the HS freezer to stop the erosion, readjust the curbing, and install a well along the south sidewalk by the tennis courts
- HVAC projects:
  - Replace HVAC units as needed
  - Install new unit for Central server room
  - Replace units to the main stage & south café unit at the HS
  - Add heaters to areas that we currently place portable heaters
- Replace carpet in GUES office areas, SRO office at the Jr High, the Library computer room at the HS, and Fogarty Library and Special Needs room
- Move the furniture out of Cotteral once we move into the new Cotteral and move the portable buildings once construction of the new Cotteral is completed.

**District Property Projects:**

**Bond Project** – New Cotteral Elementary – **The construction of the new Cotteral Elementary is complete and the addition is underway.**

**District Projects:**

District sites      Parking lot repairs

Lane McMillan gave the progress report on the new Cotteral ES for January. A punch list was done and items are being corrected.

Dr. Simpson discussed his plan to have an Open House/Ribbon Cutting Ceremony for the new Cotteral and having both schools open for the public on March 13th.

Emily Carpenter spoke about the work Coach Harbin has done on applying for grants for playground projects through Healthy School Oklahoma and the different options they would like to put in place.

Kevin Edwards and Ronnie Phillips presented the Energy Program Update and the plans to present 6 of our sites with the Energy Star plaque. The total program savings is \$449,241 which is an accomplishment considering the increase in energy cost.

Dr. Simpson spoke of the donation for a new bench that will be placed in front of the High School gym. There was also discussion regarding the house on Cleveland and what they would like to do with savings from the bond project.

**Guthrie Public Schools**  
**Finance Committee Meeting**  
**February 4, 2025**

In attendance: Ms. Tina Smedley, Ms. Gail Davis, Mr. Ben Huskey, Dr. Mike Simpson, Ms. Carmen Walters, Dr. Michelle Chapple, Mr. John Hancock, Ms. Kaitlin Smith, Mr. Dee Benson, Ms. Tamie Jones

**Dr. Chapple** greeted those in attendance, and presented the following monthly financials:

**Revenue and Expenditures for General, Building and Child Nutrition Funds as of January 31, 2025**

Information was presented

**Fund Balance Projections as of January 31, 2025**

Information was presented

**Dr. Chapple** presented the following:

**Approval of Renewal Agreement with Frontline Technologies for Absences & Time for 2025-2026**

Information was presented

**Mr. Hancock** presented the following:

**Approval of 2025-2026 Driver's Education Program**

Information was presented

**Ms. Sagar-Smith** presented the following:

**Approval of Agreement with Danielle Torres for Psychoeducational and Psychological Evaluation Services for the remainder of 2024-2025**

Information was presented

**Mr. Benson** presented the following:

**Approval of Renewal Agreement with ParentSquare Communications Platform for 2025-2026**

Information was presented

**Dr. Simpson** presented the following:

**Approval of Crossland Construction GMP 02 for Charter Oak ES Addition**

Information was presented

**Discussion – Closing on Property at 2111 W Cleveland Ave**

Information was discussed

**Discussion – Placement of Donated Bench at High School**

Information was discussed

**Discussion – Charter Oak Grants through TSET**

Information was discussed

**Discussion – Public Viewing of the New Cotteral Elementary School**

Information was discussed

**Discussion – Bond Sale**

Information was discussed



## **Curriculum Committee Meeting Minutes**

**February 4, 2025**

**5:00 p.m.**

**GPS Administration Board Room**

**In Attendance: Dr. Mike Simpson, Carmen Walters, John Hancock, Kaitlin Smith, Gail Davis, Ron Plagg, Tina Smedley, and Pam Etcher**

### **Ms. Walters**

Ms. Walters shared with the committee the Site Teachers of the Year list and the updated Business Partners for all GPS Sites.

Ms. Walters also updated the committee on the Teacher of the Year Reception. The invitations and Google RSVP form for the reception will be sent out to the Site Teachers of the Year, Business Partners, Board Members, and donors of Teacher of the Year gifts. The Teacher of the Year Reception will be held at Meridian Technology Center in Guthrie on February 24 from 5:30 p.m. - 7:00 p.m.

Ms. Walters then discussed the February 17, 2025 Professional Development training and wanting to invite Dr. Kelly Forbes to train teachers from the High School, Junior High School, and Guthrie Upper Elementary on EduSkills and IXL.

### **Mr. Hancock**

Mr. Hancock presented the Driver's Education Enrollment form and details of dates, times and costs. The Driver's Education class sessions are June 2-6, 2025.

### **Mrs. Smith**

Mrs. Smith went over the agreement with Danielle Torres for psychological and psychoeducational evaluations that would supplement services provided currently for the remainder of the 2024-2025 school year.

### **Dr. Simpson**

Dr. Simpson shared district updates.

The meeting was adjourned at approximately 5:25 p.m.