LEGAL NOTICES

**IN THE DISTRICT COURT
OF OKLAHOMA COUNTY
STATE OF OKLAHOMA**

In Re the Marriage of:
Chance Alan James,
Petitioner

and

Amanda A. James,
Respondent.

**Case No. FD-2026-1658
NOTICE BY PUBLICATION**

THE STATE OF OKLAHOMA: TO THE ABOVE NAMED RESPONDENT: Amanda A. James

GREETINGS:

You will take notice that you have been sued in the above named Court by the above petitioner, for a Dissolution of Marriage on the grounds of incompatibility and that unless you answer the petition filed by this petitioner in said Court on or before the 16th day of October, 2026. said Petition will be taken as true and judgment granting to the petitioner a Dissolution of Marriage, annulling, canceling, setting aside and holding for naught the marriage contract with you and for other relief and orders rendered according to the prayer thereof.

WITNESS my hand and the seal of said Court this 8th day of August, 2026.

**/s/ Chance James
Petitioner**

SUBSCRIBED AND SWORN to before me this 20 day of August, 2026.

/s/ Angela Smith, Notary Public
My commission expires
July 4, 2030
Commission Number: 22009046

(Published in The Tribune September 4, 11, and 18, 2026)
LPXLP

Pair face up to 20 years in synthetic opioid death

Collin Shane Kirby, 21, of Oklahoma City, and Shane Michael Burgess, 24, of Mustang, Oklahoma, have both pleaded guilty to distributing a controlled substance analogue, announced U.S. Attorney Robert J. Troester.

According to public records, on December 12, 2025, Kirby sold pills to Burgess that contained N-Propionitrile Chlorphine, a synthetic opioid known as cychlorphine. That same day, Burgess resold the pills he bought from Kirby to another individual. Court records show the individual died as a result of using the cychlorphine distributed by Burgess and Kirby.

In July and August, Kirby and Burgess were charged by separate superseding informations with distribution of a controlled substance analogue. Both have since pleaded guilty and admitted their roles in distributing the cychlorphine that ultimately resulted in at least one individual's death. Kirby also specifically admitted to distributing cychlorphine to another individual, a minor, on February 7, 2026.

At sentencing, Burgess and Kirby each face up to 20 years in federal prison and fines of up to $1,000,000.

These cases are the result of investigations by the Drug Enforcement Administration and the Oklahoma Bureau of Narcotics and Dangerous Drugs. Assistant U.S. Attorney Elizabeth Joynes is prosecuting the cases.

Oklahoma teachers participate in reading instruction training to earn micro-credential in early childhood literacy

Kevin Eagleson
Nondoc.com

Provided

Amanda Wilson, an associate professor of elementary and early childhood education at Oral Roberts University, teaches about morphology to a group of educators participating in a summer literacy academy hosted at ORU on July 24.

Roughly 450 teachers from 250 Oklahoma school districts spent part of their summer participating in reading instruction training to earn a micro-credential in early childhood literacy.

The goal of the initiative, held online and in person through seven higher education institutions, is for teachers to improve their ability to analyze student and class-level data. By doing so, instructors can better serve student needs by grouping learners into appropriate support tiers that receive targeted intervention.

"[We are] really trying to build capacity in the state for those districts who do not have people with those credentials just yet," said Michelle Seybolt, director of the Office of Educational Quality and Accountability. "And for those that do have the credentials, those districts that just wanted to take advantage to build capacity within their classroom teachers."

The Oklahoma Legislature created the micro-credential through this year's reform of the Strong Readers Act in Senate Bill 1778. The summer program could expand in the future, assuming stakeholders have more time to prepare.

According to the Oklahoma State Department of Education's literacy policy and program director, the short turnaround from the end of session to this summer's implementation limited the number of participating teachers.

"Four hundred and fifth was the capacity that they could accommodate this time when they were moving and setting these courses up within about three weeks," OSDE's Melissa Ahlgrim said at a State Board of Education meeting in July. "We do plan for that to expand as we are moving forward. But we are pretty impressed that they got 450 in that short amount of time."

As part of the training, educators reviewed best practices in literacy.

"Our teachers who are teaching in [kindergarten] through third grade are going to be eligible to get a microcredential in early literacy, getting training in how to operate in a multi-tier system of support for students and how to deliver science of reading-backed pedagogy," former Secretary of Education Dan Hamlin said of the program. "Then just a broader philosophy behind the science of reading and teaching reading — they are learning that in these academies."

Program instructors selected by OSDE went through an application process to ensure they were highly qualified in reading education.

"The academies, while they are being delivered on university campuses, the instructors, OEQA vetted all of the instructors so that they are all current field practitioners with requisite science of reading credentials," Hamlin said. "So there are top people in our districts — instructional coaches, in some cases — or reading specialists who are very well trained and highly educated. They are delivering these trainings to 457 [kindergarten] through [third grade] teachers."

Leslie Hoke, a language arts specialist at Roy Clark Elementary in Tulsa, became one of those instructors this summer. She said the academy "reinforced that evidence-based literacy instruction does not always require major changes."

"Sometimes it is the small, intentional instructional decisions we make every day that have the greatest impact on learning," Hoke said. "I hope to continue partnership with teachers by helping them turn those ideas into everyday classroom practice, whether it is analyzing and organizing student data, planning targeted tier-two and tier-three instruction or celebrating student growth."

Literacy instruction typically unfolds through a tiered system. Tier one involves universal support and instruction for all students, tier two offers targeted support for students in need, and tier three includes intensive support, according to the American Institute for Research.

East Central University College of Education Dean Jerry Mihelic said the higher education institutions were encouraged to "use a textbook that was filled with lots of good ideas about accommodations" and "how to look at assessments."

"So we used that textbook along with the training that all of our instructors had received through their certifications to implement that," Mihelic said. "We did scenarios, case studies — we were able to secure, with the names removed, actual reading assessments from our public schools, and so we used actual results to come up with lesson plans to help those students and ideas about how you differentiate."

Mihelic said program participants were challenged to think through appropriate interventions.

"How would you group students? What strategies [can] help them achieve and to reach the level they need to reach with it?" he said. "Kind of that idea is, we meet you where you are at, and get you where you need to be."

Mihelic said the textbook was used as a resource while participants were given practical "hands-on" coursework, some of which he said became homework.

"We highlighted some important parts of [the textbook], but the homework they had to do — you know, they basically sat through class eight hours a day and then went home, or to a hotel room, and did another couple hours of homework every night," Mihelic explained. "So it was a very intense training."

'It just seems possible': Teachers reflect on experience

From his perch as a supervisor but not a direct instructor, Mihelic said participants reflected that they had learned skills and instructional methods to which they previously had not been exposed.

"I think it will make an impact," Mihelic said. "Because, as opposed to — and not saying they did that — but as opposed to throwing darts at a wall and saying, 'Well, I think this might work,' now they have real-time data, and based on that data, (they know) what intervention [should be used]."

Program participants said they believe what they learned will quickly make a difference.

"In my district right now, unless you are on an IEP to get pulled to resource, we do all of the tier-one, plus tier-two and tier-three interventions in class aside from our kiddos that (…) get pulled out for our reading specialists," said Tiffani Driver, an emergency certified second grade teacher at Freedom Elementary in Lawton. "I do all the interventions. And now, I feel like after this class, I am much more prepared to provide meaningful instruction to my tier-two and tier-three students. That makes me feel good knowing that I am giving them what they need to be successful."

Alicia Chick, a kindergarten teacher at Taft Elementary in Enid, said that after participating in the academy, differentiated and tiered instruction seems "possible."

"I am looking forward to taking some of the strategies and going back into my classroom and really trying to reach my kids who are struggling," Chick said. "We have, every year, students who come in, and they know their name, they know most of their letters, they might be able to tap words and maybe read basic, 'Cat, dog, red.' And then you have other kids who have never seen their name, they do not know what letters are, they do not know what numbers are. They barely know what colors are."

Chick said that means teachers have "kind of a whole range of needs coming in every year."

"This academy was very good about breaking us into groups based on our grade level," she said. "And they did a really good job of splitting us into groups and showing us, this is how it would look in kindergarten, this is how it would look in second grade, this is how it would look in third grade. (…) It just seems possible."

'A model that they are going to talk about nationally'

Before and during this year's legislative session, policymakers toyed with the idea of expanding Oklahoma's literacy coaching program — known as HEROES — to provide more school districts with access to state reading coaches.

While expansion of the program occurred — bumping the number of coaches to 24 and covering six regions — the increase was limited owing to concerns about removing highly qualified teachers from the classroom. That concern ultimately spurred the summer literacy academies coming to fruition.

"Secretary Hamlin and I developed this idea in my office at the Capitol this spring," House Speaker Kyle Hilbert (R-Bristow) said. "We were talking and just thinking, 'Man, you know, the idea of literacy coaches, there is certainly a place for that.' A school district is having some challenges, so you need someone from the outside to come in and help turn it around. Many times within an organization, you do not want someone from the outside to come and tell you how to do your job. I mean, I think of people who have been 35-year teachers. They probably do not want someone from Oklahoma City coming to their school saying, 'Hey, no, this is what you are going to do.' And then the other challenge is, if you know, the State Department of Education hypothetically hired 150 literacy coaches, well, that is awesome. We have got a bunch of literacy coaches. But we just took 150 reading teachers out of the classroom. And we have a teacher shortage. So this idea was born out of, 'Hey, why do we not use our existing resources?' We have got some great teachers already throughout the state, and let us utilize them."

OSDE and OEQA are not alone in their efforts to "train the trainers." On Aug. 4, the State Chamber Research Foundation announced the Oklahoma Literacy Initiative, a pilot program partnering with 10 school districts across the state to "strengthen early literacy instruction by providing educators with intensive professional learning, classroom coaching and ongoing support grounded in the science of reading," according to a press release.

"Our goal is to build sustainable systems that empower educators, strengthen instructional practices and demonstrate how high-quality implementation of the science of reading can improve literacy outcomes for students," said Jake Yunker, executive director of the State Chamber Research Foundation.

Each of the 10 districts also identified a "district literacy leader" to participate in intensive summer training and serve as in-house instructional coaches.

Hilbert said that Oklahoma's micro-credential program, which he already touts as successful, may catch the attention of other states.

"The beauty of it is now you have these teachers who have been trained (through) these academies (who) get to go back to their schools and talk about it amongst their peers," Hilbert said. "I think it is going to be a model that they are going to talk about nationally, and other states are going to want to replicate."

Participants like Driver said the new program was helpful.

"I have a lot more tools that I am going to be able to implement, and not only that, share with my team," Driver said. "I know we have a couple more emergency certified teachers on our team this year. I have already created Canva slides to help my team based on what I was taught. So I am just passing my knowledge on to help more people in my school."