



Board Member Governance Concepts and Superintendent Feedback

July 13,, 2026 - Board Agenda

Interim Goal 1A: Kindergarten NWEA Reading Growth Progress Monitoring

	Board Member	Agenda Item	Questions	Superintendent Feedback
1	Lori Bowman	3.01 Interim Goal Monitoring	Several measures are scored by principals and principal supervisors. What processes ensure that these implementation ratings are calibrated and consistent across schools?	- Principal supervisors participate in calibration sessions to establish a shared understanding of scoring expectations during weekly team meetings - All principals supervisors use the same district-developed rubrics and look-fors, including the Universal Literacy Checklist, Data-Based Decision Making (DBDM) protocols, MTSS and Assessment Checklists - Evidence from these monitoring visits is then discussed through district leadership structures to identify inconsistencies and ensure a common standard is applied across schools.
2	Lori Bowman	3.01	Schools missing targets twice receive corrective action plans. What additional support come along with these corrective action plans so that schools can realistically improve?	- Schools missing targets twice receive more frequent coaching and monitoring from their principal supervisor and district staff. - Schools receive targeted professional learning aligned to the specific area of need (e.g., literacy instruction, PLCs, DBDM, or MTSS). - Schools engage in more frequent data check points and reviews to monitor progress and adjust support quickly.
3	Lori Bowman	3.01	How will we know that more coaching is improving instructional practice rather than	The coaching is followed by classroom observations. Coaching logs will document not only time spent coaching, but also the specific instructional goal, action steps, and evidence of teacher growth.

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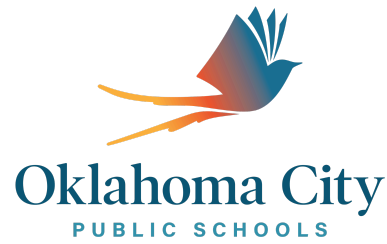
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			simply increasing coaching time?	Student growth is measured based on progress monitoring of letters and sounds.
4	Jessica Cifuentes	3.01	How do we know the validity of DTCR to be able to apply it in a different state (VA to OK)?	- The District Transformation Conditions Rubric (DTCR) is not based on Virginia-specific policies or standards. It is grounded in national research on the organizational conditions that enable districts to improve teaching and learning. - The four conditions: leadership, support and accountability, talent management, and instructional infrastructure are universal organizational practices that are applicable regardless of state and how we prioritize areas of focus across OKCPS. - The evidence of validity for OKCPS is whether stronger implementation of these conditions is consistently leading to results in improved adult practices and improved student outcomes. If our data indicate otherwise, we will adjust our approach accordingly.
5	Jessica Cifuentes	3.01	When considering guardrail 2 (The superintendent shall not permit instructional practices that deprioritize foundational literacy, particularly reading and writing development, in early	- Professional learning focuses on evidence-based instructional strategies, including flexible grouping, small-group instruction, formative assessment, and Data-Based Decision Making (DBDM) to respond to students' individual needs. - In weekly PLC's teachers can collaboratively plan lessons

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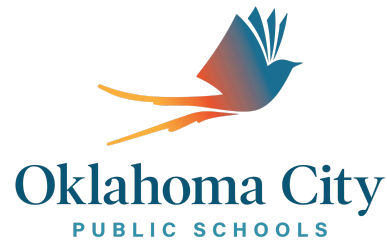
			and middle grades.) and 3 (The superintendent shall not diminish or restrict access to advanced learning opportunities for advanced learners as a means of addressing or narrowing the achievement gap.), how are educators learning to manage students at varying levels without reducing opportunities for those that are advanced?	that include multiple entry points and levels of cognitive demand Including project based learning experiences for advanced learners.
6	Jessica Cifuentes	3.01	Is there collaboration between the higher performing schools and lower performing schools?	- Principal Supervisors facilitate cross-school learning through principal cluster meetings, Professional Learning Communities and school visits where leaders can observe successful instructional systems in action that are yielding improved student outcome results. - Our goal is to ensure that effective practices are not isolated in a few schools but become standard practice across the district. We know this is possible when it is visible and teachers and leaders can see it in action.



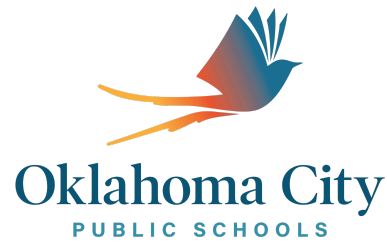
7	Jessica Cifuentes	3.01	What is contributing to a decrease in performance in multi-racial and Native American students?	- At this time, we cannot attribute the decrease to a single factor. The report identifies these student groups need closer monitoring, and more discovery around barriers that are impacting performance, but it does not establish a definitive cause. - We will continue to work to understand the barriers to determine whether the results are related to engagement, attendance, mobility, housing insecurities or access to services or other factors.
8	Jessica Cifuentes	3.01	It is exciting that we are right on track as an entire district with our goal. What lead to a stagnant data point in 2025 from 2024?	- The 2024–2025 school year served as the district's baseline year for many of our literacy initiatives and implementation measures. - During that year, we were focused on building the foundational systems, including implementing the instructional framework, strengthening professional learning, adopting consistent instructional materials, and establishing common expectations across schools. - Systemwide change takes time. We typically expect to see implementation strengthened before student outcomes begin to accelerate. - The growth we are seeing in 2025–2026 from the 38th to the 47th percentile suggests those foundational systems are beginning to take hold and we are seeing that translate into improved student achievement.



9	Jessica Cifuentes	3.01	I see how there is a tiered system of accountability (educators document daily literacy instruction, instructional coaches log coaching time, site administrators and principals verifying evidence, and principal supervisors verifying implementation). How is this system of verification accomplished? (Do supervisors go on site and watch the instruction, are principals looking at spreadsheets, etc?)	• Building a shared accountability structure as we continue to align work between classrooms, schools, and district leadership is heavily dependent on structured accountable talk. Frequent connection points with clear talking points around identified inputs and outputs are important. • Principals conduct regular classroom observations and learning walks, review lesson plans, student data, and implementation checklists to verify that instructional expectations are occurring consistently. • Principal Supervisors conduct on-site school visits where they observe classrooms, participate in learning walks with principals, review evidence such as coaching logs, PLC documentation, DBDM protocols, assessment results, and intervention plans, and verify that implementation aligns with district expectations. • District leaders periodically review implementation data across schools to ensure consistency and identify where additional support is needed.
10	Jessica Cifuentes	3.01	Dr. Polk, have you learned anything interesting from implementing this tiered system of accountability within our district?	The accountability system has highlighted meaningful differences in implementation across schools. Some schools are demonstrating strong instructional practices but need stronger evidence to document implementation. Other schools are documenting required activities, but the evidence does not yet show meaningful changes in classroom instruction. The tiered verification process is helping us distinguish effort from



				impact. It has reinforced the importance of: • Clear expectations • Consistent calibration across schools • Ongoing monitoring and follow-up The biggest lesson is that improving student outcomes requires equal attention to changing adult behaviors. Going forward, we must be explicit about: • Which adult practices must change • How we will measure those changes • What support leaders need to ensure improvements are sustained
11	Jessica Cifuentes	7.01	I appreciate guardrail 4 being honored within these course catalogs.	Thank you. We are intentionally treating course catalogs as access documents, not simply scheduling documents. Guardrail 4 calls on us to protect equitable access to rigorous, enriching, and advanced learning opportunities. Our next step is to monitor whether students are: • Enrolling in these opportunities • Participating in them • Successfully completing them We will examine participation across schools and student groups to ensure equitable access. Publishing opportunities is the first step; ensuring students experience and benefit from those opportunities is the ultimate goal.
12	Dana Meister	3.01	In reference to the 4 hours of	• The four hours of coaching is job-embedded and occurs



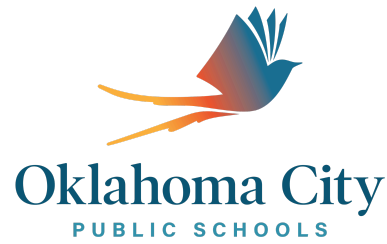
			coaching for teachers not meeting goals, when does that take place?	during the teacher's regular workday; they are not intended to be additional after-school hours. - Coaching occurs through classroom observations, co-planning, modeling lessons, co-teaching, providing feedback, and analyzing student work and assessment data together. - Coaches work with principals to schedule coaching during planning periods, collaborative team meetings (PLCs), and instructional blocks when substitutes or coverage are available, minimizing disruption to instruction.
13	Dana Meister	3.01	Please define Functioning Child Study Teams - their purpose and how success is judged.	- A Functioning Child Study Team (CST) is a collaborative school-based team that uses the Multi-Tiered System of Supports (MTSS) process to identify students who need additional academic or behavioral support and develop timely intervention plans. - The purpose of the team is to ensure students receive the right support at the right time, using data to guide decisions before learning gaps become larger. - The team regularly reviews multiple sources of evidence, including classroom performance, assessment data, attendance, behavior, and progress-monitoring data, to determine appropriate interventions. Success is judged by evidence that: - Students receive timely, appropriate interventions.



				• Interventions are implemented as designed. • Student progress is monitored consistently. • Students demonstrate improved academic or behavioral outcomes, reducing the need for more intensive support when appropriate.
Consent Agenda Questions				
14	Jessica Cifuentes	10.07 Pull for separate Discussion and Vote	What happens if we do not renew this? (Are there other options available?)	If the Board does not renew the contract, the District would need another way to handle matters that require outside counsel, including litigation, specialized legal issues, Board matters, potential conflicts, and time-sensitive legal needs.
15	Carole Thompson	10.07	Are these funds encumbered at the beginning of the school year or just paid monthly?	Yes, funds are generally encumbered at the start of the year to cover the amount that is budgeted for the fiscal year.



16	Carole Thompson	10.07	If we look at the average cost of \$145,006.00, are we increasing the contract amount due to a higher cost to the school district this fiscal year?	The District is not increasing the budgeted contract amount for outside legal services for FY 2027. The budgeted amount for this contract was decreased for FY 2027. For context, Legal Services calculates the five-year average cost for these outside legal services at \$123,108.27. Annual costs can vary significantly depending on the District's legal needs in a given year. A substantial portion of the cost may be litigation-related, and litigation expenses can fluctuate depending on the number of matters, the complexity of the issues, the stage of the proceedings, and the work required during that fiscal year. During the five-year period reviewed, litigation-related expenses have represented both a significant portion of the annual total in some years (up to 80%) and a much smaller portion in others (down to 22%). Costs may also vary when the District is engaged in major projects requiring specialized legal support. For example, work associated with the 2022 bond program involved numerous construction projects, contracts, and legal work with architects, and related legal issues which have caused some fluctuation. For FY 2027, the firm has increased its hourly rates for all clients. Legal Services has conducted a preliminary comparison of hourly rates charged by firms that regularly provide specialized education-law services, and the proposed rates appear to remain competitive within that market. Even with the rate adjustment, the
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				District is decreasing the budgeted contract amount for FY 2027.
17	Carole Thompson	10.07	Should we seek competitive bids from other outside law firms to bring down our cost?	The District may seek competitive proposals for outside legal services, but such a process is not required by law for this type of professional services contract. Board policy also recognizes that certain professional services are not evaluated in the same way as fixed-price goods or services because the work is specialized, fact-dependent, and billed based on the actual services needed. Costs are driven by the number and type of matters handled, the complexity of the work, litigation activity, and the amount of attorney time required. For that reason, hourly rates are an important consideration, but they do not predict the full cost story. Legal Services has conducted a preliminary comparison of hourly rates charged by firms that regularly provide specialized education-law services, and CFEL's proposed FY 2027 rates remain competitive within that market. In addition, the overall cost of legal services can be affected by the attorneys' familiarity with school law, District operations, recurring legal issues, and the efficient handling of litigation and other matters. In some instances, an attorney with specialized experience may be able to address a matter more efficiently than a lower-rate attorney who requires additional time to reach the same result.



18	Carole Thompson	10.07	Who is approving the time spent on OKCPS board work by this firm?	All legal billing is reviewed by OKCPS General Counsel. General Counsel reviews all legal invoices for reasonableness, including the nature of the legal services provided, the amount of time billed, and whether the charges are appropriate for the litigation, advisory, contract, or other legal matter involved.
19	Carole Thompson	10.07	What is the scope of work? ie -board work, special education, athletics, etc.?	Outside counsel is generally used to represent OKCPS in litigation matters in state and federal court. These matters may include claims involving personal injury, employment issues, contract disputes, student-related matters, or other legal claims involving the district. Outside counsel may also be consulted on specialized matters or asked to assist with specific District projects on an as needed basis. Most recently, outside counsel has provided significant support related to the 2022 Bond Projects, including matters involving construction, contracting, architects, and related project issues. In addition, outside counsel may be used in matters where separate legal representation or advice is appropriate because of the ethical rules that govern attorneys or due process considerations. For example, outside counsel has historically assisted the Board of Education with matters related to the Superintendent's evaluation and contract. Outside counsel may also advise the Board in certain employee termination matters. In those circumstances, separate legal guidance is required by law, but also helps to preserve the Board's impartial role.

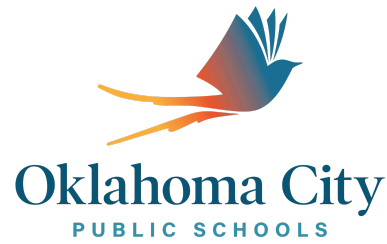
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20	Carole Thompson	10.07	Before renewal, can the board see this year's billing from this law firm?	The amounts paid for legal services and general expenditure information is public financial information; however, detailed legal invoices protected by attorney-client privilege, attorney work product, student or employee confidentiality laws, or other state or federal confidentiality requirements, would need to be reviewed through an appropriate confidential process, including executive session when authorized by the Oklahoma Open Meeting Act.												
21	Carole Thompson	10.07	Does renewing without a competitive review represent the BEST stewardship of taxpayer dollars and SOFG philosophy? <table><tr><th>CFEL Total</th><th>Total</th></tr><tr><td>\$ 136,891.49</td><td>\$ 136,891.49</td></tr><tr><td>\$ 85,173.75</td><td>\$ 85,173.75</td></tr><tr><td>\$ 122,666.27</td><td>\$ 166,791.27</td></tr><tr><td>\$ 154,409.65</td><td>\$ 551,641.90</td></tr><tr><td>\$ 116,400.20</td><td>\$ 131,337.80</td></tr></table> Shareholders/Of Counsel \$265.00	CFEL Total	Total	\$ 136,891.49	\$ 136,891.49	\$ 85,173.75	\$ 85,173.75	\$ 122,666.27	\$ 166,791.27	\$ 154,409.65	\$ 551,641.90	\$ 116,400.20	\$ 131,337.80	A formal competitive bid process is not required for this type of professional legal services contract. Legal Services has reviewed the District’s use of outside counsel, compared hourly rates charged by firms that regularly provide education-law services, and made efforts to reduce the District’s reliance on outside counsel where matters can be handled internally. For FY 2026, CFEL billings decreased compared to FY 2025. This reduction reflects the Office of Legal Services taking responsibility for additional matters internally, actively working to resolve issues before litigation, and reducing the use of outside counsel for general consultation where appropriate. Legal Services has also reviewed available information from surrounding districts and peer education-law firms. Based on that review, CFEL’s FY 2027 rates remain competitive, and appear to be the lowest among the education-law firms reviewed. For comparison, other firms charge \$275 per hour for attorneys, while another widely utilized education firm utilizes a scale ranging from
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			Senior Associates \$235.00 Associate Attorneys \$210.00 Legal Interns/Paralegals \$100.00	approximately \$180 per hour for attorneys with no years of experience to \$345 per hour for attorneys with 30 or more years of experience. When comparing attorneys with similar years of experience, those rates would generally be approximately \$315 per hour for shareholders, \$205–\$245 per hour for senior associates, and \$180–\$195 per hour for associates.
22	Vernona Dismuke	9.01	Do these candidates have specialized content competency for these areas? How are candidates selected?	Yes, the candidates selected for these positions do have specialized content competency relevant to Anatomy and Physiology. Each of the four Nursing Services teachers holds either a Licensed Practical Nurse or Registered Nurse credential. These credentials require substantial postsecondary education and demonstrated competency in human anatomy, physiology, health science, medical terminology, body systems, patient care, and applied clinical knowledge. In addition, all four teachers hold Oklahoma CareerTech teaching certification in Health Occupations, which further verifies their qualifications to teach health-related content in a CareerTech setting. These teachers were selected based on a combination of professional licensure, health care industry experience, instructional readiness, and alignment with the Nursing Services program standards. Their backgrounds provide

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				students with both the required academic foundation and the applied, real-world context that strengthens Anatomy and Physiology instruction, particularly for students pursuing health career pathways. It is also important to note that these instructors will not be working in isolation. They will have support from our current certified Anatomy and Physiology teacher at the Metro Tech STEM Academy. ODCTE recognizes Nursing Services teachers with appropriate Health Occupations certification as eligible to teach OCAS 5333 Anatomy and Physiology for high school science lab credit as adjunct instructors, provided the partner school district has local board approval. This collaboration would also mirror a similar partnership Kiamichi Technology Center has with one of its partner schools for embedded nursing programs. We are seeking this approval so students can receive appropriate science credit while learning the content from certified Health Occupations instructors with direct clinical and anatomical/physiological training. We believe these instructors are well qualified to teach the course content and provide students with a rigorous, relevant, and career-connected learning experience.
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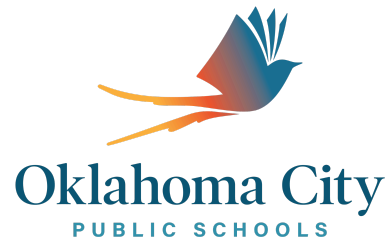
23	Vernona Dismuke	10.05	For what purposes would a stamp be needed with our signatures as "regular" board members?	These signatures are used only for documents that have already been approved by the Board. This helps limit the time that board members must stay after a meeting or return to the administrative office to provide a wet signature after Board action. Generally, only the Chair or Vice Chair and the Clerk need to sign Board-approved documents. Occasionally, however, the Oklahoma State Department of Education or other agency requires signatures from all Board members. Board-approved resolutions also typically require all Board member signatures. In those cases, the item is presented to the board for approval, and signatures are applied once approved.
24	Vernona Dismuke	10.07	How is this work separate from what the General Counsel does? Can I get basic background on the decision for this work not be done in-house?	The General Counsel handles the District's day-to-day legal work, including legal guidance to administration and the board, contract review, policy and regulation work, employee and student matters, compliance questions, board agenda review, public records issues, and efforts to resolve disputes before they become litigation. Outside counsel is used for matters where it is more efficient to have additional legal support. This includes litigation in state or federal court, specialized legal issues, matters involving potential conflicts, and matters where the Board may need separate legal advice. The decision to use outside counsel is based on the nature of the

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				matter, the time required, the level of specialized experience needed, the need for continuity in pending litigation, and whether separate counsel is appropriate.
25	Vernona Dismuke	15.05	Which schools are serviced by this Gear Up grant? Is there data to demonstrate their effectiveness?	The GEAR UP METRO grant currently serves a cohort of students in the graduating classes of 2031 and 2032 at the following OKCPS middle schools: Jefferson, John Marshall, Mary Golda Ross, F.D. Moon, Rogers, Roosevelt, Skyline, Southeast, Taft, and Webster. As these students transition to high school, GEAR UP METRO will continue providing services to the same cohort at their feeder high schools, ensuring consistent college and career readiness support throughout their secondary education. During its first year of implementation, GEAR UP METRO made significant progress in expanding college and career awareness opportunities for students and families. Key accomplishments include: • 32 college campus visits, providing 2,542 students with firsthand exposure to postsecondary education. • Five College-to-Career Forums held during the summer, engaging 102 students in exploring college and career pathways. • Two family engagement events that connected families with information and resources to support postsecondary

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				planning. 45 cohort teachers registered for the GEAR UP ADEPT professional development, strengthening instructional practices and equipping educators with strategies to better prepare students for college, careers, and lifelong success. The district's previous GEAR UP grant, GEAR UP OKC, served the graduating classes of 2024 and 2025 and is currently operating under a no-cost extension. The University of Oklahoma K20 Center is preparing the grant's Final Performance Report, which will summarize the project's outcomes and accomplishments over its full grant period.
26	Vernona Dismuke	15.18	Are there opportunities to look at other providers? As a parent, I found Infinite Campus extremely cumbersome. Is there feedback solicited at any time?	OKCPS transitioned to Infinite Campus in 2016-17 following a two-year implementation process. Student Information System conversions are significant undertakings that require extensive staff training, years of historical data migration, and substantial customization to support district operations, state reporting, and school-level processes. The Student Information System Operations Team and IT leadership regularly collaborate with peers in other large districts and maintain a strong understanding of both the capabilities and limitations of current platforms across the market. While a transition to a different system is not currently being considered, feedback is always welcomed and appreciated. Much of the feedback received



				helps identify issues that can be addressed through troubleshooting, process improvements, or communicating with the Infinite Campus client support team. In addition to ongoing feedback through schools and the enrollment and registration process, families also have opportunities to share their experiences through the district's annual family survey.
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