



Purchase Order

Dispatch via Print

Department of Education
STATE DEPARTMENT OF EDUCATION
HODGE BUILDING
2500 N LINCOLN BLVD
OKLAHOMA CITY OK 731054599

Supplier: 0000237397
OSAGE COUNTY INTERLOCAL COOPERATIVE
207 E MAIN ST
HOMINY OK 74035

| | | | |
|--------------------------------------|--|-----------------|---------------------------|
| Purchase Order 2659017809 | Date 04/24/2019 | Revision | Page 1 |
| Payment Terms 0 Days | Freight Terms Free on board at Destination | | Ship Via Common |
| Buyer Leanna Edmonds (090) | Phone 405/549-6621 | | Currency USD |

Ship To: STATE DEPARTMENT OF EDUCATION
HODGE BUILDING
2500 N LINCOLN BLVD
OKLAHOMA CITY OK 731054599

Bill To: STATE DEPARTMENT OF EDUCATION
HODGE BUILDING
2500 N LINCOLN BLVD
OKLAHOMA CITY OK 731054599

Tax Exempt? Y **Tax Exempt ID:** 736017987

| Line-Sch | Cat CD / Item Id | Description | Quantity | UOM | PO Price | Extended Amt | Due Date |
|----------|------------------|--|----------|-----|-------------|--------------|------------|
| 1- 1 | 64131607 / | School climate transformation bid for behavioral specialists | 1.0000 | EA | 72,421.0000 | 72,421.00 | 04/24/2019 |

April 24, 2019 through September 30, 2019
The Oklahoma School Climate Transformation Grant includes services to LEAs in the capacity of a trainer in multi-tiered systems of support and PBIS. This contractor will train schools on how to implement a MTSS at their sites as well as monitor the fidelity of the programs implemented. This contractor will work to train the Oklahoma State Department of Education's team of Behavioral Specialists.

Total PO Amount 72,421.00

COMMENTS:

Contract Period: April 24, 2019 through September 30, 2019. Training is to begin within thirty (30) days of award.

Renewal Option: By mutual consent of the parties hereto, it is intended that there shall be two (2) options to renew, subject to the terms and conditions set forth herein, each for duration of one (1) year.

If the State determines changes to a Contract Document are required as a condition precedent to renewal, the State and Supplier will cooperate in good faith to evidence such required changes in an Amendment.

October 1, 2019 through September 30, 2020 renewal price is \$104,533.00 details of pricing is attached.

October 1, 2020 through September 30, 2021 renewal price is \$104,533.00 details of pricing is attached..

Extension of Contract: The State may extend the term of this contract for up to ninety (90) day intervals if mutually agreed upon by both parties in writing.

Indefinite Quantity: This is an Indefinite Quantity Contract, and the State may, or may not, buy the quantity of services specified.

Invoicing and Payment: Pursuant to 74 O.S. §85.44(B), invoices will be paid in arrears after services have been provided. Interest on late payments made by the State of Oklahoma is governed by 62 O.S. §34.71 and 62 O.S. §34.72.

Invoices shall be submitted to the Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Suite 415, Oklahoma City, OK 73105-4999 or by e-mail to SDEAccountsPayable@sde.ok.gov.

Agency Contact: Rebecca Thompson, Purchasing Coordinator
Phone: 405-521-2682
Email: Rebecca.Thompson@sde.ok.gov

Vendor Contact: Jacque Canady, Executive Director
Phone: 918-885-2667

Authorized Signature



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| Buyer Leanna Edmonds (090) | Phone 405/521-2133 | Currency USD | |

Ship To: STATE DEPARTMENT OF EDUCATION
HODGE BUILDING
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Bill To: STATE DEPARTMENT OF EDUCATION
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Email: jcanady@ocic.k12.ok.us

Authorized Signature

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A. GENERAL PROVISIONS

A.1. Definitions

As used herein, the following terms shall have the following meaning unless the context clearly indicates otherwise:

- A.1.1. "Acquisition" means items, products, materials, supplies, services, and equipment an entity acquires by purchase, lease purchase, lease with option to purchase, or rental;
- A.1.2. "Addendum" means a written restatement of or modification to a Contract Document executed by the Supplier and State.
- A.1.3. "Bid" means an offer in the form of a bid, proposal, or quote a bidder submits in response to a solicitation;
- A.1.4. "Bidder" means an individual or business entity that submits a bid in response to a solicitation;
- A.1.5. "Solicitation" means a request or invitation by the State Purchasing Director or a state agency for a supplier to submit a priced offer to sell acquisitions to the state. A solicitation may be an invitation to bid, request for proposal, or a request for quotation; and
- A.1.6. "Supplier" or "vendor" means an individual or business entity that sells or desires to sell acquisitions to state agencies.

A.2. Bid Submission

- A.2.1. Submitted bids shall be in strict conformity with the instructions to bidders and shall be submitted with a completed Responding Bidder Information, OMES-FORM-CP-076, and any other forms required by the solicitation.
- A.2.2. Bids shall be submitted to the Central Purchasing Division in a single envelope, package, or container and shall be sealed, unless otherwise detailed in the solicitation. The name and address of the bidder shall be inserted in the upper left corner of the single envelope, package, or container. SOLICITATION NUMBER AND SOLICITATION RESPONSE DUE DATE AND TIME MUST APPEAR ON THE FACE OF THE SINGLE ENVELOPE, PACKAGE, OR CONTAINER.
- A.2.3. The required certification statement, "Certification for Competitive Bid and/or Contract (Non-Collusion Certification)", OMES-FORM-CP-004, must be made out in the name of the bidder and must be properly executed by an authorized person, with full knowledge and acceptance of all its provisions.
- A.2.4. All bids shall be legible and completed in ink or with electronic printer or other similar office equipment. Any corrections to bids shall be identified and initialed in ink by the bidder. Penciled bids and penciled corrections shall NOT be accepted and will be rejected as non-responsive. In addition to a hard copy submittal, the bidder will also be required to submit an electronic copy. Electronic responses must be submitted in the identical format contained in the solicitation (for example Microsoft Word, Microsoft Excel, but not Adobe PDF). In the event the hard copy of the price worksheets and electronic copy of the price worksheets do not agree, the electronic copy will prevail.
- A.2.5. All bids submitted shall be subject to the Oklahoma Central Purchasing Act, Central Purchasing Rules, and other statutory regulations as applicable, these General Provisions, any Special Provisions, solicitation specifications, required certification statement, and all other terms and conditions listed or attached herein—all of which are made part of this solicitation.

A.3. Solicitation Amendments

- A.3.1. If an "Amendment of Solicitation", OMES-FORM-CP-011, is issued, the bidder shall acknowledge receipt of any/all amendment(s) to solicitations by signing and returning the solicitation amendment(s). Amendment acknowledgement(s) may be submitted with the bid or may be forwarded separately. If forwarded separately, amendment acknowledgement(s) must contain the solicitation number and response due date and time on the front of the envelope. The Central Purchasing Division must receive the amendment acknowledgement(s) by the response due

date and time specified for receipt of bids for the bid to be deemed responsive. Failure to acknowledge solicitation amendments may be grounds for rejection.

- A.3.2. No oral statement of any person shall modify or otherwise affect the terms, conditions, or specifications stated in the solicitation. All amendments to the solicitation shall be made in writing by the Central Purchasing Division.
- A.3.3. It is the bidder's responsibility to check the OMES/Central Purchasing Division website frequently for any possible amendments that may be issued. The Central Purchasing Division is not responsible for a bidder's failure to download any amendment documents required to complete a solicitation.

A.4. Bid Change

If the bidder needs to change a bid prior to the solicitation response due date, a new bid shall be submitted to the Central Purchasing Division with the following statement "This bid supersedes the bid previously submitted" in a single envelope, package, or container and shall be sealed, unless otherwise detailed in the solicitation. The name and address of the bidder shall be inserted in the upper left corner of the single envelope, package, or container. SOLICITATION NUMBER AND SOLICITATION RESPONSE DUE DATE AND TIME MUST APPEAR ON THE FACE OF THE SINGLE ENVELOPE, PACKAGE, OR CONTAINER.

A.5. Certification Regarding Debarment, Suspension, and Other Responsibility Matters

By submitting a response to this solicitation:

- A.5.1. The prospective primary participant and any subcontractor certifies to the best of their knowledge and belief, that they and their principals or participants:
 - A.5.1.1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal, State or local department or agency;
 - A.5.1.2. Have not within a three-year period preceding this proposal been convicted of or pled guilty or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) contract; or for violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - A.5.1.3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph A.5.1.2. of this certification; and
 - A.5.1.4. Have not within a three-year period preceding this application/proposal had one or more public (Federal, State, or local) contracts terminated for cause or default.
- A.5.2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to its solicitation response.

A.6. Bid Opening

Sealed bids shall be opened by the Central Purchasing Division at 5005 N. Lincoln Blvd. Suite 300, Oklahoma City, Oklahoma, 73105 at the time and date specified in the solicitation as Response Due Date and Time.

A.7. Open Bid / Open Record

Pursuant to the Oklahoma Public Open Records Act, a public bid opening does not make the bid(s) immediately accessible to the public. The procurement or contracting agency shall keep the bid(s) confidential, and provide prompt and reasonable access to the records only after a contract is awarded or the solicitation is cancelled. This practice protects the integrity of the competitive bid process and prevents excessive disruption to the procurement process. The interest of achieving the best value for the State of Oklahoma outweighs the interest of vendors immediately knowing the contents of competitor's bids. [51 O.S. § 24A.5(5)]

Additionally, financial or proprietary information submitted by a bidder may be designated by the Purchasing Director as confidential and the procurement entity may reject all requests to disclose information designated as confidential pursuant to 62 O.S. (2012) § 34.11.1(H)(2) and 74 O.S. (2011) § 85.10. Bidders claiming any portion of their bid as proprietary or confidential must specifically identify what documents or portions of documents they consider confidential and identify applicable law supporting their claim of confidentiality. The State Purchasing Director shall make the final decision as to whether the documentation or information is confidential pursuant to 74 O.S. §

85.10. Otherwise, documents and information a bidder submits as part of or in connection with a bid are public records and subject to disclosure after contract award or the solicitation is cancelled.

A.8. Late Bids

Bids received by the Central Purchasing Division after the response due date and time shall be deemed non-responsive and shall NOT be considered for any resultant award.

A.9. Legal Contract

- A.9.1. Submitted bids are rendered as a legal offer and any bid, when accepted by the Central Purchasing Division, shall constitute a contract.
- A.9.2. The Contract resulting from this solicitation may consist of the following documents in the following order of precedence:
 - A.9.2.1. Any Addendum to the Contract;
 - A.9.2.2. Purchase order, as amended by Change Order (if applicable);
 - A.9.2.3. Solicitation, as amended (if applicable); and
 - A.9.2.4. Successful bid (including required certifications), to the extent the bid does not conflict with the requirements of the solicitation or applicable law.
- A.9.3. Any contract(s) awarded pursuant to the solicitation shall be legibly written or typed.

A.10. Pricing

- A.10.1. Bids shall remain firm for a minimum of sixty (60) days from the solicitation closing date.
- A.10.2. Bidders guarantee unit prices to be correct.
- A.10.3. In accordance with 74 O.S. §85.40, ALL travel expenses to be incurred by the supplier in performance of the Contract shall be included in the total bid price/contract amount.

A.11. Manufacturers' Name and Approved Equivalents

Unless otherwise specified in the solicitation, manufacturers' names, brand names, information and/or catalog numbers listed in a specification are for information and not intended to limit competition. Bidder may offer any brand for which they are an authorized representative, and which meets or exceeds the specification for any item(s). However, if bids are based on equivalent products, indicate on the bid form the manufacturer's name and number. Bidder shall submit sketches, descriptive literature, and/or complete specifications with their bid. Reference to literature submitted with a previous bid will not satisfy this provision. The bidder shall also explain in detail the reason(s) why the proposed equivalent will meet the specifications and not be considered an exception thereto. Bids that do not comply with these requirements are subject to rejection.

A.12. Clarification of Solicitation

- A.12.1. Clarification pertaining to the contents of this solicitation shall be directed in writing to the Central Purchasing Contracting Officer specified in the solicitation, and must be prior to the closing date of the solicitation.
- A.12.2. If a bidder fails to notify the State of an error, ambiguity, conflict, discrepancy, omission or other error in the SOLICITATION, known to the bidder, or that reasonably should have been known by the bidder, the bidder shall submit a bid at its own risk; and if awarded the contract, the bidder shall not be entitled to additional compensation, relief, or time, by reason of the error or its later correction. If a bidder takes exception to any requirement or specification contained in the SOLICITATION, these exceptions must be clearly and prominently stated in their response.
- A.12.3. Bidders who believe proposal requirements or specifications are unnecessarily restrictive or limit competition may submit a written request for administrative review to the contracting officer listed on the solicitation. This request must be made prior to the closing date of the solicitation.

A.13. Negotiations

- A.13.1. In accordance with Title 74 §85.5, the State of Oklahoma reserves the right to negotiate with one, selected, all or none of the vendors responding to this solicitation to obtain the best value for the State. Negotiations could entail discussions on products, services, pricing, contract terminology or any other issue that may mitigate the State's risks. The State shall consider all issues negotiable and not artificially constrained by internal corporate policies. Negotiation may be with one or more vendors, for any and all items in the vendor's offer.
- A.13.2. Firms that contend that they lack flexibility because of their corporate policy on a particular negotiation item shall face a significant disadvantage and may not be considered. If such negotiations are conducted, the following conditions shall apply:
- A.13.3. Negotiations may be conducted in person, in writing, or by telephone.
- A.13.4. Negotiations shall only be conducted with potentially acceptable offers. The State reserves the right to limit negotiations to those offers that received the highest rankings during the initial evaluation phase.
- A.13.5. Terms, conditions, prices, methodology, or other features of the bidders offer may be subject to negotiations and subsequent revision. As part of the negotiations, the bidder may be required to submit supporting financial, pricing, and other data in order to allow a detailed evaluation of the feasibility, reasonableness, and acceptability of the offer.
- A.13.6. The requirements of the Request for Proposal shall not be negotiable and shall remain unchanged unless the State determines that a change in such requirements is in the best interest of the State Of Oklahoma.

A.14. Rejection of Bid

The State reserves the right to reject any bids that do not comply with the requirements and specifications of the solicitation. A bid may be rejected when the bidder imposes terms or conditions that would modify requirements of the solicitation or limit the bidder's liability to the State. Other possible reasons for rejection of bids are listed in OAC 260:115-7-32.

A.15. Award of Contract

- A.15.1. The State Purchasing Director may award the Contract to more than one bidder by awarding the Contract(s) by item or groups of items, or may award the Contract on an ALL OR NONE basis, whichever is deemed by the State Purchasing Director to be in the best interest of the State of Oklahoma.
- A.15.2. Contract awards will be made to the lowest and best bidder(s) unless the solicitation specifies that best value criteria is being used.
- A.15.3. In order to receive an award or payments from the State of Oklahoma, suppliers must be registered. The vendor registration process can be completed electronically through the OMES website at the following link: <https://www.ok.gov/dcs/vendors/index.php>.

A.16. Contract Modification

- A.16.1. The Contract is issued under the authority of the State Purchasing Director who signs the Contract. The Contract may be modified only through a written Addendum, signed by the State Purchasing Director and the supplier.
- A.16.2. Any change to the Contract, including but not limited to the addition of work or materials, the revision of payment terms, or the substitution of work or materials, directed by a person who is not specifically authorized by the Central Purchasing Division in writing, or made unilaterally by the supplier, is a breach of the Contract. Unless otherwise specified by applicable law or rules, such changes, including unauthorized written Addendums, shall be void and without effect, and the supplier shall not be entitled to any claim under this Contract based on those changes. No oral statement of any person shall modify or otherwise affect the terms, conditions, or specifications stated in the resultant Contract.

A.17. Delivery, Inspection and Acceptance

- A.17.1. Unless otherwise specified in the solicitation or awarding documents, all deliveries shall be F.O.B. Destination. The supplier(s) awarded the Contract shall prepay all packaging, handling,

shipping and delivery charges and firm prices quoted in the bid shall include all such charges. All products and/or services to be delivered pursuant to the Contract shall be subject to final inspection and acceptance by the State at destination. "Destination" shall mean delivered to the receiving dock or other point specified in the purchase order. The State assumes no responsibility for goods until accepted by the State at the receiving point in good condition. Title and risk of loss or damage to all items shall be the responsibility of the supplier until accepted by the receiving agency. The supplier(s) awarded the Contract shall be responsible for filing, processing, and collecting any and all damage claims accruing prior to acceptance.

- A.17.2. Supplier(s) awarded the Contract shall be required to deliver products and services as bid on or before the required date. Deviations, substitutions or changes in products and services shall not be made unless expressly authorized in writing by the Central Purchasing Division.

A.18. Invoicing and Payment

- A.18.1. Upon submission of an accurate and proper invoice, the invoice shall be paid in arrears after products have been delivered or services provided and in accordance with applicable law. Invoices shall contain the purchase order number, a description of the products delivered or services provided, and the dates of such delivery or provision of services. An invoice is considered proper if sent to the proper recipient and goods or services have been received.
- A.18.2. State Acquisitions are exempt from sales taxes and federal excise taxes.
- A.18.3. Pursuant to 74 O.S. §85.44(B), invoices will be paid in arrears after products have been delivered or services provided.
- A.18.4. Payment terms will be net 45. Interest on late payments made by the State of Oklahoma is governed by 62 O.S. § 34.72.
- A.18.5. Additional terms which provide discounts for earlier payment may be evaluated when making an award. Any such additional terms shall be no less than ten (10) days increasing in five (5) day increments up to thirty (30) days. The date from which the discount time is calculated shall be the date of a proper invoice.

A.19. Tax Exemption

State agency acquisitions are exempt from sales taxes and federal excise taxes. Bidders shall not include these taxes in price quotes.

A.20. Audit and Records Clause

- A.20.1. As used in this clause, "records" includes books, documents, accounting procedures and practices, and other data, regardless of type and regardless of whether such items are in written form, in the form of computer data, or in any other form. In accepting any Contract with the State, the successful bidder(s) agree any pertinent State or Federal agency will have the right to examine and audit all records relevant to execution and performance of the resultant Contract.
- A.20.2. The successful supplier(s) awarded the Contract(s) is required to retain records relative to the Contract for the duration of the Contract and for a period of seven (7) years following completion and/or termination of the Contract. If an audit, litigation, or other action involving such records is started before the end of the seven (7) year period, the records are required to be maintained for two (2) years from the date that all issues arising out of the action are resolved, or until the end of the seven (7) year retention period, whichever is later.

A.21. Non-Appropriation Clause

The terms of any Contract resulting from the solicitation and any Purchase Order issued for multiple years under the Contract are contingent upon sufficient appropriations being made by the Legislature or other appropriate government entity. Notwithstanding any language to the contrary in the solicitation, purchase order, or any other Contract document, the procuring agency may terminate its obligations under the Contract if sufficient appropriations are not made by the Legislature or other appropriate governing entity to pay amounts due for multiple year agreements. The Requesting (procuring) Agency's decisions as to whether sufficient appropriations are available shall be accepted by the supplier and shall be final and binding.

A.22. Choice of Law

Any claims, disputes, or litigation relating to the solicitation, or the execution, interpretation, performance, or enforcement of the Contract shall be governed by the laws of the State of Oklahoma.

A.23. Choice of Venue

Venue for any action, claim, dispute or litigation relating in any way to the Contract shall be in Oklahoma County, Oklahoma.

A.24. Termination for Cause

- A.24.1. The supplier may terminate the Contract for default or other just cause with a 30-day written request and upon written approval from the Central Purchasing Division. The State may terminate the Contract for default or any other just cause upon a 30-day written notification to the supplier.
- A.24.2. The State may terminate the Contract immediately, without a 30-day written notice to the supplier, when violations are found to be an impediment to the function of an agency and detrimental to its cause, when conditions preclude the 30-day notice, or when the State Purchasing Director determines that an administrative error occurred prior to Contract performance.
- A.24.3. If the Contract is terminated, the State shall be liable only for payment for products and/or services delivered and accepted.

A.25. Termination for Convenience

- A.25.1. The State may terminate the Contract, in whole or in part, for convenience if the State Purchasing Director determines that termination is in the State's best interest. The State Purchasing Director shall terminate the Contract by delivering to the supplier a Notice of Termination for Convenience specifying the terms and effective date of Contract termination. The Contract termination date shall be a minimum of 60 days from the date the Notice of Termination for Convenience is issued by the State Purchasing Director.
- A.25.2. If the Contract is terminated, the State shall be liable only for products and/or services delivered and accepted, and for costs and expenses (exclusive of profit) reasonably incurred prior to the date upon which the Notice of Termination for Convenience was received by the supplier.

A.26. Insurance

The successful supplier(s) awarded the Contract shall obtain and retain insurance, including workers' compensation, automobile insurance, medical malpractice, and general liability, as applicable, or as required by State or Federal law, prior to commencement of any work in connection with the Contract. The supplier awarded the Contract shall timely renew the policies to be carried pursuant to this section throughout the term of the Contract and shall provide the Central Purchasing Division and the procuring agency with evidence of such insurance and renewals.

A.27. Employment Relationship

The Contract does not create an employment relationship. Individuals performing services required by this Contract are not employees of the State of Oklahoma or the procuring agency. The supplier's employees shall not be considered employees of the State of Oklahoma nor of the procuring agency for any purpose, and accordingly shall not be eligible for rights or benefits accruing to state employees.

A.28. Compliance with the Oklahoma Taxpayer and Citizen Protection Act of 2007

By submitting a bid for services, the bidder certifies that they, and any proposed subcontractors, are in compliance with 25 O.S. 1313 and participate in the Status Verification System. The Status Verification System is defined in 25 O.S. §1312 and includes but is not limited to the free Employment Verification Program (E-Verify) through the Department of Homeland Security and available at www.dhs.gov/E-Verify.

A.29. Compliance with Applicable Laws

The products and services supplied under the Contract shall comply with all applicable Federal, State, and local laws, and the supplier shall maintain all applicable licenses and permit requirements.

A.30. Special Provisions

Special Provisions set forth in SECTION B apply with the same force and effect as these General Provisions. However, conflicts or inconsistencies shall be resolved in favor of the Special Provisions.

B. SPECIAL PROVISIONS

B.1. Contract Term, Renewal and Extension Option

- B.1.1.** The initial contract period shall begin on the Date of Award and extend through September 30, 2019, (the "Initial Term") unless renewed, extended, or terminated in accordance with applicable contract provisions. The Supplier shall not commence work, commit funds, incur costs, or in any way act to obligate the State until so notified in writing of the approval of the contract. The authorized State representative is the only individual who can transmit that approval to the Supplier.
- B.1.2.** Under Oklahoma law, the State may not contract for a period longer than one (1) year (the "Initial Term"). By mutual consent of the parties hereto, it is intended that there shall be two (2) options to renew, subject to the terms and conditions set forth herein, each for duration of one (1) year.
- B.1.3.** If the State determines changes to a Contract Document are required as a condition precedent to renewal, the State and Supplier will cooperate in good faith to evidence such required changes in an Amendment.

B.2. Extension of Contract

- B.2.1.** The State may extend the term of this contract for up to ninety (90) day intervals if mutually agreed upon by both parties in writing.

B.3. Indefinite Quantity

This is an Indefinite Quantity Contract, and the State may, or may not, buy the quantity of services specified.

B.4. Obligations of Permitted Subcontractor

- B.4.1.** The supplier may not subcontract any portion of this work to be accomplished without the written consent and approval of OSDE. The terms of this contract and such additional terms as OSDE may require shall be included in any approved subcontract and any approval of any subcontract shall not relieve the supplier of any responsibility for performance under this contract.
- B.4.2.** All payments for products shall be made directly to the Supplier. No payments shall be made to the Supplier for any services performed pursuant to this Contract by unapproved or disapproved employees of the Supplier or a subcontractor.

B.5. Invoicing and Payment

- B.5.1.** Pursuant to 74 O.S. §85.44(B), invoices will be paid in arrears after services have been provided. Interest on late payments made by the State of Oklahoma is governed by 62 O.S. §34.71 and 62 O.S. §34.72.
- B.5.2.** Invoices shall be submitted to the Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Suite 415, Oklahoma City, OK 73105-4999 or by e-mail to SDEAccountsPayable@sde.ok.gov.
- B.5.3.** Invoice remittance shall in every case possible be paid by Electronic Fund Transfer (EFT). Title 62 O.S. §34.64(H) requires that payments from the State Treasury shall be conveyed solely through an electronic payment mechanism. New Vendors doing business with the OSDE for the first time must contact the Office of Management and Enterprise Services at Vendor.EFT@omes.ok.gov to make arrangements to receive payment electronically.

B.6. Definitions

- B.6.1.** OSDE – Oklahoma State Department of Education
- B.6.2.** MTSS - Multi-tiered Systems of Support
- B.6.3.** PBIS – Positive Behavior Intervention Supports
- B.6.4.** LEA - Local Education Agency (School District)
- B.6.5.** SWPBS – School-wide Positive Behavior Systems
- B.6.6.** OKSCT – Oklahoma School Climate Transformation

C. SOLICITATION SPECIFICATIONS

C.1. General Purpose

- C.1.1.** The Office of Management and Enterprise Services, Central Purchasing (OMES/CP) on behalf of the Oklahoma State Department of Education (OSDE) is issuing this Request For Proposal (RFP) to obtain a qualified supplier that can provide training to support the Oklahoma School Climate Transformation grant program by providing professional development to grant staff, and selected LEA PBIS teams each summer for three years.
- C.1.2.** The OSDE proposes to implement a statewide Oklahoma School Climate Transformation (OKSCT) project that will provide training and technical assistance in the implementation of a multi-tiered behavioral framework to improve school climate. Training and technical assistance will be provided in general to all five-hundred thirteen (513) school districts in the state, and specifically to fifty (50) schools, to be determined, in the state through regional behavioral technical assistance centers. Behavior specialists will provide information on how to transform school climate by building local capacity to implement a sustained, school-wide multi-tiered behavioral framework that integrates the PBIS model, a research-based program that incorporates a set of procedures designed to improve behavior by employing positive and systematic techniques.

C.2. Goals and Objectives

- C.2.1.** Grant objectives include, but are not limited to, the following:
 - C.2.1.1.** Increase the number of trainings and technical assistance events by 25% per year provided to schools/districts statewide in the implementation of a multi-tiered behavioral framework based on baseline data established in Year One.
 - C.2.1.2.** Ensure that no less than fifty (50) schools will be selected to implement PBIS with fidelity and receive specific, long-term training and technical assistance from grant staff as measured by a score of 70% or higher on the Tiered Fidelity Inventory.
 - C.2.1.3.** Decrease student office disciplinary referrals by 10% per year for participating schools based on baseline data gathered in Year One from the 2017-18 school year (Cohort 1), and in Year Two based on the 2018-19 school year (Cohort 2).
 - C.2.1.4.** Increase an annual improvement in the student attendance rate in participating schools by 15% per year. Baseline data gathered in Year One from the 2017-18 school year (Cohort 1), and in Year Two based on the 2018-19 school year (Cohort 2).
 - C.2.1.5.** Decrease in and out-of-school suspensions by 15% per year as measured by district suspension data reported in the 2017-18 school year (Cohort 1), and in Year Two based on the 2018-19 suspension data (Cohort 2).
- C.2.2.** Qualified supplier should have extensive experience in education. Qualified supplier should identify a project lead with experience in education (e.g. as a classroom teacher, school social worker, school administrator, etc.) who will work at least twenty (20) hours per week on this project. In addition, supplier should demonstrate experience in developing high-quality positive behavior systems that promote success for all students.

C.3. Scope of Service

- C.3.1.** Supplier will train OSDE grant staff on SWPBS in Spring 2019. Supplier will assist in the development of LEA selection criteria for participation in SWPBS training and assist in the development of training materials for SWPBS training to be provided to districts in June of each year beginning in June 2019 with the option to be continued in June 2020 and June 2021. Training for SWPBS should include, but not be limited to:
 - C.3.1.1.** How to create a SWPBS Leadership Team in each school
 - C.3.1.2.** How participating schools will complete a SWPBS self-assessment and what assessment will be used
 - C.3.1.3.** How to assist schools in the creation of a 3-5 year prevention-based action plan,
 - C.3.1.4.** How to conduct meetings of the SWPBS Leadership Team in each school
 - C.3.1.5.** How members of the SWPBS Leadership Team should train all staff in the implementation of SWPBS beginning in August 2019
 - C.3.1.6.** How to select and implement at least one evidence-based practice for prevention in each school
 - C.3.1.7.** Assist the districts in establishing school information systems to track student behavior data
 - C.3.1.8.** Work with grant evaluator to create tools to monitor accuracy and fidelity of SWPBS implementation
 - C.3.1.9.** Make adjustments to training to maximize outcomes and/or increase efficiency of practice

- C.3.1.10.** Develop a final report highlighting successes and lessons learned from PBIS initiatives
- C.3.2.** Supplier should provide a minimum of ten (10) hours of training per week for twelve (12) weeks beginning after contract award, to be determined, to OSDE grant staff to include PBIS policies and procedures, implementation strategies, and theory of practice.
- C.3.3.** Supplier should assist the OSDE grant staff in the development of a rubric to be used for school level participation in the project. Supplier will assist OSDE grant staff in the selection of schools during contract period 1 and contract period 3.
- C.3.4.** Supplier should assist the OSDE grant staff in the creation of training materials for selected schools to be held in June of each year beginning in June 2019 and with the option for two (2) additional years, June 2020 and June 2021. Contract period one (1) and contract period three (3) training should include universal screening training and Tier 1 universal prevention training. Contract period two (2) training should include Tier 2 & 3 intervention training. Supplier will work with LEAs to educate and train staff on Tier 2 and 3 programming and subsequently assist with implementation of Tier 2 and 3 supports.
- C.3.5.** Supplier will assist OSDE grant staff in providing two (2) days of SWPBS training to School Leadership teams in five regional sites, to be determined, in June of each contract period. Training should include, but not be limited to:
 - C.3.5.1.** Overview of PBIS including training processes
 - C.3.5.2.** Tier 1 features of PBIS
 - C.3.5.3.** Action planning rubric
 - C.3.5.4.** Plan for Fidelity Assessments
 - C.3.5.5.** Complete PBIS School Assessment Information sheet
 - C.3.5.6.** Create a PBIS overview presentation for all school faculty
 - C.3.5.7.** Team Composition
 - C.3.5.8.** Operating Procedures
 - C.3.5.9.** Behavioral Expectations
 - C.3.5.9.1.** School-Wide Expectations
 - C.3.5.9.2.** Classroom Management Practice
 - C.3.5.9.3.** Define, teach, and acknowledge classroom rules and expectations
 - C.3.5.9.4.** Define classroom routines

C.4. Mandatory Requirements

The supplier shall comply with all requirements in this section and provide proper documentation in its response to each Mandatory Requirement. The supplier's compliance with the requirements in this section shall be determined according to the sole unrestricted discretion of OSDE. Proposals failing to meet Mandatory Requirements shall not be considered.

- C.4.1.** The supplier must have a minimum of five (5) years' experience in training schools on how to implement PBIS programming.

D. EVALUATION

D.1. Evaluation and Award

- D.1.1.** Bids will be evaluated as best value in accordance with Title 74, Section 85. The best value criterion for this proposal is listed below, and all proposals will be reviewed and evaluated based on the following:
 - D.1.1.1.** Price in Section H
 - D.1.1.2.** Scope of Service in Section C.3
 - D.1.1.2.1.** The supplier is to state in its response any experience it has with each requirement and exactly how it plans to comply with all requirements of this section, providing detailed information and stating affirmatively its understanding of the requirements.

D.1.1.3. Mandatory Requirement in Section C.4

- D.1.1.3.1.** The supplier shall comply with all requirements in this section and provide proper documentation in its response to each Mandatory Requirement. The supplier's compliance with the requirements in this section shall be determined according to the sole unrestricted discretion of OSDE. Proposals failing to meet Mandatory Requirements shall not be considered.

D.2. Proposal Demonstrations and Clarification Questions

The State reserves the right, at its sole discretion, to request demonstrations and clarifications of Bids or to conduct discussions for the purpose of clarification with any or all Bidders. The purpose of any such discussions shall be to ensure full understanding of the Bid. If clarifications are made because of such discussion, the Bidder(s) shall put such clarifications in writing. The clarification shall not alter or supplement the Bid.

D.3. Competitive Negotiations of Offers

The State reserves the right to negotiate with one, selected, all or none of the Bidders responding to this Solicitation to obtain the best value for the State. Negotiations could entail discussions on products, services, pricing, contract terminology or any other issue material to an award decision or that may mitigate the State's risks. The State shall consider all issues negotiable and will not be artificially constrained by internal corporate policies. Negotiation may be with one or more Bidders, for any and all items in the Bid.

Firms that contend that they lack flexibility because of their corporate policy on a particular negotiation item shall face a significant disadvantage and may not be considered. If such negotiations are conducted, the following conditions shall apply:

- D.3.1.** Negotiations may be conducted in person, in writing, or by telephone.
- D.3.2.** Negotiations shall only be conducted with potentially acceptable Bids. The State reserves the right to limit negotiations to those Bids that received the highest rankings during the initial evaluation phase.
- D.3.3.** Terms, conditions, prices, methodology, or other features of the Bid may be subject to negotiations and subsequent revision. As part of the negotiations, the Bidder may be required to submit supporting financial, pricing, and other data in order to allow a detailed evaluation of the feasibility, reasonableness, and acceptability of the Bid.
- D.3.4.** The requirements of this Solicitation shall not be negotiable and shall remain unchanged unless the State determines that a change in such requirements is in the best interest of the State Of Oklahoma.

D.4. BEST and FINAL Offer

The State may request best and final offers if deemed necessary, and shall determine the scope and subject of any best and final request. However, the Bidder should not expect an opportunity to strengthen its Bid and should submit its best Bid based on the terms and condition set forth in this solicitation.

E. INSTRUCTIONS TO BIDDER

E.1. Introduction

Prospective Bidders are urged to read this Solicitation carefully. Failure to do so shall be at the Bidder's risk. Provisions, terms, and conditions may be stated or phrased differently than in previous solicitations. Irrespective of past interpretations, practices or customs, Bids shall be evaluated and any resultant contract(s) shall be administered in accordance with the plain meaning of the contents hereof. The Bidder is cautioned that the requirements of this Solicitation can be altered only by written Amendment approved by the State and that verbal communications from whatever source are of no effect. In no event shall the Bidder's failure to read and understand any term or condition in this Solicitation constitute grounds for a claim after award of the Contract.

E.2. Preparation of Bid

- E.2.1.** Any usage amounts specified are estimates only and are not guaranteed to be purchased.
- E.2.2.** Information shall be entered on the form provided or a copy thereof.

E.3. Submission of Bid

- E.3.1.** All Bids must be submitted to OMES – CP to the attention of the Procurement Specialist as identified on the front page of this Solicitation. It is the Bidder's sole responsibility to submit information in the Bid as requested by this Solicitation. The Bidder's failure to submit required information may cause its Bid to be rejected.
- E.3.2.** The Bid should be paginated and indexed in alpha order with reference to specific sections of this Solicitation. All Bids shall be legibly written or typed. Any corrections to Bids shall be initialed. Penciled Bids and penciled

corrections shall not be accepted and shall be rejected as non-responsive. Unnecessarily elaborate brochures or other presentations beyond those necessary to present a complete and effective Bid are not desired.

- E.3.3.** Each Bidder must submit four (4) copies of the Bid on flash/thumb drive for a total of four (4) electronic documents in a "machine readable" format. One (1) flash/thumb drive shall be marked as the original and will be considered the official response in evaluating responses for scoring, Open Records Requests, and protest resolution. Each Bid must be submitted in a single sealed envelope, package, or container.
- E.3.4.** Bids shall be in strict conformity with the instructions to Bidder, and shall be submitted with a completed "Responding Bidder Information" OMES Form 076, and any other forms completed as required by this Solicitation.
- E.3.5.** The required certification statement, "Certification for Competitive Bid and/or Contract (Non-Collusion Certification)", OMES Form 004, must be made out in the name of the Bidder and must be properly executed by an authorized person, with full knowledge and acceptance of all its provisions.
- E.3.6.** All Bids submitted shall be consistent with the Oklahoma Central Purchasing Act and associated Rules and subject to the Information Services Act and other statutory laws and regulations as applicable.
- E.3.7.** By submitting a Bid, Bidder agrees not to make any claims for damages or have any rights to damages, because of any misunderstanding or misrepresentation of the specifications or because of any misinformation or lack information.
- E.3.8.** If a Bidder fails to notify the State of an error, ambiguity, conflict, discrepancy, omission or other error in this Solicitation, known to the Bidder, or an error that reasonably should have been known by the Bidder, the Bidder shall submit a Bid at its own risk; and if awarded the Contract, the Bidder shall not be entitled to additional compensation, relief, or time by reason of the error or its later correction. If a Bidder takes exception to any requirement or specification contained in this Solicitation, these exceptions must be clearly and prominently stated in the Bid.
- E.3.9.** Bidders should note that this Solicitation reflects changes in the existing operation to increase efficiencies and streamline business environments in the State of Oklahoma. All previous solicitations or resultant contracts should not be either depended upon, perceived or interpreted to have any relevance to this Solicitation.

E.4. Communications Concerning Solicitation

The procurement specialist listed on the cover page of this solicitation is the only individual in which the Bidder should be in contact with concerning any issues with this solicitation. Failure to comply with this requirement may result in the Bid being considered non-responsive and not considered for further evaluation.

E.5. Electronic Funds Transfer (EFT)

The State of Oklahoma passed legislation in 2012 requiring funds disbursed from the State Treasury be sent electronically. If awarded a contract will your company accept payment for invoices from the State by EFT:

Yes No (check one)

E.6. Notice of Award

A notice of award in the form of a purchase order or other Contract Documents resulting from this Solicitation shall be furnished to the successful Bidder and shall result in a binding Contract.

F. CHECKLIST

F.1. Vendor Response

Listed below is a checklist of items that are to be completed and returned with the proposal. This is not an all-inclusive list, and it is the Supplier's responsibility to ensure that they submit all required and requested documentation.

- F.1.1.** OMES Form CP 076 – Responding Bidder Information
- F.1.2.** OMES Form CP 004 –Certification for Competitive Bid and/or Contract
- F.1.3.** Response to all Proposal Requirements in Section C.
- F.1.4.** Certificate of Insurance certifying Worker's Compensation coverage.
- F.1.5.** Signed Amendment(s), if any.
- F.1.6.** Vendor Payee form, if applicable. The Vendor Payee form is provided for the responding Supplier that is a new, non-registered Supplier.
- F.1.7.** Cost/price

G. OTHER

G.1. Questions

- G.1.1.** From the issue date of this RFP until a contract award is made, and the selection is announced, Bidders are not allowed to communicate regarding this solicitation with any State staff or any individuals who were involved in developing this solicitation except through the Contracting Officer named herein unless otherwise indicated herein. For violation of this provision, the State reserves the right to reject the response of the offending Bidder.
- G.1.2.** All questions regarding this solicitation must be submitted in writing and are to be emailed no later than **February 5, 2019 at 3:00PM**. Questions are to be emailed to Leanna.Edmonds@omes.ok.gov. Questions received after this date will not be answered. An Amendment will be posted after this deadline listing all questions received and their answers.
- G.1.3.** Any communication regarding this solicitation must be sent to the Contracting Officer listed above. Failure to do so (contacting the agency directly), may result in a Bidder's response being deemed non-responsive.

H. PRICE AND COST

H.1. Pricing

- H.1.1.** Supplier must submit a detailed budget sheet and budget narrative to include two (2) weeks of training in Oklahoma City, OK in February-March 2019, one (1) month of technical assistance in March-April 2019 to assist the OSDE grant staff in creating selection criteria for school participation in PBIS training, and in the creation of training materials for two (2) days of PBIS training to LEA teams. Supplier will also conduct ten (10) days of training in June 2019 in five (5) locations around the state (dates negotiable and sites to be determined) in the Tier 1 PBIS Model. Supplier will also assist in the creation of training and implementation of training in contract periods 2-3 in the PBIS Tier 2 & 3 interventions in June of each summer. The supplier should give a detailed explanation of all expenditures related to this RFP.
- H.1.2.** Supplier must submit pricing for the first contract period starting the date of award through September 30, 2019 and the additional two (2), one-year options to renew of this contract.
- H.1.3.** Bidders are encouraged to include in their proposals value added options that the state may or may not elect to purchase during the term of this contract. Value added options must be specific to the purpose of this RFP and pertinent to the work to be prepared under the terms of this contract.



Amendment of Solicitation

Date of Issuance: 2/8/2019

Solicitation No. 2650000359

Requisition No. 2650006747

Amendment No. 1

Hour and date specified for receipt of offers is changed: No Yes, to: _____ CST

Pursuant to OAC 260:115-7-30(d), this document shall serve as official notice of amendment to the solicitation identified above. Such notice is being provided to all suppliers to which the original solicitation was sent.

Suppliers submitting bids or quotations shall acknowledge receipt of this solicitation amendment prior to the hour and date specified in the solicitation as follows:

- (1) Sign and return a copy of this amendment with the solicitation response being submitted; or,
- (2) If the supplier has already submitted a response, this acknowledgement must be signed and returned prior to the solicitation deadline. All amendment acknowledgements submitted separately shall have the solicitation number and bid opening date printed clearly on the front of the envelope.

ISSUED BY and RETURN TO:

U.S. Postal Delivery:

OMES Central Purchasing
5005 N. Lincoln Blvd., Ste. 300
Oklahoma City, OK 73105

or

Personal or Common Carrier Delivery:

OMES Central Purchasing
5005 N. Lincoln Blvd., Ste. 300
Oklahoma City, OK 73105

Leanna Edmonds
Contracting Officer

405 - 521 - 2133
Phone Number

Leanna.Edmonds@omes.ok.gov
E-Mail Address

Description of Amendment:

a. This is to incorporate the following:

Below are the questions asked regarding this solicitation and their answers.

Q.1. C.2.2 Will define the roles and responsibility for the Project Lead be defined by the supplier? Additionally, is it a mandatory requirement for the Project Lead to dedicate 20 hours per week throughout the three years of the project?

A.1. The number of hours per week will vary throughout the three years of the project. However, it is estimated that in Year One, a Project Lead will spend an average of 20 hours per week on this project.

Q.2. C.3.4. Please provide clarity on the sequence of training per cohort. For example, is it correct that Cohort 1 will receive Tier 1 Universal training in 2019 and Tier 2 & 3 training in 2020 and Cohort 2 will receive Tier 1 Universal Training in 2021? Additionally, is it correct that this timeframe does not provide training of Tier 2 & 3 for Cohort 2?

A.2. The example is correct. Cohort 1 will receive Tier 1 training in Year One and Tier 2&3 training in Year 2. In year 3 of the grant, the supplier will again provide Tier 1 training to Cohort II. Tier 2&3 training for Cohort 2 will be completed by grant staff. It is the intent of the grant to gradually reduce the amount support provided by the supplier for sustainability purposes.

Q.3. C.3.2 & H.1.1. Please provide clarification on the training timeframe and requirements. C.3.2 indicates the supplier should provide a minimum of 10 hours per week of training for 12 weeks. However, H.1.1 states to include two (2) weeks of training in February-March 2019 and one (1) month of technical assistance in March-April 2019 to assist training materials. Please clarify if the trainings and technical assistance listed H.1.1. are referring to the 10 per week for 12 weeks listed in C.3.2. Additionally, is the two (2) weeks of training expected to be 40-hour per week or 10 hours per week?

A.3. The 10 hours a week of training indicated in C.3.2 is part of the training and technical assistance referred in H.1.1. Beginning March 2019, the supplier will provide OSDE staff two weeks of training in Oklahoma City on PBIS policies and procedures. This will include no less than 45 hours of training over the course of the two weeks. Then in March –May, 2019, the supplier will spend, at a minimum, 10 hours per week for up to 12 weeks with OSDE grant staff to assist with school identification, and the creation of training materials for school training to be held in June 2019 on Tier 1 of PBIS.

Q.4. Can you clarify C.3.3.3 and whether you are wanting us to propose a belief survey that would be administered as part of the RFP, or if the project evaluator has one that would be used for data collection?

A.4. The supplier will assist the grant staff in the development of a rubric that will be used to determine school participation in the project. This rubric will be developed in collaboration with the grant staff and the supplier. A belief survey may be a part of this rubric which may be used in the identification of schools, but that will be determined with input from the grant staff and supplier.

Q.5. Is there an anticipated start date for the training?

A.5. March 4, 2019.

b. All other terms and conditions remain unchanged.

Supplier Company Name (**PRINT**)

Date

Authorized Representative Name (**PRINT**) Title

Authorized Representative Signature

| Object Class Category | Year 1 | Year 2 | Year 3 |
|---|--------------------------|------------------------|------------------------|
| | (March 2019 - Sept 2019) | (Oct 2019 - Sept 2020) | (Oct 2020 - Sept 2021) |
| 1. Personnel | | | |
| a. Project Lead (.2 FTE Year 1; .1 FTE Years 2 & 3) | \$10,000 | \$8,000 | \$8,000 |
| b. School Psychologist (.2 FTE) and School Counselor (.1 FTE) | \$14,000 | \$22,000 | \$22,000 |
| c. Data/Technology Specialist | \$0 | \$0 | \$0 |
| d. Administrative Assistant | \$800 | \$800 | \$800 |
| Total Personnel | \$24,800 | \$30,800 | \$30,800 |
| Justification for Proposed Personnel: | | | |
| The training team will consist of the project lead, a school psychologist, and a school counselor through OCIC for a total .5 FTE in Year 1 and .4 FTE in Years 2 & 3: | | | |
| a. Project Lead - The project lead will oversee all aspects of the project to ensure roles and responsibilities are carried out in accordance with the project objectives in a timely manner. The project lead will be the point of contact for all aspects of the project and will work with the SDE project staff to insure all aspects of the contract meet the needs of the OKSCT grant objectives and are completed within the designated timeframes. This position will be .2 FTE in Year 1 to meet the requirements of implementing all the tasks identified. Years 2 & 3 will require less oversight due to the transition of trainings and technical support to the regional behavioral specialists. | | | |
| b. School Psychologist and School Counselor - The school psychologist will develop and implement PBIS trainings for Tiers 1, 2 & 3 trainings and provide technical assistance in collaboration with consultants for all 3 years of the project. The school counselor will co-facilitate some of the Tier 1 trainings and provide technical assistance related to implementation of evidence-based prevention strategies. | | | |
| c. Data/Technology Specialist - The data/technology specialist will provide training and technical support of OCIC's SWORD (School-wide Office Referral Database) database in Year 1. Years 2 & 3 funds will be used for maintenance of the system and the development of add-ons as needed. This database will support data collection to meet project objectives. | | | |
| d. Administrative Assistant - The Administrative Assistant will be responsible for all clerical duties assigned by the Project Lead. Duties may include, but not be limited to, assisting with preparation of training materials, making travel arrangements, billing, invoicing, ordering supplies, etc. | | | |
| 2. Fringe Benefits | | | |
| a. Certified/Professional Staff - 28% | \$6,944 | \$8,624 | \$8,624 |
| Total Fringe Benefits | \$6,944 | \$8,624 | \$8,624 |
| Justification for Fringe Benefits: | | | |
| Fringe benefits are based on OCIC's board-approved fringe benefits package of 28.25% (Teacher Retirement Matching - 8.25%; Teacher Retirement Burden - 9.5%; Social Security - 6.2%; Medicare - 1.45%; Worker's Compensation & Unemployment Insurance - 2.85%. | | | |
| 3. Travel | | | |
| NONE | \$0 | \$0 | \$0 |
| Total Travel | \$0 | \$0 | \$0 |
| Justification for Travel: | | | |
| Intra-District Travel for project staff to travel to locations within the state for trainings and to meet with the state SCTG personnel. | | | |
| 4. Equipment | | | |
| NONE | \$0 | \$0 | \$0 |
| Total Equipment | \$0 | \$0 | \$0 |
| 5. Supplies | | | |
| a. Office Supplies and training materials: 20 trainings x \$75 in Year 1; 10 trainings x \$75 in Years 2-3. | \$1,500 | \$750 | \$750 |
| Total Supplies | \$1,500 | \$750 | \$750 |
| Justification for Supplies: | | | |
| a. Office Supplies - The project's partners will contribute additional office supplies if needed. | | | |

| | | | |
|--|-----------------|------------------|------------------|
| <u>6. Contractual</u> | | | |
| Consultants - Dr. Sara Rich (50 hours per month at \$75 per hour for 6 months Year 1;50 hours per month at \$75 per hour for 12 months for Years 2-3), Oklahoma State University Center for Health Sciences (OSUCHS) (Years 1-3) and Dr. Candace Gann (11 hours per month at \$75 per hour for 12 months), Oklahoma State University (OSU) (Years 2 & 3). | \$32,000 | \$54,000 | \$54,000 |
| Total Contractual | \$32,000 | \$54,000 | \$54,000 |
| Justification for Contractual: | | | |
| The consultants will be an integral part of developing and providing trainings in collaboration with OCIC's training team. The consultants will also support OCIC with technical assistance as needed to meet the needs of the SDE in a timely manner. | | | |
| OCIC will contract with Dr. Sara Rich, School Psychologist, OSUCHS will provide trainings and technical assistance in Years 1-3 and Tier 2 and Tier 3 trainings in Years 2 & 3 in collaboration with OCIC School Psychologist. Dr. Candace Gann, Certified Behavior Analyst, OSU will provide trainings and technical assistance for Tiers 2 and 3 in Years 2 & 3. | | | |
| <u>7. Construction</u> | | | |
| NONE | \$0 | \$0 | \$0 |
| Total Construction | \$0 | \$0 | \$0 |
| <u>8. Other</u> | | | |
| Total Other | \$0 | \$0 | \$0 |
| <u>9. Total Direct Charges (Sum of 1-8)</u> | \$65,244 | \$94,174 | \$94,174 |
| <u>10. Total Indirect Charges (11%)</u> | | | |
| Osage County Interlocal IDC Rate | \$7,177 | \$10,359 | \$10,359 |
| <u>11. Total Grant (Sum of 9-11)</u> | \$72,421 | \$104,533 | \$104,533 |



Responding Bidder Information

"Certification for Competitive Bid and Contract" **MUST** be submitted along with the response to the Solicitation.

1. RE: Solicitation # 2650000359

2. Bidder General Information:

FEI / SSN : 73-1431421 Supplier ID: 0000237397
Company Name: Osage County Interlocal Cooperative

3. Bidder Contact Information:

Address: 207 E. Main Street
City: Hominy State: OK Zip Code: 74035
Contact Name: Jacque Canady
Contact Title: Executive Director
Phone #: 918-885-2667 Fax #: 918-885-6742
Email: jcanady@ocic.k12.ok.us Website: www.ocic.k12.ok.us

4. Oklahoma Sales Tax Permit¹:

- YES – Permit #: _____
- NO – Exempt pursuant to Oklahoma Laws or Rules – Attach an explanation of exemption

5. Registration with the Oklahoma Secretary of State:

- YES - Filing Number: _____
- NO - Prior to the contract award, the successful bidder will be required to register with the Secretary of State or must attach a signed statement that provides specific details supporting the exemption the supplier is claiming (www.sos.ok.gov or 405-521-3911).

6. Workers' Compensation Insurance Coverage:

Bidder is required to provide with the bid a certificate of insurance showing proof of compliance with the Oklahoma Workers' Compensation Act.

- YES – Include with the bid a certificate of insurance.
- NO – Exempt from the Workers' Compensation Act pursuant to 85A O.S. § 2(18)(b)(1-11) – Attach a written, signed, and dated statement on letterhead stating the reason for the exempt status.²

¹ For frequently asked questions concerning Oklahoma Sales Tax Permit, see <https://www.ok.gov/tax/Businesses/index.html>
² For frequently asked questions concerning workers' compensation insurance, see <https://www.ok.gov/wcc/Insurance/index.html>

7. Disabled Veteran Business Enterprise Act

- YES – I am a service-disabled veteran business as defined in 74 O.S. §85.44E. Include with the bid response 1) certification of service-disabled veteran status as verified by the appropriate federal agency, and 2) verification of not less than 51% ownership by one or more service-disabled veterans, and 3) verification of the control of the management and daily business operations by one or more service-disabled veterans.
- NO – Do not meet the criteria as a service-disabled veteran business.

Jacque Canady

Authorized Signature

02/11/19

Date

Jacque Canady

Printed Name

Executive Director

Title



Certification for Competitive Bid and/or Contract (Non-Collusion Certification)

NOTE: A certification shall be included with any competitive bid and/or contract exceeding \$5,000.00 submitted to the State for goods or services.

Agency Name: Osage County Interlocal Cooperative Agency Number: 0000237397

Solicitation or Purchase Order #: 2650000359

Supplier Legal Name: Osage County Interlocal Cooperative

SECTION I [74 O.S. § 85.22]:

A. For purposes of competitive bid,

1. I am the duly authorized agent of the above named bidder submitting the competitive bid herewith, for the purpose of certifying the facts pertaining to the existence of collusion among bidders and between bidders and state officials or employees, as well as facts pertaining to the giving or offering of things of value to government personnel in return for special consideration in the letting of any contract pursuant to said bid;
2. I am fully aware of the facts and circumstances surrounding the making of the bid to which this statement is attached and have been personally and directly involved in the proceedings leading to the submission of such bid; and
3. Neither the bidder nor anyone subject to the bidder's direction or control has been a party:
 - a. to any collusion among bidders in restraint of freedom of competition by agreement to bid at a fixed price or to refrain from bidding,
 - b. to any collusion with any state official or employee as to quantity, quality or price in the prospective contract, or as to any other terms of such prospective contract, nor
 - c. in any discussions between bidders and any state official concerning exchange of money or other thing of value for special consideration in the letting of a contract, nor
 - d. to any collusion with any state agency or political subdivision official or employee as to create a sole-source acquisition in contradiction to Section 85.45j.1. of this title.

B. I certify, if awarded the contract, whether competitively bid or not, neither the contractor nor anyone subject to the contractor's direction or control has paid, given or donated or agreed to pay, give or donate to any officer or employee of the State of Oklahoma any money or other thing of value, either directly or indirectly, in procuring this contract herein.

SECTION II [74 O.S. § 85.42]:

For the purpose of a contract for services, the supplier also certifies that no person who has been involved in any manner in the development of this contract while employed by the State of Oklahoma shall be employed by the supplier to fulfill any of the services provided for under said contract.

The undersigned, duly authorized agent for the above named supplier, by signing below acknowledges this certification statement is executed for the purposes of:

the competitive bid attached herewith and contract, if awarded to said supplier;

OR

the contract attached herewith, which was not competitively bid and awarded by the agency pursuant to applicable Oklahoma statutes.

Jacque Canady
Supplier Authorized Signature

Jacque Canady
Printed Name

918 885 2667
Phone Number

918 885 6742
Fax Number

02/11/19
Certified This Date

Executive Director
Title

jcanady@ocic.k12.ok.us
Email

Oklahoma School Climate Transformation Grant Training
Osage County Interlocal Cooperative Bid

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C.1. General Purpose

C.1.1. The Office of Management and Enterprise Services, Central Purchasing (OMES/CP) on behalf of the Oklahoma State Department of Education (OSDE) is issuing this Request For Proposal (RFP) to obtain a qualified supplier that can provide training to support the Oklahoma School Climate Transformation grant program by providing professional development to grant staff, and selected LEA PBIS teams each summer for three years.

The Osage County Interlocal Cooperative (OCIC) proposes a training and support plan for the Oklahoma School Climate Transformation (OKSCT) grant composed of comprehensive, high-quality evidence-based practices for effective school climate change and to build training and coaching capacity for OSDE staff. School-based leadership teams, with the collaborative support of the OSDE grant staff and training team, will learn to self-identify growth areas for school climate change. Additionally, teams will develop skills to flexibly implement the core features of PBIS in alignment with current and future school and district initiatives.

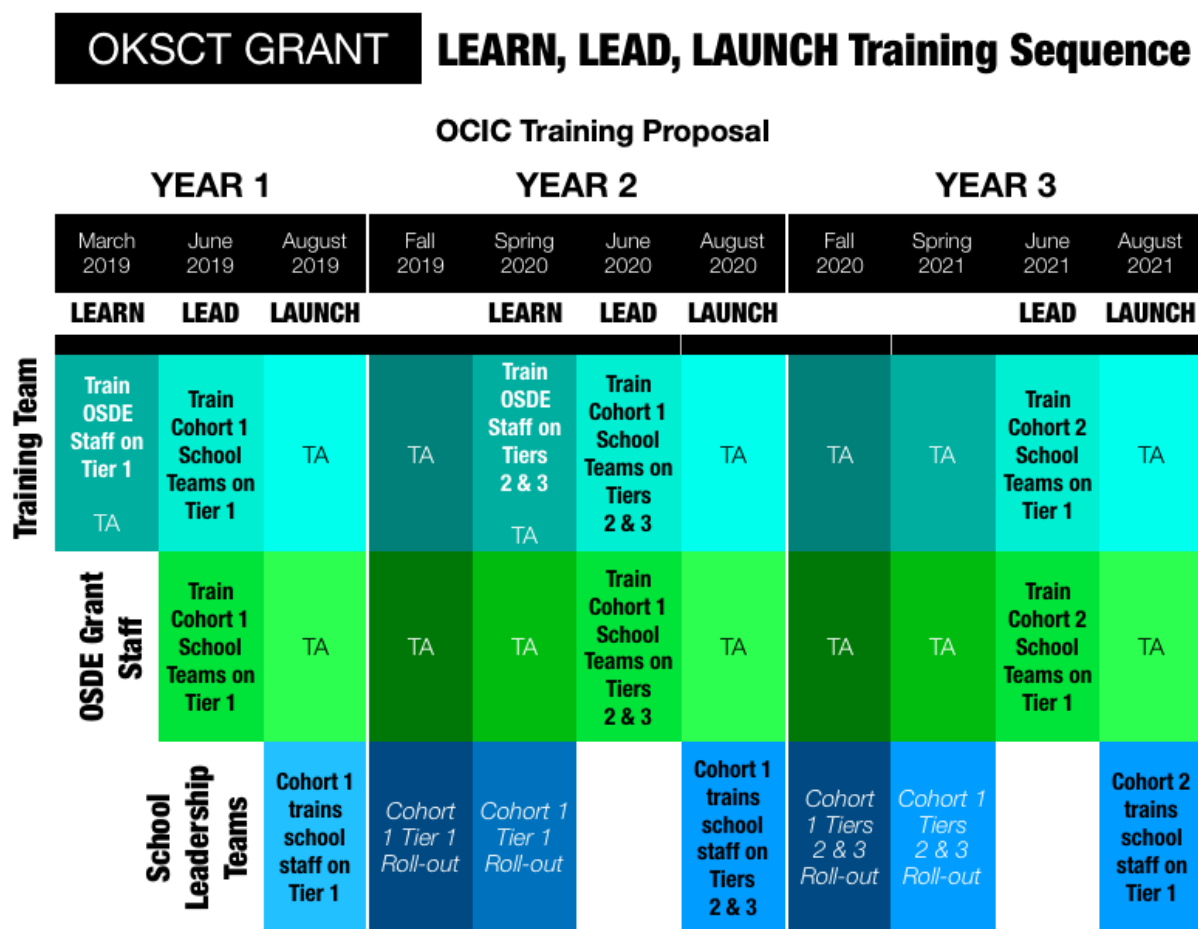
Utilizing a distinctive, multi-disciplinary training approach, OCIC has implemented a successful federal School Climate Transformation Grant- Local Education Agency (SCTG-LEA) for ten school districts over the last five years under the leadership of Debbie Enos, OCIC Assistant Executive Director, Dr. Brit'ny Stein, OCIC School Psychologist, and Jon Culver, OCIC School Counselor. Additionally, Dr. Sara Rich, Oklahoma State University Center for Health Sciences (OSU-CHS) and Dr. Candace Gann, Oklahoma State University-Stillwater (OSU) have provided extensive training and technical assistance on multi-tiered systems of support (MTSS). Drs. Stein and Rich specialize in SWPBS implementation, data-based decision-making across tiers, and coaching MTSS. Jon Culver oversees Tier 1 preventative social-emotional learning practices at OCIC, as well as the implementation of Tier 2 and 3 interventions from a school counseling perspective. Dr. Gann specializes in Tier 2 and 3 interventions from the lens of special education teacher. For this proposal, members of the OCIC training team will include Debbie Enos, Dr. Stein, and Jon Culver, and OCIC will contract with Dr. Rich and Dr. Gann to develop and provide trainings along with technical assistance according to their specialized expertise. By utilizing an already proven-effective multidisciplinary teaming approach composed of both OCIC and contractual consultants, OSDE grant staff and LEA requests for on-going consultative support will be addressed as comprehensively and efficiently as possible.

Services provided by the training team in this proposal will include: 1) collaborative consultation to support school selection, 2) assisting in the creation of training materials, 3) providing “train-the-trainer” trainings to OSDE grant staff, 4) assisting in School Leadership Team and school site trainings, and 5) providing ongoing consultative support on coaching/training to OSDE grant staff and SWPBS implementation support to participating schools.

C.1.2. The OSDE proposes to implement a statewide Oklahoma School Climate Transformation (OKSCT) project that will provide training and technical assistance in the implementation of a multi-tiered behavioral framework to improve school climate. Training and technical assistance will be provided in general to all five-hundred thirteen (513) school districts in the state, and specifically to fifty (50) schools, to be determined, in the state through regional behavioral technical assistance centers. Behavior specialists will provide information on how to transform school climate by building local capacity to implement a sustained, school-wide multi-tiered behavioral framework that integrates the PBIS model, a research-based program that incorporates a set of procedures designed to improve behavior by employing positive and systematic techniques.

The proposed training sequence (**LEARN, LEAD, LAUNCH**) seeks to support the established “train-the-trainer” model in which three layers of training build upon one another to increase

capacity for implementation of SWPBS (see graphic below). During **LEARN** trainings and technical assistance, the training team will provide support to OSDE grant staff on the content and coaching of SWPBS. The **LEAD** trainings, led by the training staff alongside OSDE grant staff, will provide SWPBS School Leadership Teams with the opportunity to learn about and develop their own SWPBS system. Finally, School Leadership Teams, with training support from OSDE grant staff and technical assistance from the OCIC training team, will conduct **LAUNCH** trainings for LEA school staff on their developed SWPBS system.



Note: TA = Technical Assistance

Figure 1. OCIC Proposed LEARN, LEAD, LAUNCH Training Sequence

C.2. Goals and Objectives

C.2.1. Grant objectives include, but are not limited to, the following:

C.2.1.1. Increase the number of trainings and technical assistance events by 25% per year provided to schools/districts statewide in the implementation of a multi-tiered behavioral framework based on baseline data established in Year One.

A primary goal of the proposed training plan is to increase access to professional development offered in Oklahoma related specifically to SWPBS. The proposed training

plan will include multiple layers of training opportunities at the state, regional and building site levels. The training team will work with the OSDE grant staff to establish a five-year training scope and sequence to increase the knowledge and skills of those implementing SWPBS. The initial year of training will primarily focus on the **LEARN** and **LEAD** aspects of the proposed plan in which the OSDE grant staff will build their expertise in Tier 1 SWPBS, and then assist School Leadership Teams to **LAUNCH** SWPBS at their sites. During the following two years of the project, the training team will work with the OSDE grant staff to increase the opportunities for SWPBS professional development across the state. This will include increased trainings for SWPBS School Leadership Teams and school staff. After the initial three years of implementation, the OSDE grant staff will have the skills and knowledge to provide regional trainings and technical assistance on SWPBS for all Oklahoma schools (e.g., via summer OSDE ENGAGE trainings).

C.2.1.2. Ensure that no less than fifty (50) schools will be selected to implement PBIS with fidelity and receive specific, long-term training and technical assistance from grant staff as measured by a score of 70% or higher on the Tiered Fidelity Inventory.

PBIS is an evidence-based framework for improving school climate, but only if it is done with high levels of fidelity. Therefore, it will be vital for the OSDE grant staff to monitor the implementation of PBIS with a valid measure, such as the Tiered Fidelity Inventory (TFI). The proposed plan includes training the OSDE grant staff on how to proficiently conduct the TFI with high levels of reliability. Additionally, the OSDE grant staff will be trained on how to interpret the results of the TFI to develop specific action plans for the school sites and how to monitor progress toward reaching the action plan goals. The training will also include tracking yearly progress across the three tiers of behavioral support using the TFI. This specific knowledge and training on how to efficiently and effectively use the TFI as a formative assessment will help increase the school's sites implementation to reach the 70% goal for all three tiers of PBIS.

C.2.1.3. Decrease student office disciplinary referrals by 10% per year for participating schools based on baseline data gathered in Year One from the 2017-18 school year (Cohort 1), and in Year Two based on the 2018-19 school year (Cohort 2).

Research has indicated that Office Discipline Referrals (ODRs) are a reliable indicator of outcomes for student success and overall school climate (Horner, Sugai, Todd, & Lewis-Palmer, 2005). Therefore, examining the number of ODRs throughout this grant will be an important gauge of how students are impacted by the implementation of SWPBS. This training plan will include the core component of a data-based decision-making process. The training team will work with the OSDE grant staff to develop and implement effective methods for collecting ODRs, analyzing and interpreting ODR data, and developing action plans to address problems identified by ODRs. Additionally, the training will include learning about standard methods for summarizing and reviewing ODR data as an average daily rate of ODRs. This standard method will allow for comparison of ODR data across schools and years of participation.

C.2.1.4. Increase an annual improvement in the student attendance rate in participating schools by 15% per year. Baseline data gathered in Year One from the 2017-18 school year (Cohort 1), and in Year Two based on the 2018-19 school year (Cohort 2).

Research has shown that increases in the fidelity of SWPBS practices can have a positive impact on attendance data (Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner

2016). This is an important metric, as attendance represents actual learning time for individual students. The proposed training sequence will present OSDE grant staff with options regarding standard methods for collecting and analyzing attendance data as a measure of the impact of SWPBS on student outcomes. Additionally, as problems with attendance are identified for individual schools, the training team will provide technical assistance to the OSDE grant staff to develop specific action plans to remediate attendance issues.

C.2.1.5. Decrease in and out-of-school suspensions by 15% per year as measured by district suspension data reported in the 2017-18 school year (Cohort 1), and in Year Two based on the 2018-19 suspension data (Cohort 2).

SWPBS practices provide schools with alternative approaches to discipline that are non-exclusionary and restorative. Therefore, increases in SWPBS fidelity of implementation should lead to a reduction in out-of-school suspensions for participating school districts. As part of the proposed training, the training team will work with the OSDE grant staff to identify alternative approaches to discipline and methods for assisting school staff in developing a continuum of consequences that does not rely on out-of-school suspensions. The training team will also work with the OSDE grant staff in developing methods to analyze the suspension data in regards to disproportionality for specific populations of students (i.e., ethnic groups, special education, English Language-Learner). This level of analysis, will help the OSDE grant staff work with the schools to develop action plans to reduce their overall suspension rates and reduce potentially disproportionate use of discipline strategies.

C.2.2. Qualified supplier should have extensive experience in education. Qualified supplier should identify a project lead with experience in education (e.g. as a classroom teacher, school social worker, school administrator, etc.) who will work at least twenty (20) hours per week on this project. In addition, supplier should demonstrate experience in developing high-quality positive behavior systems that promote success for all students.

Professional development and effective coaching support serve as key foundations for the development and implementation of a multi-tiered behavioral framework, such as SWPBS. For more than 25 years, OCIC has provided innovative professional development for teachers, administrators, and paraprofessionals across a host of topics related to instructional effectiveness and leadership in schools. Via the SCTG-LEA, OCIC built and delivered various sequences of PBIS training and coaching for external coaches, School Leadership Teams, and school-wide certified and non-certified staff. This professional development and coaching support met the challenging demand of being standardized in content, while specified to school context. Through the SCTG-LEA project, OCIC has developed a specific training sequence to build the skills of the external coaches working with schools who are initiating the PBIS process. OCIC's unique training model has been presented at several national conferences, including the PBIS Leadership Forum, the International Conference on Positive Behavioral Support, and the National Association of School Psychologists Conference, as well as in a peer-reviewed publication. These dissemination efforts have led to OCIC forming collaborative relationships with PBIS experts across the nation and Oklahoma being recognized at a national level for contextualized implementation of PBIS, particularly in rural schools.

As project lead, Debbie Enos, Assistant Executive Director of OCIC, has over 8 years of experience implementing and managing grants across a variety of content areas in the field of education. Prior to OCIC, she obtained her Masters in Library and Information Science and

worked as a classroom teacher and librarian in Hominy Public Schools for 8 years. Ms. Enos has served as project director for two grants associated with school climate, including the OCIC's SCTG-LEA and an Education Innovation in Research grant designed to measure the impact of the intersection of instructional technology and best practices in positive behavior support upon student behavioral and academic outcomes. A minimum of 20 hours per week by the project lead will be provided with support from the other members of the multidisciplinary OCIC team. Dr. Brit'ny Stein, OCIC school psychologist, has worked in a training capacity on two SCTGs (OCIC's grant focused on rural school implementation and Philadelphia Public School's grant focused on urban school implementation), and provided MTSS coaching support across multiple contexts as a doctoral intern at the Devereux Center for Effective Schools and as an external coach on the OSDE's Oklahoma Tiered Interventions Systems of Support (OTISS) project. Jon Culver, OCIC school counselor, has over 20 years of experience in education as a teacher, coach, school counselor, and school administrator. He currently serves as project director for OCIC's SCTG-LEA, as well as leading a team of school counseling graduate students to implement Tier 1 social-emotional learning prevention programs and Tier 2 and 3 intervention supports.

C.3. Scope of Service

C.3.1. Supplier will train OSDE grant staff on SWPBS in Spring 2019.

Supplier will assist in the development of LEA selection criteria for participation in SWPBS training and assist in the development of training materials for SWPBS training to be provided to districts in June of each year beginning in June 2019 with the option to be continued in June 2020 and June 2021.

The training team proposes an innovative sequence of training for OSDE grant staff designed to guide through not only the development of SWPBS content knowledge, but also an effective shaping process of building coaching skills for the multi-disciplinary OSDE grant staff.

Following a three-layered system of training, OSDE grant staff will participate in a two week **LEARN** training sequence designed to build coaching capacity. This sequence will address the seven critical features of SWPBS (Oyen, Wollersheim-Shervy, 2018). OSDE grant staff will not only be trained on content (including, but not limited to definition, rationale, and examples), but will also be walked through explicit, practical strategies for coaching implementation.

The proposed content for this initial training for the OSDE grant staff will include, but is not limited to, the following broad sections:

- Introduction to SWPBS: Rationale and a 5-Step Process for Teams
- Effective Teaming: Establishing Strong Teams and Utilizing Data-Based Team Decision Processes
- Fidelity Assessments: Rationale, Current Assessments Utilized in SWPBS, and Administration of the Tiered Fidelity Inventory (TFI)
- Integrating Multiple Initiatives Within Tiered Systems of Support
- Supporting PBIS through Effective Professional Development and Coaching

Training for SWPBS should include, but not be limited to:

C.3.1.1. How to create a SWPBS Leadership Team in each school

A critical feature of SWPBS is school-level leadership teams that support the implementation of the practices at the building level. The training team will work with the OSDE grant staff regarding the best practices for creating SWPBS School Leadership Teams. The training with the OSDE grant staff will focus on how to help schools form an effective, problem-solving team that includes essential personnel. Leadership Team personnel ideally include at minimum a Tier I systems coordinator (often referred to as an “internal coach” or “site facilitator), a school administrator, a parent representative, individuals able to provide expertise (i.e., applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge about the operations of the school across grade levels and programs) and student representation (for secondary schools). The training team’s experience coaching SWPBS implementation across a variety of school settings, including rural, suburban, urban, and residential treatment schools, will allow them to consult with OSDE grant staff in flexible teaming and creative solutions for training schools lacking qualified personnel or resources to fulfill these roles.

C.3.1.2. How participating schools will complete a SWPBS self-assessment and what assessment will be used

While OSDE staff will be trained on utilizing the Tiered Fidelity Inventory (TFI), a tool designed for both progress monitoring fidelity of all three Tiers (universal, targeted, and intensive support) and action planning with the school, the School Leadership Teams will be trained on administering SWPBS self-assessments, such as the Self-Assessment Survey (SAS; Sugai, Horner, & Todd, 2003). The SAS, administered to all school staff (and not just the School Leadership Team), is an annual assessment designed to guide the team in action planning staff priorities for implementation in school-wide, class-wide, non-classroom, and individual student systems as evidenced by staff perceptions. Training will encompass rationale for use of a self-assessment, administration overview, scoring overview, linking assessment results to action planning and intervention, and utilizing technology to make the self-assessment process efficient and effective.

C.3.1.3. How to assist schools in the creation of a 3-5 year prevention-based action plan

The training team has created multiple examples of action plans for SWPBS implementation and supervised a team of external coaches through development of such plans. These SWPBS action plans serve as an essential guide for implementation of the core principles of SWPBS to assist schools in collaboratively contextualizing the components to their individual buildings. Once data is available from the initial TFI and self-assessment, teams can directly link these results to the development of a comprehensive 3-5 year task list for SWPBS implementation. The training team also recommends schools create more detailed semester-long or year-long implementation “roadmaps” to sustain momentum and prevent staff fatigue that can occur when working toward long-term goals. See Figure 2 for example below.

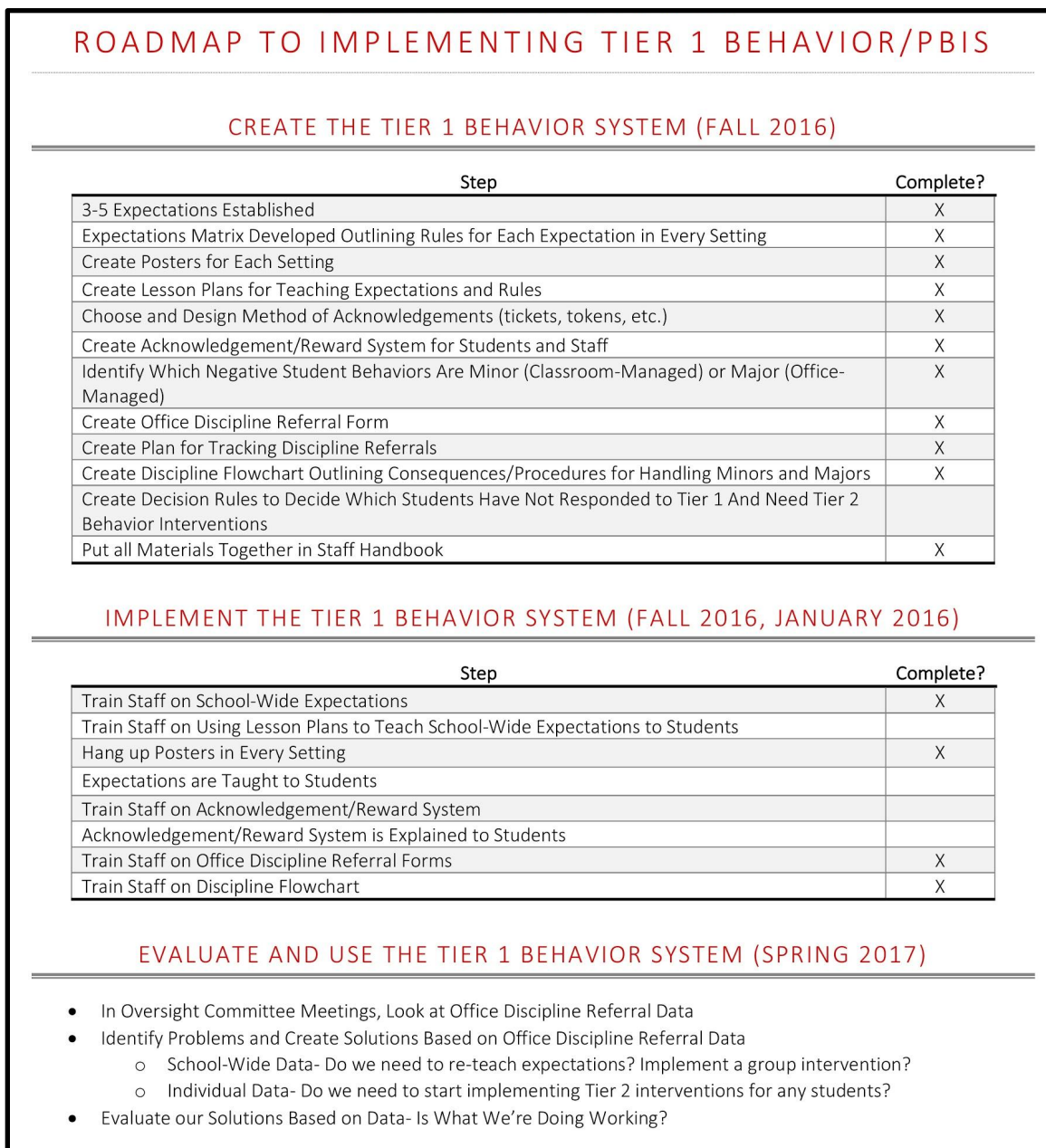


Figure 2. *Sample Short-Term "Roadmap"*

C.3.1.4. How to conduct meetings of the SWPBS Leadership Team in each school

The training team will work with OSDE grant staff to select and train effective models for problem-solving, subsequently guiding the training of School Leadership Teams. One example of a problem-solving teaming model is Team-Initiated Problem Solving (TIPS), an evidence-based process designed to help teams implement best practice meeting foundations and effectively use data for problem-solving and decision-making (Newton, Todd, Algozzine, Horner, & Algozzine, 2009). Training on meeting foundations encompasses core features such as developing a clear purpose and authority, establishing an efficient process (i.e., a start/stop schedule, setting expectations), clearly defining roles (i.e., facilitator, minute taker, data analyst, and active members), and

utilizing electronic meeting minutes. The training team has created customized meeting agendas, which are currently being used by OCIC schools under their SCTG-LEA. As needed, training may include how to best integrate problem-solving procedures with technology resources available to the school.

Another component of teaming models is problem-solving with a focus on the development of effective decision-making routines. Core features include training teams on how to define a problem with precision, building functional solutions, building an action plan for implementation, and collecting and using data to measure progress towards a goal. Additionally, teams could learn to use data to measure status of implementation and benefits to students, as well as how to adapt solutions and action plans in response to data.

C.3.1.5. How members of the SWPBS Leadership Team should train all staff in the implementation of SWPBS beginning in August 2019

As outlined in Figure 1 above, the training team proposes supporting the OSDE with suggested training structured across their three layers. The Spring 2019 **LEARN** trainings involve the training team supporting the OSDE grant staff on coaching and content. The June 2019 **LEAD** trainings encompass the training team and OSDE grant staff training the school-based School Leadership Teams. During the August 2019 **LAUNCH** trainings, the School Leadership Teams will train their school staff with support from OSDE grant staff and the training team.

During the **LEAD** trainings, School Leadership Teams will learn content, while simultaneously participating in structured and supported work time to develop the critical features of their SWPBS system. Teams will also develop a plan for roll-out to their school sites beginning in August 2019. Part of this “roll-out plan” includes the development of the school-based **LAUNCH** training where the School Leadership Team conducts a training for staff including a brief rationale for SWPBS, as well as site-specific implementation details developed by the team. As appropriate to the school, School Leadership Teams will be given support to specialize these trainings for certified and non-certified staff (i.e., training a teacher to implement PBIS in the classroom versus the roles of support staff).

For sustainability and future staff training, the team proposes to provide training on team-developed site-based staff handbooks for SWPBS implementation (see Appendix A for example). The training team will provide the School Leadership Teams multiple examples of these staff handbooks, with sections including, but not limited to the following: Introduction to PBIS, Leadership Team roster, meeting schedule, school-wide expectations, the school-wide expectations matrix, setting-specific lesson plans for teaching expectations, acknowledgements matrix, reward procedures, reward menus, example ODR form, and corrective consequences/discipline form flowchart. Additionally, sites can be given a checklist/guiding questions document designed to help their team update this “living training document” each year (see Figures 3 and 4 below).

| Site Handbook Update Checklist | | | |
|--|-------------------|----------------|-------------------------|
| (Use in conjunction with guiding questions below) | | | |
| Item | Is it documented? | Is it working? | Plan to update (or N/A) |
| GENERAL FORMATTING | | | |
| Handbook style (paper/digital) - Does it work for all staff? | | | |
| Redesigned/updated formatting <i>Examples: Cover, Table of Contents, Specific pages</i> | | | |
| BEHAVIOR | | | |
| Team Roster | | | |
| Covers all items addressed in TFI <i>Examples: Rewards matrix, Corrective Consequences/Discipline flowchart</i> | | | |
| TIER 1 | | | |
| Expectations/Rules | | | |
| Plan for teaching expectations | | | |
| Plan for acknowledging/rewarding students | | | |

Figure 3. Screenshot of Sample Site Handbook Update Checklist

Guiding Questions/Thoughts for Site Handbook Updates

EOY 2017-2018 to BOY 2018-2019

The handbooks are intended to document a site's MTSS system and the site's team decisions. Systems are more effectively implemented when they are clearly documented and communicated to all staff (especially new staff who needed to be trained)! This is not Project AWARE's handbook, so please customize and fit the handbook and these guiding questions to your site's specific needs!

GENERAL FORMATTING/CONCERNS

- Does the style of the handbook work for the site?
 - a. Paper?
 - b. Digital (google docs)?
 - c. Both?
- Does anything need to be "cleaned up" or updated?
- Is there a staff member who would like to take "ownership" in redesigning anything (i.e., cover, other pages, etc.)?
- If data team/OC meeting dates are included/documented, update dates for next year.

BEHAVIOR UPDATES/REFLECTION

- Update team roster(s) for next year.

Tier 1

- Does the handbook document all areas covered by the TFI? *Use results of TFI to fill in gaps and revise areas as needed. Check for rewards matrix and corrective consequences flowchart!*

Figure 4. Screenshot of Sample Guiding Questions/Thoughts for Site Handbook Updates

C.3.1.6. How to select and implement at least one evidence-based practice for prevention in each school

As SWPBS is a framework for establishing a continuum of evidence-based behavioral supports across tiered levels matched to student need, schools will be tasked with choosing practices and interventions at each tier to best meet these needs. By utilizing existing and ongoing data to identify areas of need, schools will be able to choose at least one evidence-based practice designed to prevent, teach, and reinforce prosocial behaviors. Trainees will practice using searchable intervention registries such as the National Registry of Evidence-based Programs and Practices (NREPP by SAMSA), What Works Clearinghouse (WWC by the Institute of Education Sciences), Blueprints for Healthy Development (Annie E. Casey Foundation), and the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and then select strategic preventative classroom management practices (i.e., increasing student opportunities to respond or modifying classroom arrangement) or Tier 1 prevention/intervention packages (i.e., Second Step, Project ALERT, Project ACHIEVE, Life Skills Training, or the Good Behavior Game).

C.3.1.7. Assist the districts in establishing school information systems to track student behavior data

The training team has experience assisting schools with the utilization of a variety of school information systems to track student behavior data. In order to implement SWPBS with fidelity as defined by features on the TFI, a School Leadership Team should have instant access to summarized reports of student discipline data (Algozzine et al., 2014). This data should be displayed graphically, and include frequency of problem behavior events across behavior, location, time of day, and by individual student. Drs. Rich and Stein have both coached sites using the SWIS Suite (School-wide Information System) for data tracking, including both the Tier 1 school-wide data system and the Tier 2 interventions database.

Additionally, the training team has led a project to develop “SWORD” (School-Wide Online Referral Database) as a free alternative to SWIS. SWORD utilizes an online form and spreadsheet through the Google Suite for districts that are licensed under a Google for Education account to allow staff members and administrators the ability to log ODRs in real-time at no cost. ODRs can be accessed via a link and filled out on any electronic device that has access to the internet. SWORD includes access to a school-wide dashboard, a behavior team dashboard for identifying students meeting criteria for Tier 2 and 3 interventions, and an individual student dashboard.

Both SWIS and SWORD allow teams to “drill down” into their school-wide behavior data for defining precise problem statements and evaluating solutions for problems as determined by the team. The training team can provide guidance on matching the districts’ ODR forms and system for corrective consequences with their chosen school information system.

C.3.1.8. Work with grant evaluator to create tools to monitor accuracy and fidelity of SWPBS implementation

The training team will work closely with the project evaluator to monitor the accuracy and fidelity of SWPBS implementation at the building level and across the project timeframe. The TFI is a reliable and valid measure of the extent to which school personnel are implementing SWPBS (Algozzine et al., 2014). The training team will teach the OSDE

grant staff how to proficiently conduct the TFI as an external coach. As recommended in the TFI manual, the TFI assessment should be conducted at least two times per year, to obtain a measure of growth across the year and between each year. The training team will assist in aggregating the TFI scores across schools and years to provide information to the evaluator regarding the effect of the SWPBS professional development on the implementation of practices within the school setting. Other assessment data, such as the SAS, can also be aggregated across years to demonstrate growth in implementation for each school site.

C.3.1.9. Make adjustments to training to maximize outcomes and/or increase efficiency of practice

The training team will work with OSDE grant staff, as well as School Leadership Teams, to create a dynamic feedback loop in which evaluative feedback on trainings (i.e., quantitative ratings, qualitative perceptions, informal feedback from sites) and evaluation outcomes guide the modification of future trainings. The cycles of training and cohort model established in the bid provide a natural opportunity to improve training delivery from Year 1 (training on SWPBS for cohort 1), Year 2 (training on Tier 2/Tier 3 for cohort 1), and Year 3 (training on SWPBS for cohort 2). As appropriate, the training team will work to utilize technology to increase trainee participation. As the training team aims to deliver an active training program, ongoing adjustments will be made to ensure there is a moderate level of content, a balance between affective, behavioral, and cognitive learning, a variety of learning approaches, opportunities for group participating, utilization of participants' expertise, recycling of earlier learned concepts and skills, real-life problem solving, and allowance for future planning (Silberman & Biech, 2015).

C.3.1.10. Develop a final report highlighting successes and lessons learned from PBIS initiatives

At the end of grant-year, the training team will develop a professional report for the OSDE grant staff highlighting the successes of the project, areas for improvement, and lessons learned for the next year. The report will include information on the training and technical activities conducted during the year and how these relate to meeting the project's goals and objectives. The report will include highlights from specific schools that have consistently made progress with SWPBS and those that developed creative solutions to problems throughout the process. Additionally, the report will include specific data regarding number of trainings and participant responses to training evaluations. These data will be used to identify areas of need for the next year of the project with regard to the number of trainings, topics for training, and adjustments to training presentations.

C.3.2. Supplier should provide a minimum of ten (10) hours of training per week for twelve (12) weeks beginning after contract award, to be determined, to OSDE grant staff to include PBIS policies and procedures, implementation strategies, and theory of practice.

The OCIC training team, along with contractual consultants, will provide a thorough sequence of training over the course of twelve weeks with a minimum of ten hours of training per week provided March through May 2019. Forty-five of these hours will be provided during a two-week period of time in March 2019. In order to address policies and procedures, the training sequence will cover the seven critical features of SWPBS, including the PBIS Team, the behavioral support coach, defining behavioral expectations, teaching behavioral expectations, developing a system for rewarding behavioral expectations, developing a system for responding to inappropriate behavior, and developing a system to collect, analyze, and make data-based decisions (Oyen & Wollersheim-Shervy, 2018). Training will also cover multiple examples of how to coach the

implementation of these features, including strategies to increase staff, student, and parent buy-in and facilitate communication to key stakeholders during and after roll-out. Common issues in implementation logistics and how to problem-solve will also be addressed. Finally, the training team recognizes the efforts in recent years to better integrate mental health supports into the continuum of behavior support currently referred to as the “SWPBS” framework (Sugai & Simonsen, 2012). As determined appropriate by the OSDE grant staff, the training team will expand the theory of practice to include communities of practice (and continued implementation science) to consider the developing linkage of SWPBS and School Mental Health systems via the Interconnected Systems Framework (ISF; Barrett, Eber, & Weist, 2009).

C.3.3. Supplier should assist the OSDE grant staff in the development of a rubric to be used for school level participation in the project. Supplier will assist OSDE grant staff in the selection of schools during contract period 1 and contract period 3.

The training team will assist the OSDE grant staff in developing specific criteria to identify schools to participate in Cohort 1 and Cohort 2. Research has identified school characteristics that are associated with successful implementation of systemic changes, such as SWPBS (Louis, Leithwood, Wahlstrom, Anderson, Michlin, & Mascall, 2010). Specifically, the largest contributing factors to system levels changes that impact student learning are School Leadership, School Conditions, Teachers, and Classroom Conditions. Therefore, it will be important to evaluate the schools’ current systems for leadership, climate, and teacher support as part of the process of selecting sites for participation. The training team will propose specific criteria based on research and work with the OSDE grant staff to refine the criteria into a rubric for evaluating applications to participate.

C.3.4. Supplier should assist the OSDE grant staff in the creation of training materials for selected schools to be held in June of each year beginning in June 2019 and with the option for two (2) additional years, June 2020 and June 2021. Contract period one (1) and contract period three (3) training should include universal screening training and Tier 1 universal prevention training. Contract period two (2) training should include Tier 2 & 3 intervention training. Supplier will work with LEAs to educate and train staff on Tier 2 and 3 programming and subsequently assist with implementation of Tier 2 and 3 supports.

Collaboratively, the training team and OSDE grant staff will work to create a training package designed to flexibly meet the contextual needs of participating schools while thoroughly covering the core features of the SWPBS framework necessary for implementation fidelity. During contract periods one and three, training will guide schools through developing (or enhancing if components are already in place) and rolling out system-wide universal screening and preventative practices. Contract period two will build support for targeted and intensive/individualized supports, including both intervention options, recommendations on linking data to intervention selection, and tips for evaluating intervention effectiveness. Working closely with the OSDE, the training team will be available for ongoing implementation support that reinforces the initial training received by LEAs.

C.3.5. Supplier will assist OSDE grant staff in providing two (2) days of SWPBS training to School Leadership Teams in five regional sites, to be determined, in June of each contract period.

The training team will collaborate with the OSDE grant staff to develop and assist in providing a two-day **LEAD** training sequence designed to help School Leadership Teams to effectively understand, design, and implement SWPBS in their schools the following Fall (see Figure 1 above). In accordance with the layered “train-the-trainer” model outlined in this RFP, School Leadership Teams will receive support on cultivating staff and student buy-in and roll-out strategies to enhance effectiveness.

Training should include, but not be limited to:

C.3.5.1. Overview of PBIS including training processes

In order to assist School Leadership Teams in gaining staff buy-in, overview training will include the rationale for implementation, as well as a look at the core logic of PBIS. Rationale for implementation will include topics such as current societal trends, school practices that contribute to disruptive behavior, typical school responses to inappropriate behavior, problems with punishment, research on suspension, and associated outcomes for students (i.e., school-to-prison pipeline). School Leadership Teams will learn the benefits of establishing a culturally responsive SWPBS framework in which a shared social culture is established via a common language, common experience, and common vision/values (Levenson, Smith, McIntosh, Rose, & Pinkelman, 2016). In addition to addressing the history of PBIS as it links to the public health model of prevention, the overview of PBIS will also address the 4 key elements of PBIS, including outcomes, data, practices, and systems, all designed to help support social competence and academic achievement, support student behavior, support staff behavior, and support decision-making (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2017).

C.3.5.2. Tier 1 features of PBIS

As schools achieve higher implementation levels of critical Tier 1 PBIS features, increases in achievement and emotional regulation, as well as decreases in problem behaviors are reported (Bradshaw et al., 2012; Childs et al., 2010; Flannery et al, 2014). Features and training plan are defined in the table below (Table 1).

Tier 1 PBIS Critical Features- Definition and Training Plan

| Feature | Definition/Training Notes |
|--|--|
| A PBIS Team | A leadership committee tasked with the creation and roll-out of PBIS in their school. Team composition is discussed further in detail below (C.3.5.7) |
| Internal or External Behavior Support Coach | A role typically filled by a highly qualified mental and behavioral health provider in the school designed to provide behavioral expertise during problem-solving. Given OCIC’s experience supporting rural schools lacking access to these qualified individuals, the training team is prepared to support schools with flexible teaming and training solutions designed to build capacity for this feature. |
| Defining Behavioral Expectations | Discussed in further detail below (C.3.5.9) |
| Teaching Behavioral Expectations | Discussed in further detail below (C.3.5.9) |

| | |
|--|--|
| <p>Creating a System for Acknowledging Behavioral Expectations</p> | <p>Training would address developing a standardized system where behavioral expectations are instantly recognized (i.e., behavior specific praise paired with a “gotcha” ticket). The site then develops an overall acknowledgements matrix, a reward menu, and reward procedures designed to incentivize demonstration of the school-wide expectations. The training sequence will address how to build and/or integrate within existing school and class-wide acknowledgement systems.</p> |
| <p>Developing a System of Responding to Inappropriate Behavior</p> | <p>Training will guide trainees through defining problem behaviors, differentiating between classroom- and office-managed behaviors, learning about alternatives to suspension, and creating a plan for implementing consistent discipline practices (Bradshaw et al., 2008)</p> |
| <p>Effectively using Data to Solve System-wide Problems and Evaluate Outcomes</p> | <p>Training on this feature may include providing support on systems for collecting and analyzing data (i.e., SWIS or SWORD), example problem-solving models (i.e., TIPS), and optional solutions for problem-solving identified issues (i.e., prevent, teach, reinforce)</p> |

Table 1. *Features and Training Plan for Tier 1 PBIS*

C.3.5.3. Action planning rubric

Action planning, both long-term (3-5 years) and short-term (semester and year-long) is essential to establishing implementation fidelity, as well as sustaining team motivation during the initial phase. Training will include several models for developing action plans, as well as guidance on evaluating and modifying action plans in response to fidelity assessment and student outcome data, as well as key stakeholder feedback. Sample screenshot of action plan example included below. (Figure 5).

| OCIC SITE ACTION PLAN SAMPLE TEMPLATE | | | |
|---|---|----------------------------------|---|
| <p>This action plan outlines core components. Many of the tasks will require further definition and greater detail in order to be completed. This is a working document that should be updated as items are needed or changed.</p> | | | |
| School Site | ABC School | School Year | 2016-2017 |
| Initial Plan Date | Revision Date | Revision Date | Revisions Date |
| Fall 2016 | | | 05/08/17 |
| <p>Goals: Based on the fidelity assessment, what does your team plan to accomplish this year?</p> <ul style="list-style-type: none"> • Training on Tier 2 behavior interventions? • Modify Tier 1 lesson plans? • Build intervention library • Choose a Tier 1 prevention plan? • Improve family engagement | | | |
| TEAMING | | | |
| Oversight Committee (OC) | | | |
| Task | Who | When | Notes/Accompanying Documents |
| Oversight Committee Established <ul style="list-style-type: none"> ▪ Administrator <u>Actively</u> involved in the team ▪ OCIC Representative ▪ Building staff are represented on the team (teachers/specialists) ▪ Parent ▪ Student Representative | Shelly All teachers Cristina Jon | Fall 2016 | No parent or student representative |
| Set team meeting schedule for the oversight committee, should be at least once a month | Every other Tuesday | Initially bi-weekly; now monthly | Meetings are on Tuesday at 3:45. Meeting once/mo. |
| Agenda set prior to meeting (see example agenda) | Cristina & Jon | Day before meeting | |
| Develop Written Plan for implementation | Jacket Buzz Team | May 2017 | Refer to Staff handbook in Drive |
| Develop/monitor action plan | Jacket Buzz Team | Ongoing | |
| Monitor on school-wide data (academic and behavioral) | Pre-K-4 th Grade teachers | Ongoing | |
| Utilize data (academic, behavioral, fidelity assessment) to make plans for professional development of staff | | | |

Figure 5. Screenshot of Sample Action Plan Template

C.3.5.4. Plan for Fidelity Assessments

In addition to receiving information on a schedule for fidelity assessment administration (i.e., administering the TFI in the fall and spring), schools will be given a broad overview of fidelity assessments, including intended purpose, common assessments in SWPBS, fidelity score criteria, and guidance on linking results to action planning. Depending upon recommendations and fidelity assessment selection by the evaluator and OSDE grant staff, School Leadership Teams can be trained on administration and scoring as well.

C.3.5.5. Complete PBIS School Assessment Information sheet

During training, sites will be asked to complete a PBIS School Assessment Information sheet. If needed, training team can consult with the OSDE grant staff on the development of this document. Teams will identify important information regarding their plans to

document different sources of data related to the grant evaluation (i.e., system for tracking office-discipline referrals, self-assessment tools).

C.3.5.6. Create a PBIS overview presentation for all school faculty

The two-day **LEAD** trainings in June will provide School Leadership Teams with an in-depth rationale and overview of PBIS, along with sessions designed to both introduce and guide the development of the school’s PBIS system via multiple examples and interactive training activities. As a part of the June **LEAD** trainings, School Leadership Teams will be provided with templates they can customize for conducting local PBIS overview trainings (i.e., **LAUNCH** trainings) with their individual school faculty, including both certified and support staff. **LAUNCH** trainings will allow School Leadership Teams the opportunity to begin rolling out their developed system with the introduction of their school-specific Tier 1 PBIS features (i.e., their school-wide expectations, the reward system, lesson plans for teaching appropriate behaviors).

C.3.5.7. Team Composition

The composition of the PBIS team is essential to implementation fidelity. Training will address team composition from two dimensions as reflected in the tables below.

| Dimension 1 | Dimension 2 |
|---|--|
| <i>Staff and Key Stakeholder Representatives (as defined on TFI)</i> | <i>Team Member Roles to Support Effective Decision-Making</i> |
| Internal coach - serves as Tier 1 systems coordinator | Facilitator - tasked with leading the meeting |
| School administrator - described as a person with “decision-making authority” | Notekeeper - responsible for creating, maintaining, and disseminating meeting agendas and minutes) |
| Parent representative | Data Analyst - tasked with preparing and reviewing data with team) |
| Individual able to provide behavioral and coaching expertise | Team Members - all other participants who action plan and problem-solve effective PBIS implementation |
| Staff representation - across grade levels and programs (i.e., a teacher from each grade-level team or representing each subject area) | |
| Student representative - for secondary only | |

Table 2. *Team Composition Dimensions*

C.3.5.8. Operating Procedures

Together with OSDE grant staff, the training team will coach School Leadership Teams on meaningfully implementing the features of PBIS in light of local needs, stakeholder input, and current school-wide initiatives. Furthermore, the training team will take into consideration the level of schools participating in training, customizing recommendations based on the unique implementation needs of early childhood, elementary, and secondary settings.

C.3.5.9. Behavioral Expectations

Defining and teaching clear behavioral expectations are features critical to successful implementation when School Leadership Teams are creating a shared vision in which the school environment is positive, safe, consistent, and predictable. Additionally, while school-wide expectations help establish a common overarching vision across classrooms, effective classroom management reinforces this vision through research-proven practices shown to improve student academic and behavioral outcomes (Simonsen & Myers, 2015). As addressed in the sections and tables below, training will encompass defining and supporting clear student behavioral expectations at both the systems- and class-wide levels.

C.3.5.9.1. School-Wide Expectations

School-Wide Expectations Training Components

| Task | Training Components |
|------------------------------|---|
| Defining and Creating | <ul style="list-style-type: none"> ● Clarifying and providing consistency in communication between staff and students ● Linking expectations to the social culture of the school ● Best practices in choosing expectations (i.e., five or fewer in number, stating expectations positively). ● Developing a school-specific matrix designed to define expected behaviors according to each school setting and serve as the foundation of the behavioral expectations “curriculum.” ● Examples and non-examples of expectations ● Modifications appropriate to the level of their school and including students with disabilities will also be provided. |
| Teaching | <ul style="list-style-type: none"> ● Formal methods: <ul style="list-style-type: none"> ○ Creating lesson plans (with multiple examples provided) ○ Annual full instruction ○ Using data to drive booster sessions for particular settings or groups of students ○ Embedding within lessons the academic instruction ● Informal or “naturalistic” teaching strategies: <ul style="list-style-type: none"> ○ Delivering pre-corrections ○ Facilitating student problem-solving ○ Delivering behavior-specific praise. |

| | |
|----------------------|---|
| Acknowledging | <p>Systems for both acknowledging demonstration of school-wide expectations and responding inappropriate behaviors will be covered, including:</p> <ul style="list-style-type: none"> ● Creating a standardized method for providing instant recognition to students who demonstrate school-wide expectations (i.e., “gotchas” or tickets linked to the school’s mascot) ● Training on making acknowledgement systems meaningful via praise and reward options ● When students fail to demonstrate school-wide expectations, developing a corrective consequences system, including (but not limited to) defining staff- versus office-managed behaviors and tracking ODRs |
|----------------------|---|

Table 3. School-wide PBIS Expectations Training

C.3.5.9.2. Classroom Management Practice

C.3.5.9.3. Define, teach, and acknowledge classroom rules and expectations

C.3.5.9.4. Define classroom routines

Classroom Management, Expectations, Rules, and Routines Training Components

| Task | Training Components |
|--------------------------|---|
| Defining/Creating | <ul style="list-style-type: none"> ● Defining classroom management models that are designed to integrate with the school’s Tier 1 PBIS system, such as classroom expectations, classroom procedures and routines. ● Evaluating and coaching classroom management practices, using established tools such as, the MO-SWPBS Tier 1 workbook worksheets, the STOIC checklist, and the Classroom Check-Up ● Developing expectations and rules ● Developing/refining classroom routines ● Developing a classroom matrix for organizing expectations, rules, routines, and procedures. |
| Teaching | <ul style="list-style-type: none"> ● Determining a scope and sequence for teaching expectations and rules ● Increasing student involvement ● Gathering needed materials ● Selecting appropriate examples and non-examples ● Explicit instructional methods for teaching ● Follow-up teaching activities ● Plans for promoting maintenance of learned skills |
| Acknowledging | <ul style="list-style-type: none"> ● Reinforcing demonstration of the expectations in the classroom at the individual and group level using: <ul style="list-style-type: none"> ○ Behavior specific praise, ○ Function-based strategies ○ Group contingencies |

Table 4. Classroom Management, Expectations, Rules, and Routines Training

C.4. Mandatory Requirements

The supplier shall comply with all requirements in this section and provide proper documentation in its response to each Mandatory Requirement. The supplier’s compliance with the requirements in this section

shall be determined according to the sole unrestricted discretion of OSDE. Proposals failing to meet Mandatory Requirements shall not be considered.

C.4.1. The supplier must have a minimum of five (5) years' experience in training schools on how to implement PBIS programming.

The multi-disciplinary training team has extensive experience working in education, particularly within the context of supporting schools in the implementation of school climate change programming and PBIS framework implementation. The team possesses a combined 34 years of experience implementing PBIS programming and MTSS support, with detailed experiences outlined below.

OCIC Training Team

Ms. Debbie Enos has a proven record of managing large federally funded programs (see D. Enos curriculum vita). Ms. Enos is currently serving as the Project Director for Project ENGAGE, a federally funded Education, Innovation, and Research Grant, for which she oversees all aspects of the grant activities, including writing the proposals, managing budget, ensuring annual reports are submitted, and evaluating program activities in relation to proposed timelines. Ms. Enos previously served as the Project Director for OCIC's SCTG-LEA project, and still provides oversight via her role as Assistant Executive Director of OCIC. She is currently in her fifth year of overseeing support for schools on the implementation of SWPBS programming. For the proposed training plan, Ms. Enos will serve as the Project Lead, managing all aspects of the project to ensure roles and responsibilities are carried out in accordance with the project objectives in a timely manner. Ms. Enos will be the point of contact and will work with the OSDE grant staff to ensure all aspects of the contract meet the needs of the OKSCT grant objectives and are completed within the designated timeframes.

Dr. Brit'ny Stein is a Nationally Certified School Psychologist and Licensed Psychologist at OCIC (see B. Stein curriculum vita). Dr. Stein has extensive experience implementing MTSS and PBIS in rural, urban, and suburban school systems. Her experience in constructing individualized training materials will be a vital contribution to the proposed training plan. At OCIC, Dr. Stein has served as a leader on multiple federally funded projects training school staff in the implementation of evidence-based strategies to improve school climate. Recently, Dr. Stein was named as a Safe and Healthy Schools Fellow for the OSDE Title IV Supplemental Grant. In this role, she manages a team of six teachers and school counselors on the implementation of the change strategies for increased school health and safety. Dr. Stein's work on school climate has been recognized nationally, with an invitation to speak at the 2019 Missouri Summer Institute on using Google to support PBIS systems and implementing PBIS within rural schools. On the current project, she will serve as the School Psychologist and training specialist. In this role, she will develop and implement PBIS trainings for all three tiers and provide technical assistance in collaboration with consultants throughout the project.

Mr. Jon Culver has over twenty years of experience in education in a variety of roles, with the last five focused on implementing programming to support social-emotional learning (SEL) within the SWPBS framework (see J. Culver curriculum vita). Mr. Culver is the current Project Director for OCIC's SCTG. He also serves as school counselor for OCIC, delivering class-wide SEL lessons and supervising graduate-level school counseling students from Northeastern State University. Prior to coming to OCIC, he served as building principal where he helped facilitate the implementation of OTISS at his school. For the current training plan, Mr. Culver will co-facilitate SWPBS trainings and provide technical assistance for the integration of SEL within

the context of SWPBS.

Contractual Consultants

Dr. Sara Rich is a Clinical Assistant Professor at the OSU-CHS in the OSU Behavioral Medicine Clinic (see S. Rich curriculum vita). Dr. Rich is a dynamic trainer of evidence-based behavioral principles within the school system with over eight years of experience working with rural, urban and suburban schools implementing PBIS. Her extensive expertise in the contextual implementation of MTSS/PBIS across a variety of school-based settings makes her invaluable for implementation of the proposed training. Dr. Rich completed her pre-doctoral internship in Pennsylvania at the Devereux Center for Effective Schools, where she worked on federally funded grants to implement PBIS in urban and residential treatment schools in Philadelphia, PA. Dr. Rich also served as a certified school psychologist in the Oklahoma public school system for four years prior to obtaining a position with OSU, during which she facilitated the implementation of PBIS at her assigned schools. After serving in the public school system, Dr. Rich became a project-level MTSS consultant for OCIC's SCTG-LEA. In this leadership team role, she served as MTSS site coach supervisor, in addition to directly working with 17 rural school site teams to plan, develop, and implement MTSS. Dr. Rich continues to provide consultation services to OCIC for their data management and evaluation of outcomes for grant-projects related to the implementation of school climate change programs. For the proposed project, Dr. Rich will serve as one of the primary trainers for the OSDE grant staff. She will be responsible for conducting the initial trainings in March 2019, assist with the development of training materials, and provide technical assistance throughout project.

Dr. Candace Gann is an Assistant Professor of Special Education and a Doctoral level Board Certified Behavior Analyst (see C. Gann curriculum vita). She obtained her undergraduate and graduate degrees in special education from Missouri State University with her undergraduate studies focusing on mild/moderate cross-categorical special education, and graduate studies specializing in severe developmental disabilities and autism. She began her career as a special education classroom teacher and has taught at the elementary, intermediate, and high school level. After five years in the classroom, Dr. Gann went on to become a district special education consultant, addressing cases that involved severe problem behavior and autism program development in addition to providing district wide training in PBIS, functional behavior assessments, and function-based interventions. After six years in the public schools, she left Missouri to obtain her Ph.D. in special education with a focus in Applied Behavior Analysis, PBIS and emotional and behavioral disorders from the University of Arizona. With over 10 years of experience training on the implementation of PBIS and supporting individualized behavioral interventions, Dr. Gann will provide additional technical assistance and training support on Tier 2 and Tier 3 interventions for at-risk students during the last two years of the proposed training.

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Amendment of Solicitation

Date of Issuance: 2/8/2019

Solicitation No. 2650000359

Requisition No. 2650006747

Amendment No. 1

Hour and date specified for receipt of offers is changed: No Yes, to: _____ CST

Pursuant to OAC 260:115-7-30(d), this document shall serve as official notice of amendment to the solicitation identified above. Such notice is being provided to all suppliers to which the original solicitation was sent.

Suppliers submitting bids or quotations shall acknowledge receipt of this solicitation amendment prior to the hour and date specified in the solicitation as follows:

- (1) Sign and return a copy of this amendment with the solicitation response being submitted; or,
- (2) If the supplier has already submitted a response, this acknowledgement must be signed and returned prior to the solicitation deadline. All amendment acknowledgements submitted separately shall have the solicitation number and bid opening date printed clearly on the front of the envelope.

ISSUED BY and RETURN TO:

U.S. Postal Delivery:

OMES Central Purchasing
5005 N. Lincoln Blvd., Ste. 300
Oklahoma City, OK 73105

Leanna Edmonds
Contracting Officer

405 - 521 - 2133
Phone Number

or

Personal or Common Carrier Delivery:

OMES Central Purchasing
5005 N. Lincoln Blvd., Ste. 300
Oklahoma City, OK 73105

Leanna.Edmonds@omes.ok.gov
E-Mail Address

Description of Amendment:

a. This is to incorporate the following:

Below are the questions asked regarding this solicitation and their answers.

Q.1. C.2.2 Will define the roles and responsibility for the Project Lead be defined by the supplier? Additionally, is it a mandatory requirement for the Project Lead to dedicate 20 hours per week throughout the three years of the project?
A.1. The number of hours per week will vary throughout the three years of the project. However, it is estimated that in Year One, a Project Lead will spend an average of 20 hours per week on this project.

Q.2. C.3.4. Please provide clarity on the sequence of training per cohort. For example, is it correct that Cohort 1 will receive Tier 1 Universal training in 2019 and Tier 2 & 3 training in 2020 and Cohort 2 will receive Tier 1 Universal Training in 2021? Additionally, is it correct that this timeframe does not provide training of Tier 2 & 3 for Cohort 2?
A.2. The example is correct. Cohort 1 will receive Tier 1 training in Year One and Tier 2&3 training in Year 2. In year 3 of the grant, the supplier will again provide Tier 1 training to Cohort II. Tier 2&3 training for Cohort 2 will be completed by grant staff. It is the intent of the grant to gradually reduce the amount support provided by the supplier for sustainability purposes.

Q.3. C.3.2 & H.1.1. Please provide clarification on the training timeframe and requirements. C.3.2 indicates the supplier should provide a minimum of 10 hours per week of training for 12 weeks. However, H.1.1 states to include two (2) weeks of training in February-March 2019 and one (1) month of technical assistance in March-April 2019 to assist training materials. Please clarify if the trainings and technical assistance listed H.1.1. are referring to the 10 per week for 12 weeks listed in C.3.2. Additionally, is the two (2) weeks of training expected to be 40-hour per week or 10 hours per week?

A.3. The 10 hours a week of training indicated in C.3.2 is part of the training and technical assistance referred in H.1.1. Beginning March 2019, the supplier will provide OSDE staff two weeks of training in Oklahoma City on PBIS policies and procedures. This will include no less than 45 hours of training over the course of the two weeks. Then in March –May, 2019, the supplier will spend, at a minimum, 10 hours per week for up to 12 weeks with OSDE grant staff to assist with school identification, and the creation of training materials for school training to be held in June 2019 on Tier 1 of PBIS.

Q.4. Can you clarify C.3.3.3 and whether you are wanting us to propose a belief survey that would be administered as part of the RFP, or if the project evaluator has one that would be used for data collection?

A.4. The supplier will assist the grant staff in the development of a rubric that will be used to determine school participation in the project. This rubric will be developed in collaboration with the grant staff and the supplier. A belief survey may be a part of this rubric which may be used in the identification of schools, but that will be determined with input from the grant staff and supplier.

Q.5. Is there an anticipated start date for the training?

A.5. March 4, 2019.

b. All other terms and conditions remain unchanged.

Osage County Interlocal Cooperative 02/11/19
 Supplier Company Name (PRINT) Date

Jacque Canady Executive Director Jacque Canady
 Authorized Representative Name (PRINT) Title Authorized Representative Signature

OKSCT Solicitation 2650000359
OCIC Budget Summary

Total Requested Grant Funds
 For Grant Period (2019-2021) \$328,557 Applying Entity: Osage County Interlocal Cooperative Vendor Number: 0000237397

| Object Class Category | | Year 1 (Feb 2019 – Sept 2019) | Year 2 (Oct 2019 – Sept 2020) | Year 3 (Oct 2020 – Sept 2021) | Totals |
|------------------------------|-----------------------------|--|--|--|---------------|
| 1. | Personnel/Salaries | \$43,800 | \$34,800 | \$34,800 | \$113,400 |
| 2. | Fringe Benefits | \$12,264 | \$9,744 | \$9,744 | \$31,752 |
| 3. | Travel | \$4,930 | \$3,915 | \$3,915 | \$12,760 |
| 4. | Equipment | 0 | 0 | 0 | 0 |
| 5. | Supplies | \$1,500 | \$750 | \$750 | \$3,000 |
| 6. | Contractual | \$44,000 | \$54,000 | \$54,000 | \$152,000 |
| 7. | Construction | 0 | 0 | 0 | 0 |
| 8. | Other | 0 | 0 | 0 | 0 |
| 9. | Total Direct Charges | \$106,494 | \$103,209 | \$103,209 | \$312,912 |
| 10. | Total Indirect Charges (5%) | \$5,325 | \$5,160 | \$5,160 | \$15,645 |
| 11. | Totals | \$111,819 | \$108,369 | \$108,369 | \$328,557 |

| Object Class Category | Year 1 | Year 2 | Year 3 |
|---|--------------------------|------------------------|------------------------|
| | (March 2019 - Sept 2019) | (Oct 2019 - Sept 2020) | (Oct 2020 - Sept 2021) |
| 1. Personnel | | | |
| a. Project Lead (.2 FTE Year 1; .1 FTE Years 2 & 3) | \$16,000 | \$8,000 | \$8,000 |
| b. School Psychologist (.2 FTE) and School Counselor (.1 FTE) | \$22,000 | \$22,000 | \$22,000 |
| c. Data/Technology Specialist | \$5,000 | \$4,000 | \$4,000 |
| d. Administrative Assistant | \$800 | \$800 | \$800 |
| Total Personnel | \$43,800 | \$34,800 | \$34,800 |
| Justification for Proposed Personnel: | | | |
| The training team will consist of the project lead, a school psychologist, and a school counselor through OCIC for a total .5 FTE in Year 1 and .4 FTE in Years 2 & 3: | | | |
| a. Project Lead - The project lead will oversee all aspects of the project to ensure roles and responsibilities are carried out in accordance with the project objectives in a timely manner. The project lead will be the point of contact for all aspects of the project and will work with the SDE project staff to insure all aspects of the contract meet the needs of the OKSCT grant objectives and are completed within the designated timeframes. This position will be .2 FTE in Year 1 to meet the requirements of implementing all the tasks identified. Years 2 & 3 will require less oversight due to the transition of trainings and technical support to the regional behavioral specialists. | | | |
| b. School Psychologist and School Counselor - The school psychologist will develop and implement PBIS trainings for Tiers 1, 2 & 3 trainings and provide technical assistance in collaboration with consultants for all 3 years of the project. The school counselor will facilitate some of the Tier 1 trainings and provide technical assistance related to implementation of evidence-based prevention strategies. | | | |
| c. Data/Technology Specialist - The data/technology specialist will provide training and technical support of OCIC's SWORD (School-wide Office Referral Database) database in Year 1. Years 2 & 3 funds will be used for maintenance of the system and the development of add-ons as needed. This database will support data collection to meet project objectives. | | | |
| d. Administrative Assistant - The Administrative Assistant will be responsible for all clerical duties assigned by the Project Lead. Duties may include, but not be limited to, assisting with preparation of training materials, making travel arrangements, billing, invoicing, ordering supplies, etc. | | | |
| 2. Fringe Benefits | | | |
| a. Certified/Professional Staff - 28% | \$12,264 | \$9,744 | \$9,744 |
| Total Fringe Benefits | \$12,264 | \$9,744 | \$9,744 |
| Justification for Fringe Benefits: | | | |
| Fringe benefits are based on OCIC's board-approved fringe benefits package of 28.25% (Teacher Retirement Matching - 8.25%; Teacher Retirement Burden - 9.5%; Social Security - 6.2%; Medicare - 1.45%; Worker's Compensation & Unemployment Insurance - 2.85%. | | | |
| 3. Travel | | | |
| Travel for data collection and site visits: Approximately 300 miles x \$.58/mile x 20 trainings in Years 2-5. Year 1 will be less due to the start date of the services; Travel for project staff to travel to state department of education for meetings: 250 miles x \$.58/mile x 10 days of training for tier 1 and/or hotel and other travel expenses for project staff in Year 1. 250 miles x \$.58/mile x 3 days of training for project staff in Years 2-3 for tiers 2 & 3. | \$4,930 | \$3,915 | \$3,915 |
| Total Travel | \$4,930 | \$3,915 | \$3,915 |
| Justification for Travel: | | | |
| Intra-District Travel for project staff to travel to locations within the state for trainings and to meet with the state SCTG personnel. | | | |
| 4. Equipment | | | |
| NONE | \$0 | \$0 | \$0 |
| Total Equipment | \$0 | \$0 | \$0 |
| 5. Supplies | | | |

| | | | |
|---|------------------|------------------|------------------|
| a. Office Supplies and training materials: 20 trainings x \$75 in Year 1; 10 trainings x \$75 in Years 2-3. | \$1,500 | \$750 | \$750 |
| Total Supplies | \$1,500 | \$750 | \$750 |
| Justification for Supplies: | | | |
| a. Office Supplies - The project's partners will contribute additional office supplies if needed. | | | |
| 6. Contractual | | | |
| Consultants - Dr. Sara Rich, Oklahoma State University Center for Health Sciences (OSUCHS) (Years 1-3) and Dr. Candace Gann, Oklahoma State University (OSU) (Years 2 & 3). | \$44,000 | \$54,000 | \$54,000 |
| Total Contractual | \$44,000 | \$54,000 | \$54,000 |
| Justification for Contractual: | | | |
| The consultants will be an integral part of developing and providing trainings in collaboration with OCIC's training team. The consultants will also support OCIC with technical assistance as needed to meet the needs of the SDE in a timely manner. OCIC will contract with Dr. Sara Rich, School Psychologist, OSUCHS will provide trainings and technical assistance in Years 1-3 and Tier 2 and Tier 3 trainings in Years 2 & 3 in collaboration with OCIC School Psychologist. Dr. Candace Gann, Certified Behavior Analyst, OSU will provide trainings and technical assistance for Tiers 2 and 3 in Years 2 & 3. | | | |
| 7. Construction | | | |
| NONE | \$0 | \$0 | \$0 |
| Total Construction | \$0 | \$0 | \$0 |
| 8. Other | | | |
| Total Other | \$0 | \$0 | \$0 |
| 9. Total Direct Charges (Sum of 1-8) | \$106,494 | \$103,209 | \$103,209 |
| 10. Total Indirect Charges (5%) | | | |
| Osage County Interlocal IDC Rate | \$5,325 | \$5,160 | \$5,160 |
| 11. Total Grant (Sum of 9-11) | \$111,819 | \$108,369 | \$108,369 |

Appendix A

ABC School

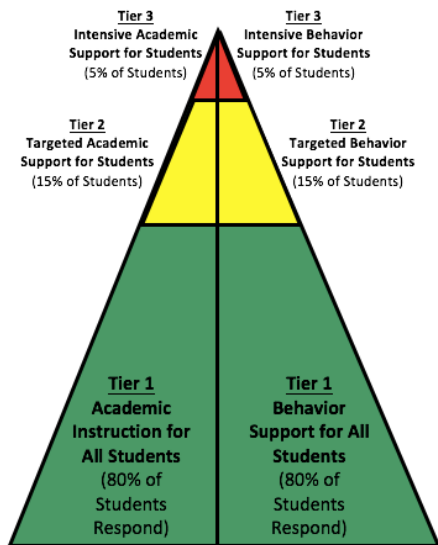
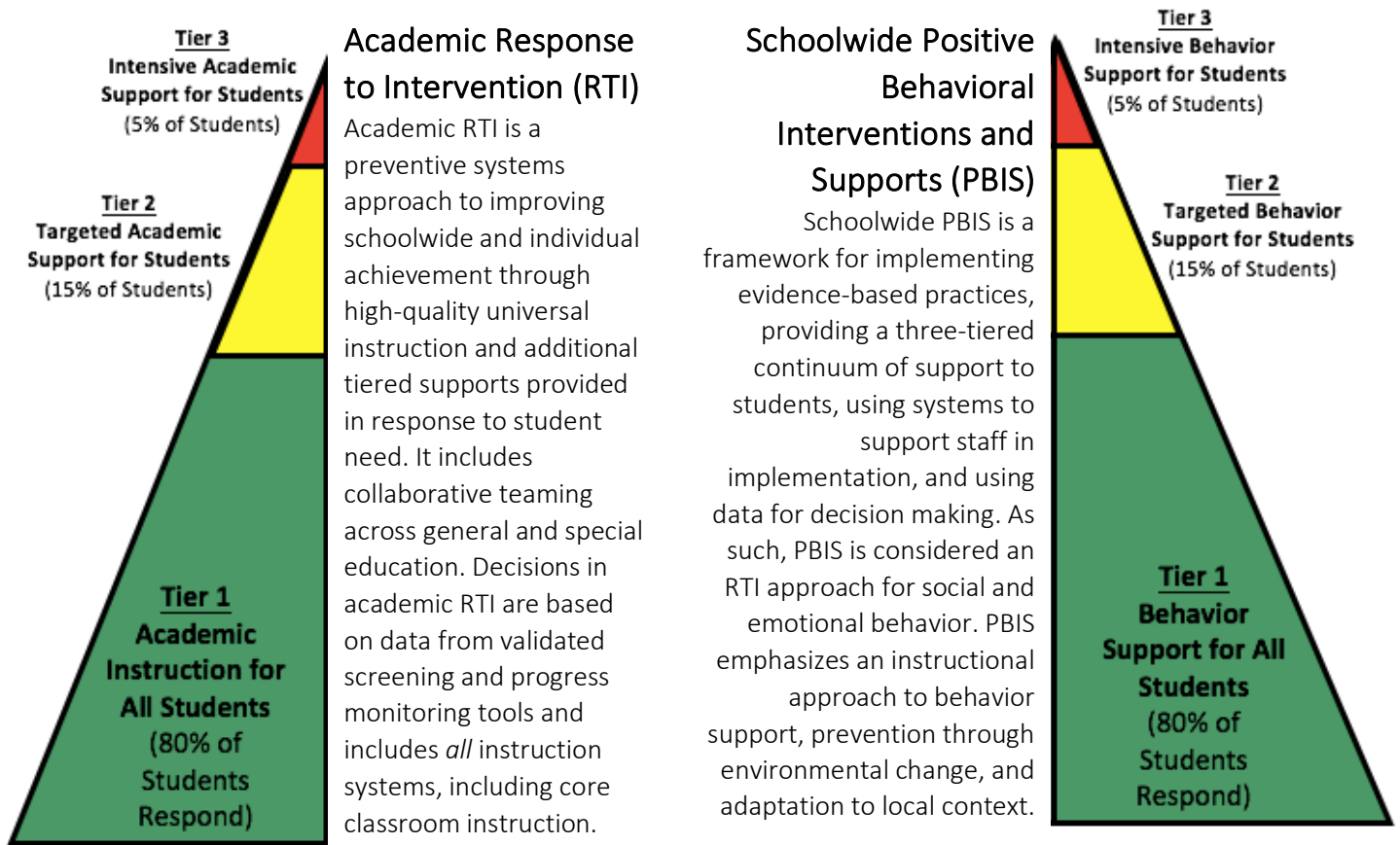
18-19

SWPBIS STAFF HANDBOOK

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INTRODUCTION TO RTI, PBIS, MTSS, & OTISS

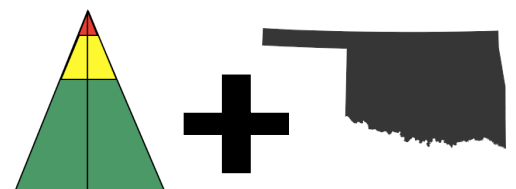


Multi-Tiered Systems of Support (MTSS)

An integrated MTSS model provides all students with the best opportunities to succeed both academically *and* behaviorally in school. MTSS focuses on providing high-quality instruction and interventions matched to student need across domains and monitoring progress frequently to make decisions about changes in instruction or goals. It is not simply the implementation of both academic RTI and PBIS systems. There is a systematic and careful integration of these systems to enhance the efficiency and effectiveness of all school systems.

Oklahoma Tiered Intervention Systems of Support (OTISS)

OTISS is Oklahoma's state-specific model of MTSS.



OKLAHOMA TIERED INTERVENTION SYSTEMS OF SUPPORT (OTISS) OVERVIEW

WHAT IS OTISS?

Oklahoma Tiered Intervention Systems of Support (OTISS) is a Multi-Tiered Systems of Support (MTSS) model for identifying and intervening upon student academic and behavioral difficulties.

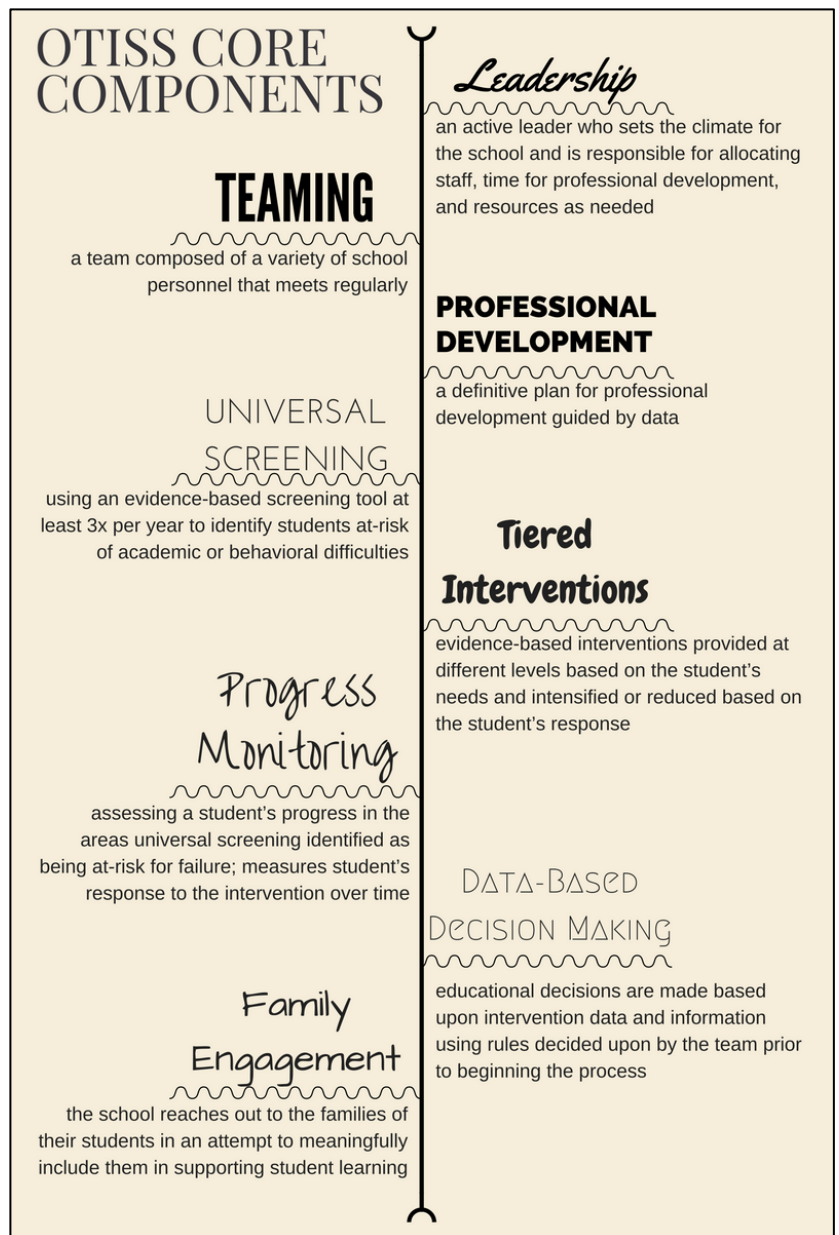
The OTISS framework cohesively blends together academic intervention models (i.e., Response to Intervention) and behavior intervention models (i.e., Positive Behavior Interventions and Supports). The primary goal of OTISS is to improve student achievement through matching research-based interventions to every student's instructional level and then monitoring the student's response to increasingly intensified interventions as needed.

WHY OTISS?

It is imperative schools recognize the challenges inherent in meeting the diverse needs of Oklahoma students. The rigorous framework for student success established through OTISS ensures all students are provided timely and appropriate interventions as needed. Schools implementing OTISS with fidelity will see improvements in school climate, instructional quality, and student outcomes.

WHAT ABOUT ALREADY-EXISTING PROGRAMS AT OUR SCHOOL?

This framework is an overarching structure aligning all current initiatives and programs into a continuum of support. The Reading Sufficiency Act (RSA), Achieving Classroom Excellence (ACE), and Safe Schools/Anti-Bullying legislation are examples of programs that can effectively function within the OTISS framework. The multi-tiered concept aligns all available resources to support and address students' needs regardless of their eligibility for other services (e.g., Title IA, Title IIA). OTISS can be an effective tool for aligning a variety of efforts to support student academic and behavioral success.



PRIDE TEAM ROSTER (2018-2019)

Mickey Mouse (Administrator)

Minnie Mouse (Site Facilitator)

Daisy Duck (Special Education Teacher)

Donald Duck (Middle School Teacher)

Pluto (Elementary School Teacher)

Goofy (Parent Representative)

Clarabelle Cow (Community Representative)

Chip (Student Representative)

POSTIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) OVERVIEW

WHAT IS PBIS?

PBIS is a decision-making framework for school systems to implement in order to improve student academic and behavioral outcomes by using **universal language and expectations**, consistent **behavioral teaching practices**, consistent behavioral **response guidelines**, and **data** to guide procedural and policy decisions.

Research suggests that by having consistent expectations across the school, explicitly teaching behavioral expectations, acknowledging expected behaviors, and handling behavioral violations consistently, the school environment can be positively impacted. PBIS is **not** a curriculum or a single intervention – it is a change in the **school system’s climate**.

WHY TEACH BEHAVIORAL EXPECTATIONS?

When students struggle with an academic concept, teachers adjust their teaching and instruction interventions to best meet that student’s need.

The idea is the same for behavior – by **teaching** and **modeling** expected and appropriate behaviors, the students have a clearer understanding of what is expected. **It cannot be assumed that students have a clear understanding of what is expected behaviorally!**

Students need to be shown and told what **to do**, rather than telling them “**don’t do** _____.” Positively stating and acknowledging appropriate behaviors gives the students concrete behavioral guidelines.

WHY CONSISTENCY ACROSS THE SCHOOL?

Behavioral response systems are more likely to be effective when the students expect the same response **across classrooms** and in other **common settings** in their schools. The same behaviors should elicit the same responses from staff, regardless of the student is in the school building.

Using the positively stated and easy-to-remember expectations helps both students and staff use universal language when discussing behavior.

WHY ACKNOWLEDGE EXPECTED BEHAVIORS?

Students respond well to **positive reinforcement and praise**. By acknowledging students when they engage in **expected behaviors**, students are more likely to **continue** the appropriate behaviors.

Students need to be reinforced for the behaviors they **should** be displaying. This practice focuses **attention** on the desired behaviors, and consequently **away from** negative behaviors.

WHY FOCUS ON DATA-BASED DECISION-MAKING?

PBIS teams should look at their school’s data in order to guide decisions made on policies and procedures. These data help focus the team on **targeted** areas of need. For instance, by using data, teams can identify specific locations in the school where behaviors may need to be re-taught, or **types** of behavioral violations to target for future interventions.

TIERED SYSTEMS OF SUPPORT (BEHAVIOR)

TIER 1 – CORE INSTRUCTION FOR ALL STUDENTS

INSTRUCTION

All students (K-12) are taught the PRIDE Expectations during the beginning of the school year and are followed up within the classroom as necessary throughout the year. Additionally, all students receive Lion Tickets to acknowledge appropriate behavior across all school settings. Lion Tickets can be traded in at both the Elementary and Jr. High/High School level for items and activities on a specific rewards menu.

When problem behavior occurs, the student’s problem behavior is compared to a decision-making flowchart to determine the severity level and an appropriate consequence.

SCREENING

Details about problem behavior incidences (i.e., behavior, time, location, consequence) are documented via office discipline referrals (ODRs) using an online tracking program that utilizes Google Sheets, commonly referred to as “*Google Behavior (Bx).*”

Both Major and Minor Office Discipline Referrals (ODRs) are evaluated monthly by the school’s Pride Committee.

DECISION MAKING RULES

| | |
|---|--|
| <p>< 2 Majors across 2 Months or < 6 Minors across 2 Months</p> | <p>Tier 2 interventions not required. Student continues participating in school’s Tier 1 PBIS program.</p> |
| <p>2 or more Majors or 6 or more Minors across 2 Months or Specific Referral from Teacher</p> | <p>In addition to continuing to participate in school’s Tier 1 PBIS Program, student begins receiving Tier 2 interventions and is progress monitored as determined by PRIDE Committee.</p> |

TIER 2 – INTERVENTIONS FOR SOME STUDENTS

INTERVENTION SELECTION

- Students are assigned interventions through use of available behavior data: Office Discipline Referrals (ODRs), Antecedent-Behavior-Consequence (ABC) logs, interval-based behavioral observation, or teacher referral.
 - When necessary, Interventionists may utilize additional assessment data to assist in identifying appropriate interventions.
 - The highest frequency -or- most concerning behavior will be given first priority.
 - Students will continue to receive Tier 1 supports in addition to Tier 2 intervention.
- When determining appropriate interventions for students, an intervention decision-making flowchart will be utilized to match an intervention to the hypothesized function of the problem behavior that is occurring.
 - Given the necessary resources and requirements of the intervention, the team will consult with necessary parties to begin feasible implementation and data collection.
- Initial services for Tier II behavior intervention will involve an intervention of best fit and may likely take place within a small group setting.
- With on-going data collection, students who do not show growth or improvement with these interventions will be further assessed to determine an individualized intensive intervention in place of -or- as a modification to their existing intervention.

PROGRESS MONITORING

All students receiving additional Tier 2 intervention support are progress monitored at a frequency that matches the nature of the specified intervention (i.e., some students may receive progress monitoring weekly, but others may require daily progress monitoring) by the individual delivering the intervention.

DECISION MAKING

After adequate data collection has occurred given the intervention protocol implementation guidelines (minimum 2 weeks)...

| | | |
|---|--|---|
| # data points above the goal line | Either intervene on next problem behavior or dismiss student from Tier 2 support | |
| # data points above aimline, but hasn't met goal | Continue with intervention, progress monitor until # points above the goal line | |
| # data points below aimline | First # points | Modify/intensify intervention, continue progress monitoring |
| | Second # points | Modify/intensify intervention and continue progress monitoring and consider evaluating for Tier 3 |

TIER 3 – SPECIAL EDUCATION SERVICES FOR FEW STUDENTS

GENERAL

Students receive accommodations, modifications, and individually-designed intensive instruction and interventions as outlined in their 504 plans or individualized education plans (IEPs). Pull-out instruction may be delivered by the special education teacher.

INTERVENTION SELECTION

- Accommodations, modifications, and individually designed intensive instruction and interventions are informed via universal screening data, previous intervention and progress monitoring data, classroom observations, and diagnostic assessment (including initial and re-evaluations conducted to verify eligibility for special education services).
- In cases where problem behavior continues to occur in spite of Tier I and Tier II supports, the team may consider signing requesting for consent to conduct a Functional Behavioral Assessment (FBA) to determine a likely function of behavior and develop an individualized Behavioral Intervention Plan (BIP) that will help facilitate:
 - Teaching of Pro-Social Skills
 - Reinforcement of Appropriate Behavior
 - Providing Consequences to Inappropriate Behavior

This information may be incorporated into an existing Individualized Education Plan (IEP) for service delivery.

PROGRESS MONITORING & DECISION-MAKING

Progress on annual goals and short-term goals are measured as outlined in the student's IEP and evaluated using a data-based decision-making framework to inform necessary changes to services.

For students receiving intensive behavioral support through a BIP, progress monitoring and decision making will follow a similar guideline to that presented above regarding Tier II Behavioral intervention support.

PRIDE EXPECTATIONS

Positive

Respectful

Integrity

Disciplined

Eager to Learn

PRIDE EXPECTATIONS MATRIX

| | I am <u>P</u>ositive | I am <u>R</u>espectful | I have <u>I</u>ntegrity | I am <u>D</u>isciplined | I am <u>E</u>ager to Learn |
|---|--|--|--|--|--|
| In order to achieve Lion Pride in the Classroom | I will use kind words. I will raise my hand and wait for my turn to speak. | I will keep my hands, feet, and objects to myself. I will be courteous. | I will tell the truth. I will use technology appropriately. | I will bring the required materials to class. I will take care of the equipment and facilities. | I will give assigned tasks my best effort. I will be engaged and listen intently. |
| In order to achieve Lion Pride in the Hallway | I will walk on the right-hand side of the hall. | I will respect other people's personal space. I will use a one-meter voice level. | I will access only my locker. | I will determine what I need. | I will get to class in a timely manner. |
| In order to achieve Lion Pride in the Cafeteria | I will exhibit proper table manners. | I will say please and thank you. | I will clean up after myself. | I will stay in my seat until dismissed and then go to the designated area. I will use my quiet voice. | I will politely wait my turn. |
| In order to achieve Lion Pride in the Restroom | I will flush, wash, throw, and go. | I will respect the privacy of others. | I will report vandalism, maintenance issues, or other safety issues. | I will properly use the facilities, sink, soap, and paper towels. | I will use the restroom at scheduled times. |
| In order to achieve Lion Pride in the Bus | I will be prompt. I will line up quietly and wait for instruction when loading the evening bus. | I will use kind words. I will speak softly. | I will appropriately use my own technology. I will leave it better than I found it. | I will sit in my seat and keep hands, feet, and object to myself. | I will immediately be seated, facing forward with my feet on the floor. |
| In order to achieve Lion Pride in the Playground and Gym | I will leave it better than I found it. | I will take turns and include other. | I will use good language and manners. I will make good choices. | I will show good sportsmanship. I will use equipment in the right way. | I will line up quickly and quietly. I will listen for directions. |

SCHEDULE FOR TEACHING THE EXPECTATIONS

SCHEDULE

| | |
|----------------------|---|
| August | Teachers use lesson plans to teach expectations for all settings to their students |
| September - December | Re-teach areas as data indicates is necessary |
| January | Teachers use lesson plans to re-teach expectations for all settings to their students |
| February - May | Re-teach areas as data indicates is necessary |

TEACHER ASSIGNMENTS FOR TEACHING EXPECTATIONS

| | |
|--------------|--|
| Teacher 1 | Pre-K |
| Teacher 2 | Kindergarten |
| Teacher 3 | 1 st |
| Pluto | 2 nd |
| Teacher 4 | 3 rd |
| Teacher 5 | 4 th |
| Teacher 6 | 5 th |
| Donald Duck | 6 th , 7 th , 8 th |
| Minnie Mouse | 9 th , 10 th , 11 th , 12 th |

The following teachers will help familiarize other teachers on lesson plans:

Pluto will support Teacher 1, Teacher 2, Teacher 3

Minnie Mouse will support Teacher 4, Teacher 5, and Teacher 6



ABC School – PRIDE Expectations

Elementary Bus Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** on the bus. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them on the bus.

Bus Rules

1. I will be prompt.
2. I will line up quietly and wait for instruction when loading the evening bus.
3. I will use kind words.
4. I will speak softly.
5. I will appropriately use my own technology.
6. I will leave it better than I found it.
7. I will sit in my seat and keep hands, feet, and objects to myself.
8. I will immediately be seated, facing forward with my feet on the floor.

Negative Examples

1. Making the bus wait on you.
2. Yelling mean things at someone.
3. Taking someone's phone from them.
4. Throwing trash on the ground.
5. Sitting with knees in seat, turned around talking.

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Bucks from any staff member when they follow the rules on the bus.

- **BE POSITIVE.** Tell students that there are two rules on the bus that are a good example of being positive.
 1. **I will be prompt.**
 2. **I will line up quietly and wait for instruction when loading the evening bus.**
 - **Negative Example Demonstration:** Teachers will walk slowly out of school and stop and talk to friends as the bus is loaded and ready to go.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., being prompt). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., being prompt). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE RESPECTFUL.** Tell students that there are two rules on the bus that are good examples of being respectful.
 1. **I will use kind words.**
 2. **I will speak softly.**
 - **Negative Example Demonstration:** Teacher will yell mean things at another student on the bus.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., use kind words and speak softly). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., use kind words and speak softly). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **HAVE INTEGRITY.** Tell students that there are two rules on the bus that are good examples of having integrity.
 - 1. I will appropriately use my own technology.**
 - 2. I will leave it better than I found it.**
 - **Negative Example Demonstration:** A teacher will walk by and grab another student's phone on their way to sit down. As they go to leave the bus they will drop their trash and leave it.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will appropriately use my own technology and I will leave it better than I found it). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will appropriately use my own technology and I will leave it better than I found it). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE DISCIPLINED.** Tell students that there is one rule on the bus that is a good example of being disciplined.
 - 1. I will sit in my seat and keep hands, feet, and objects to myself.**
 - **Negative Example Demonstration:** A teacher will throw paper airplanes at another student and jump out of seat to run and get it.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will sit in my seat and keep hands, feet, and objects to myself). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will sit in my seat and keep hands, feet, and objects to myself). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE EAGER TO LEARN.** Tell students that there is one rule on the bus that is a good example of being eager to learn.
 - 1. I will immediately be seated, facing forward with my feet on the floor.**
 - **Negative Example Demonstration:** A teacher will be turned around talking with knees in seat when the bus driver is ready to go.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will immediately be seated, facing forward with my feet on the floor). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will immediately be seated, facing forward with my feet on the floor). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that teachers will be watching on the bus to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations JH/HS Bus Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** on the bus. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them on the bus.

Bus Rules

1. I will be prompt.
2. I will use kind words.
3. I will speak softly.
4. I will appropriately use my own technology.
5. I will leave it better than I found it.
6. I will sit in my seat and keep hands, feet, and objects to myself.
7. I will immediately be seated, facing forward with my feet on the floor.

Negative Examples

1. Making the bus wait on you.
2. Yelling mean things at someone.
3. Taking someone's phone from them.
4. Throwing trash on the ground.
5. Sitting with knees in seat, turned around talking.

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Bucks from any staff member when they follow the rules on the bus.

- **BE POSITIVE.** Tell students that there is one rule on the bus that is a good example of being positive.
 - 1. I will be prompt.**
 - **Negative Example Demonstration:** Teachers will walk slowly out of school and stop and talk to friends as the bus is loaded and ready to go.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., being prompt). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., being prompt). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there are two rules on the bus that are good examples of being respectful.
 - 1. I will use kind words.**
 - 2. I will speak softly.**
 - **Negative Example Demonstration:** Teacher will yell mean things at another student on the bus.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., use kind words and speak softly). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., use kind words and speak softly). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **HAVE INTEGRITY.** Tell students that there are two rules on the bus that are good examples of having integrity.
 - 1. I will appropriately use my own technology.**

2. I will leave it better than I found it.

- **Negative Example Demonstration:** A teacher will walk by and grab another student's phone on their way to sit down. As they go to leave the bus they will drop their trash and leave it.
- **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will appropriately use my own technology and I will leave it better than I found it). Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will appropriately use my own technology and I will leave it better than I found it). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE DISCIPLINED.** Tell students that there is one rule on the bus that is a good example of being disciplined.
 - 1. I will sit in my seat and keep hands, feet, and objects to myself.**
 - **Negative Example Demonstration:** A teacher will throw paper airplanes at another student and jump out of seat to run and get it.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will sit in my seat and keep hands, feet, and objects to myself). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will sit in my seat and keep hands, feet, and objects to myself). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE EAGER TO LEARN.** Tell students that there is one rule on the bus that is a good example of being eager to learn.
 - 1. I will immediately be seated, facing forward with my feet on the floor.**
 - **Negative Example Demonstration:** A teacher will be turned around talking with knees in seat when the bus driver is ready to go.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will immediately be seated, facing forward with my feet on the floor). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will immediately be seated, facing forward with my feet on the floor). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that teachers will be watching them on the bus to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations Cafeteria Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** in the cafeteria. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them in the cafeteria.

| Hallway Rules | Negative Examples |
|--|---|
| <ol style="list-style-type: none"> 1. I will exhibit proper table manners. 2. I will say please and thank you. 3. I will clean up after myself. 4. I will stay in my seat until dismissed and then go to the designated area. 5. I will use my quiet voice. 6. I will politely wait my turn. | <ol style="list-style-type: none"> 1. Expecting to be served and cleaned up after. 2. Leaving my trash 3. Horseplay in the cafeteria 4. Talking loudly or yelling 5. Cutting in line |

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Tickets from any staff member when they follow the rules in the hallway.

- **BE POSITIVE.** Tell students that there is one rule for being positive in the cafeteria that is a good example of being positive.
 - 1. I will exhibit proper table manners.**
 - **Negative Example Demonstration:** Teachers will sit at the table and burp
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., exhibit proper table manners). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., exhibit proper table manners). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there is one rule in the cafeteria that is a good example of being respectful.
 - 1. I will say please and thank you.**
 - **Negative Example Demonstration:** Teacher will be rude and ungrateful in the lunch line.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will say please and thank you). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will say please and thank you). Select students, one at a time, to play the role of the student in repeating exhibit proper table manners the demonstration.

- **HAVE INTEGRITY.** Tell students that there is one rule in the cafeteria that is a good example of having integrity.
 - 1. I will clean up after myself.**

- **Negative Example Demonstration:** A teacher will toss their trash on the floor and then leave some on the table when they leave the cafeteria.
- **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will clean up after myself). Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will clean up after myself). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE DISCIPLINED.** Tell students that there are two rules in the cafeteria that are good examples of being disciplined.
 1. **I will stay in my seat until dismissed and then go to the designated area.**
 2. **I will use my quiet voice.**
 - **Negative Example Demonstration:** A teacher will get up from table and go over to another teacher to talk and then holler across the cafeteria to another teacher.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will stay in my seat and I will use my quiet voice). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will stay in my seat and use my quiet voice). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE EAGER TO LEARN.** Tell students that there is one rule in the cafeteria that is a good example of being eager to learn.
 1. **I will politely wait my turn.**
 - **Negative Example Demonstration:** A teacher will come into the cafeteria and immediately cut in the lunch line.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will politely wait my turn). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will politely wait my turn). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them in the cafeteria to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations

Elementary Classroom Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** in the classroom. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them in the classroom.

| Classroom Rules | Negative Examples |
|--|--|
| <ol style="list-style-type: none"> 1. I will use kind words. 2. I will raise my hand and wait for my turn to speak. 3. I will keep my hands, feet, and objects to myself. 4. I will be courteous. 5. I will tell the truth. 6. I will use technology appropriately. 7. I will bring the required materials to class. 8. I will take care of the equipment and facilities. 9. I will give assigned tasks my best effort. 10. I will be engaged and listen intently. | <ol style="list-style-type: none"> 1. Blur out answers. 2. Call people names. 3. Get in other people's desks. 4. Talking loudly or yelling. 5. Lie about why my homework isn't done. 6. Cheat off of a neighbor's paper. 7. Leave books at home or in locker. 8. Write on desks or in books. 9. Talk to my neighbor instead of working. 10. Talk while the teacher is talking. 11. Not stay in my seat. 12. Not turn in assignments. |

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Bucks from any staff member when they follow the rules in the hallway.

- **BE POSITIVE.** Tell students that there are two rules for being positive in the classroom that are a good example of being positive.
 1. **I will use kind words.**
 2. **I will raise my hand and wait for my turn to speak.**
 - **Negative Example Demonstration:** Teachers will blurt out answers to a question.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will raise my hand and wait for my turn to speak). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will raise my hand and wait for my turn to speak). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there are two rules in the classroom that are a good example of being respectful.
 1. **I will keep my hands, feet, and objects to myself.**
 2. **I will be courteous.**
 - **Negative Example Demonstration:** Teacher will push or kick another teacher next to them.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will keep my hands, feet, and objects to myself). Praise correct responses.

- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will keep my hands, feet, and objects to myself). Select students, one at a time, to play the role of the student in repeating exhibit proper table manners the demonstration.
- **HAVE INTEGRITY.** Tell students that there are two rules in the classroom that are a good example of having integrity.
 1. **I will tell the truth.**
 2. **I will use technology appropriately.**
 - **Negative Example Demonstration:** A teacher tells a lie about the dog eating her homework.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will tell the truth). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will tell the truth). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE DISCIPLINED.** Tell students that there are two rules in the classroom that are good examples of being disciplined.
 1. **I will bring the required materials to class.**
 2. **I will take care of the equipment and facilities.**
 - **Negative Example Demonstration:** A teacher will not have books, paper, or pencil ready at the start of the lesson.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will bring the required materials to class). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will bring the required materials to class). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE EAGER TO LEARN.** Tell students that there are two rules in the classroom that are a good example of being eager to learn.
 1. **I will give assigned tasks my best effort.**
 2. **I will be engaged and listen intently.**
 - **Negative Example Demonstration:** A teacher will be talking while the “teacher” is teaching the lesson.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will be engaged and listen intently). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will be engaged and listen intently). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them in the classroom to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations

JH/HS Classroom Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** in the classroom. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them in the classroom.

| Classroom Rules | Negative Examples |
|--|---|
| <ol style="list-style-type: none"> 1. I will use kind words. 2. I will raise my hand and wait for my turn to speak. 3. I will keep my hands, feet, and objects to myself. 4. I will be courteous. 5. I will tell the truth. 6. I will use technology appropriately. 7. I will bring the required materials to class. 8. I will take care of the equipment and facilities. 9. I will give assigned tasks my best effort. 10. I will be engaged and listen intently. | <ol style="list-style-type: none"> 1. Blurting out answers. 2. Calling people names. 3. Talking loudly or yelling. 4. Cheating off of a neighbor's paper. 5. Leaving books at home or in locker. 6. Writing on desks or in books. 7. Talking to my neighbor instead of working. 8. Talking while the teacher is talking. 9. Not staying in my seat. 10. Not turning in assignments. |

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Bucks from any staff member when they follow the rules in the hallway.

- **BE POSITIVE.** Tell students that there are two rules for being positive in the classroom that are a good example of being positive.
 1. **I will use kind words.**
 2. **I will raise my hand and wait for my turn to speak.**
 - **Negative Example Demonstration:** Teachers will blurt out answers to a question.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will raise my hand and wait for my turn to speak). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will raise my hand and wait for my turn to speak). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there are two rules in the classroom that are a good example of being respectful.
 1. **I will keep my hands, feet, and objects to myself.**
 2. **I will be courteous.**
 - **Negative Example Demonstration:** Teacher will push or kick another teacher next to them.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will keep my hands, feet, and objects to myself). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will keep my hands, feet, and objects to myself). Select students, one at a time, to play the role of the student in repeating exhibit proper table manners the demonstration.

- **HAVE INTEGRITY.** Tell students that there are two rules in the classroom that are a good example of having integrity.
 1. **I will tell the truth.**
 2. **I will use technology appropriately.**
 - **Negative Example Demonstration:** A teacher will be on a game on the ipad instead of what they are supposed to be doing.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will tell the truth). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will tell the truth). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE DISCIPLINED.** Tell students that there are two rules in the classroom that are good examples of being disciplined.
 1. **I will bring the required materials to class.**
 2. **I will take care of the equipment and facilities.**
 - **Negative Example Demonstration:** A teacher will not have books, paper, or pencil ready at the start of the lesson.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will bring the required materials to class). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will bring the required materials to class). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE EAGER TO LEARN.** Tell students that there are two rules in the classroom that are a good example of being eager to learn.
 1. **I will give assigned tasks my best effort.**
 2. **I will be engaged and listen intently.**
 - **Negative Example Demonstration:** A teacher will be talking while the “teacher” is teaching the lesson.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will be engaged and listen intently). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will be engaged and listen intently). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them in the classroom to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations

Elementary Hallway Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** in the hallway. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them in the hallway.

| Hallway Rules | Negative Examples |
|--|---|
| <ol style="list-style-type: none"> 1. I will walk on the right-hand side of the hall. 2. I will respect other people's personal space. 3. I will use a one-meter voice level. 4. I will access only my locker. 5. I will determine what I need. 6. I will get to class in a timely manner. | <ol style="list-style-type: none"> 1. Yelling & laughing loudly in the halls. 2. Getting out of line to say “hi” to others. 3. Walking in the middle of the hall. 4. Touching hallway displays. 5. Wondering the halls. 6. Being distracted by other students. 7. Arguing with other students & teachers. 8. Pushing & shoving in line. |

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Tickets from any staff member when they follow the rules in the hallway.

- **BE POSITIVE.** Tell students that there is one rule for being positive in the hallway that are good examples of being positive.
 1. **I will walk on the right-hand side of the hall.**
 - **Negative Example Demonstration:** Teachers will run chaotically through the hall.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., walk on the right hand side of the hall). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., walk on right hand side of the hall). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there are two rules in the hallway that are good examples of being respectful. They include:
 1. **I will respect other people's personal space.**
 2. **I will use a one-meter voice level.**
 - **Negative Example Demonstration:** Teacher will shove a student and yell loudly at another student who is at the other end of the hall.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will respect other people's personal space and I will use a one-meter voice level). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will respect other people's personal space and I will use a one-meter voice level). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **HAVE INTEGRITY.** Tell students that there is one rule in the hallway that is a good example of having integrity.
 1. **I will access only my locker.**
 - **Negative Example Demonstration:** A teacher will go through the halls opening all the lockers.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will access only my locker). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will access only my locker). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE DISCIPLINED.** Tell students that there is one rule in the hallway that is a good example of being disciplined.
 1. **I will determine what I need.**
 - **Negative Example Demonstration:** A teacher will go to a locker and get out a book, paper, and something to write with.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will determine what I need). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will determine what I need). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE EAGER TO LEARN.** Tell students that there is one rule in the hallway that is a good example of being eager to learn.
 1. **I will get to class in a timely manner.**
 - **Negative Example Demonstration:** A teacher will stand in the halls visiting with a friend until after the bell rings for class.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will get to class in a timely manner). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will get to class in a timely manner). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them in the hallway to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations JH/HS Hallway Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** in the hallway. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them in the hallway.

Hallway Rules

1. I will walk on the right-hand side of the hall.
2. I will respect other people's personal space.
3. I will use a one-meter voice level.
4. I will access only my locker.
5. I will determine what I need.
6. I will get to class in a timely manner.

Negative Examples

1. Running in the hallway
2. Yelling in the hallway
3. Horseplay in the hallway
4. Getting in other lockers
5. Spending too much time talking and being late to class.

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Bucks from any staff member when they follow the rules in the hallway.

- **BE POSITIVE.** Tell students that there is one rule for being positive in the hallway that are good examples of being positive.
 1. **I will walk on the right-hand side of the hall.**
 - **Negative Example Demonstration:** Teachers will run chaotically through the hall.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., walk on the right hand side of the hall). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., walk on right hand side of the hall). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there are two rules in the hallway that are good examples of being respectful. They include:
 1. **I will respect other people's personal space.**
 2. **I will use a one-meter voice level.**
 - **Negative Example Demonstration:** Teacher will shove a student and yell loudly at another student who is at the other end of the hall.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will respect other people's personal space and I will use a one-meter voice level). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will respect other people's personal space and I will use a one-meter voice level). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **HAVE INTEGRITY.** Tell students that there is one rule in the hallway that is a good example of having integrity.
 1. **I will access only my locker.**

- **Negative Example Demonstration:** A teacher will go through the halls opening all the lockers.
- **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will access only my locker). Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will access only my locker). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE DISCIPLINED.** Tell students that there is one rule in the hallway that is a good example of being disciplined.
 1. **I will determine what I need.**
 - **Negative Example Demonstration:** A teacher will go to a locker and get out a book, paper, and something to write with.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will determine what I need). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will determine what I need). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE EAGER TO LEARN.** Tell students that there is one rule in the hallway that is a good example of being eager to learn.
 1. **I will get to class in a timely manner.**
 - **Negative Example Demonstration:** A teacher will stand in the halls visiting with a friend until after the bell rings for class.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will get to class in a timely manner). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will get to class in a timely manner). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them in the hallway to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations

Elementary Playground/Gym Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** on the playground/in the gym. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them on the playground/in the gym.

| Playground/Gym Rules | Negative Examples |
|---|---|
| <ol style="list-style-type: none"> 1. I will leave it better than I found it. 2. I will take turns and include others. 3. I will use good language and manners. 4. I will make good choices. 5. I will show good sportsmanship. 6. I will use equipment in the right way. 7. I will line up quickly and quietly. 8. I will listen for directions. | <ol style="list-style-type: none"> 1. Fighting. 2. Throwing trash down. 3. Continuing to play after whistle is blown to line up. 4. Cutting on line. 5. Yelling and screaming when in line to go back to class. 6. Twisting in swings or climbing up the slipper slide. |

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Bucks from any staff member when they follow the rules on the bus.

- **BE POSITIVE.** Tell students that there is one rule on the playground that is a good example of being positive.
 1. **I will leave it better than I found it.**
 - **Negative Example Demonstration:** A teacher will throw trash on the playground
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will leave it better than I found it). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e. g., I will leave it better than I found it).

- **BE RESPECTFUL.** Tell students that there is one rule on the playground that is a good example of being respectful.
 1. **I will take turns and include others.**
 - **Negative Example Demonstration:** A teacher will not wait her turn at the slipper slide. A teacher will tell another teacher they can't play their game.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will take turns and include others).
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will take turns and include others). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **HAVE INTEGRITY.** Tell students that there are two rules on the playground that are good examples of having integrity.
 1. **I will use good language and manners.**
 2. **I will make good choices.**

- **Negative Example Demonstration:** A teacher will walk by and call another teacher stupid and idiot.
- **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will use good language and manners). Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will use good language and manners). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE DISCIPLINED.** Tell students that there are two rules on the playground that is a good example of being disciplined.
 1. **I will show good sportsmanship.**
 2. **I will use equipment in the right way.**
 - **Negative Example Demonstration:** A teacher will push and shove on the basketball court. A teacher will be twisting in the swings.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will show good sportsmanship. I will use equipment in the right way). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will show good sportsmanship. I will use equipment in the right way). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE EAGER TO LEARN.** Tell students that there are two rules on the playground that are a good example of being eager to learn.
 1. **I will line up quickly and quietly.**
 2. **I will listen for directions.**
 - **Negative Example Demonstration:** A teacher will be continue playing after the whistle is blown to line up.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will line up quickly and quietly). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will line up quickly and quietly). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them on the playground/in the gym to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations

JH/HS Playground/Gym Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** on the playground/in the gym. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them on the playground/in the gym.

| Playground/Gym Rules | Negative Examples |
|---|---|
| <ol style="list-style-type: none"> 1. I will leave it better than I found it. 2. I will take turns and include others. 3. I will use good language and manners. 4. I will make good choices. 5. I will show good sportsmanship. 6. I will use equipment in the right way. 7. I will line up quickly and quietly. 8. I will listen for directions. | <ol style="list-style-type: none"> 1. Fighting. 2. Throwing trash down. 3. Twisting in swings or climbing up the slipper slide. 4. Playing on the little kids' equipment. |

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the hallway for this demonstration. Remind students that they can get Lion Bucks from any staff member when they follow the rules on the bus.

- **BE POSITIVE.** Tell students that there is one rule on the playground that is a good example of being positive.
 1. **I will leave it better than I found it.**
 - **Negative Example Demonstration:** A teacher will throw trash on the playground.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will leave it better than I found it). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will leave it better than I found it).

- **BE RESPECTFUL.** Tell students that there is one rule on the playground that is a good example of being respectful.
 1. **I will take turns and include others.**
 - **Negative Example Demonstration:** A teacher will not let a student join in a basketball game.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will take turns and include others).
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will take turns and include others). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **HAVE INTEGRITY.** Tell students that there are two rules on the playground that are good examples of having integrity.
 1. **I will use good language and manners.**
 2. **I will make good choices.**
 - **Negative Example Demonstration:** A teacher will walk by and call another teacher stupid and idiot.

- **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will use good language and manners). Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will use good language and manners). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE DISCIPLINED.** Tell students that there are two rules on the playground that is a good example of being disciplined.
 1. **I will show good sportsmanship.**
 2. **I will use equipment in the right way.**
- **Negative Example Demonstration:** A teacher will push and shove on the basketball court. A teacher will be twisting in the swings.
- **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will show good sportsmanship. I will use equipment in the right way). Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will show good sportsmanship. I will use equipment in the right way). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BE EAGER TO LEARN.** Tell students that there is one rule on the playground that is a good example of being eager to learn.
 1. **I will listen for directions.**
- **Negative Example Demonstration:** A teacher will be continue playing after the whistle is blown to line up.
- **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will line up quickly and quietly). Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will line up quickly and quietly). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them on the playground/in the gym to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.



ABC School – PRIDE Expectations Restroom Behavior Lesson Plan

Objective

- Request the attention of all students.
- Tell students that you are going to talk about ways to **BE POSITIVE, BE RESPECTFUL, SHOW INTEGRITY, BE DISCIPLINED, AND BE EAGER TO LEARN** in the restroom. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them in the restroom

Restroom Rules

1. I will flush, wash, throw, and go.
2. I will respect the privacy of others.
3. I will report vandalism, maintenance issues, or other safety issues.
4. I will properly use the facilities, sink, soap, and paper towels.
5. I will use the restroom at scheduled times.

Negative Examples

1. Flood the toilet.
2. Climbing on the toilets.
3. Throwing trash on the floor.
4. Looking over or under the doors.
5. Yelling and screaming.
6. Wasting time going to and from the bathroom.
7. Entering the bathroom outside of assigned times.
8. Witnessing unsafe behavior or maintenance issues and not reporting it to staff.

Teaching Demonstrations (with partners)

****All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the restroom for this demonstration. Remind students that they can get Lion Tickets from any staff member when they follow the rules in the hallway.**

- **BE POSITIVE.** Tell students that there is one rule for being positive in the restroom that is a good example of being positive.
 - 1. I will flush, wash, throw, and go.**
 - **Negative Example Demonstration:** Teacher will walk out of stall, grab a paper towel, throw it on the floor, and wander around the bathroom.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will flush, wash, throw, and go). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will flush, wash, throw, and go). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there is one rule in the hallway that is a good example of being respectful.
 - 1. I will respect the privacy of others.**
 - **Negative Example Demonstration:** Teacher will peek over and under the bathroom stalls.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will respect the privacy of others). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will respect the privacy of others). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **HAVE INTEGRITY.** Tell students that there is one rule in the restroom that is a good example of having integrity.
 1. **I will report vandalism, maintenance issues, or other safety issues.**
 - **Negative Example Demonstration:** Teacher will look at toilet and say, “Ooooh, gross! That toilet is overflowing. Oh well! Someone else will take care of it!”
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will report vandalism, maintenance issues, or other safety issues). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will report vandalism, maintenance issues, or other safety issues). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE DISCIPLINED.** Tell students that there is one rule in the restroom that is a good example of being disciplined.
 1. **I will properly use the facilities, sink, soap, and paper towels.**
 - **Negative Example Demonstration:** Teacher will go into stall and flush the toilet several times. Then, the teacher will run the water in the sink for a long time (splashing the water), and then squirt a big handful of soap into their hand. Teacher will rinse off hands and then use multiple paper towels to dry off hands.
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will properly use the facilities, sink, soap, and paper towels). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will properly use the facilities, sink, soap, and paper towels). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE EAGER TO LEARN.** Tell students that there is one rule in the restroom that is a good example of being eager to learn.
 1. **I will use the restroom at scheduled times.**
 - **Negative Example Demonstration:** Teacher demonstrates a situation in which student should wait for another time to use the restroom (Scenario 1- Teacher says, “I know my teacher just gave us a bathroom break 5 minutes ago, but I’m going to go again.” Scenario 2- Teacher talks to peers. Bell rings to go to class. Teacher shouts out to pretend teacher, “I’ll be in class in a few minutes, Ms. X! I’m going to go to the bathroom!”).
 - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., I will use the restroom at scheduled times). Praise correct responses.
 - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., I will get to class in a timely manner). Select students, one at a time, to play the role of the student in repeating the demonstration.

After the Lesson (During the Day)

- Tell students that you will be watching them in the restroom to make sure they are **BEING POSITIVE, RESPECTFUL, SHOWING INTEGRITY, BEING DISCIPLINED, AND EAGER TO LEARN.**
- Remind students that you will look for them to demonstrate the specific rules throughout the day, and you will praise examples of the behavior (use descriptive praise) and reward with Lion Tickets.

REWARDS MATRIX

| Target Population | Type of Acknowledgement | Achievement Criteria | Where/When | Frequency/# of Acknowledgements | Coordinated By |
|---|---|---|---|---|--|
| <i>Who is the reward for (e.g., student, group, school, staff)?</i> | <i>What do you get (e.g., points, tickets, store, pass, activity, etc.)</i> | <i>How is the acknowledgement earned?</i> | <i>Where and when will the acknowledgment be delivered?</i> | <i>How often are acknowledgements given (e.g., daily, weekly; quarterly, etc.)?</i> | <i>Who is coordinating (i.e., making sure it is running)?</i> |
| All students | Lion Tickets (School Store) | Following the Pride expectations | All settings by all staff | Daily | Pride Team; Resource officer- school store Friday afternoons (teachers will bring in) |
| All students | Participate in Pride Activity | Students who earned 15 Tickets in 6 weeks | On campus/ Every 6 weeks | Every 6 weeks | Pride Team creates activity; each grade level teacher tracks tickets and will send to activity |
| Junior High/High School | Quarterly Behavior and Academic Party | Students who earned 2.5 GPA; 2 or fewer minors, no majors | Every 9 weeks | Every 9 weeks | Minnie Mouse; Pride Team will organize party |
| Elementary Students | Quarterly Behavior and Academic Party | Students who earned 2.5 GPA; 2 or fewer minors, no majors | Every 9 weeks | Every 9 weeks | Grade level teachers; Pride Team will organize party |
| All students | Lunch at Pizza Hut | Perfect Attendance *no more than 2 hours missed | Monthly | Monthly | Grade level teachers track student attendance; Pluto schedule dates for Elem.; Minnie Mouse schedules date for Jr/High |
| Elementary students | Raffle Ticket Prize | Random drawing of individual Lion Tickets (Pink copy) | Pride & Roar/Monthly | Monthly | Pride Team |
| JH/High students | Raffle Ticket Prize | Random drawing of individual Lion Tickets (Pink copy) | Via announcements /Monthly | Monthly | Pride Team |
| Staff | Raffle Ticket Prize | Random drawing of individual Lion Tickets (Yellow copy) | Staff Meeting Announcements/Monthly | Monthly | Pride Team; Administration |

REWARDS PROCEDURES

LION TICKETS

Lion Tickets are small slips of paper that are earned by students who demonstrate our PRIDE expectations.

When giving a student a Lion Ticket, the staff member should praise the student using **behavior specific praise**.

Behavior specific praise includes:

1. **The student's name.**
2. **A praise statement.**
3. **The appropriate behavior and expectation exhibited by the student.**

Example of behavior specific praise: "Andrew, great job demonstrating respect by using one-meter voice level!"


Lion Tickets

Student's Name: _____ Grade: _____

Teacher's Name: _____

I was showing Lion Pride by being/showing

- Positive
- Respectful
- Integrity
- Disciplined
- Eager to Learn





EXAMPLES OF WHEN TO GIVE LION TICKETS

- If a student is exhibiting appropriate behavior when other students are not
- If a student, who rarely exhibits appropriate behavior, does so without prompting
- If a student goes out of their way to exhibit PRIDE in any way
- If a student reports another student with exemplary behavior and you know the report is true



EXAMPLES OF WHEN TO **NOT** GIVE LION TICKETS

- If the student begs
- If a student asks for one because they saw another student getting a ticket
- If a student was just exhibiting inappropriate behavior right before behaving appropriately
- If a student tells you they did something exemplary. In this case, use behavior specific praise and encourage them to continue to do the right thing ("Excellent job showing integrity by cleaning up after yourself, Ellie!")

SCHOOL STORE

On Friday afternoons, teachers will bring their students to the school store which will be managed by our resource officer. Students will have the opportunity to exchange their Lion Tickets for a wide range of prize passes costing varying amounts of tickets.

MONTHLY RAFFLES

For Pre-K through 5th grade, teachers will collect the pink and yellow copies of student's Lion Tickets in a container in the classroom. A member of the Pride Team will come by each classroom to collect the ticket copies each month. Junior high and high school students will be responsible for turning in their pink and yellow tickets into a container in the high school office. The following raffle drawings will take place monthly:

- A raffle for elementary students (using the yellow copy of the tickets) will occur during Pride & Roar.
- For junior high and high school students (also using the yellow copy of the tickets), a raffle will occur during announcements.
- A staff raffle will also take place during staff meeting announcements; the pink copies of the tickets will be utilized for this purpose.

PARTIES AND ACTIVITIES

Students will have the opportunity to earn participation in a variety of activities:

Pride Activities

Students who earn at least 15 Lion Tickets during the designated six-week period will be allowed to attend the Pride Activity created and organized by the Pride Team. Teachers are responsible for tracking/verifying how many tickets each student has earned in a six-week period and sending those students to the Pride Activity when it occurs.

Quarterly Behavior and Academic Party

Every nine weeks, students who earned at least a 2.5 GPA, accrued 2 or fewer minors, and did not earn any majors will attend a party organized by the Pride Team. Pre-K through 5th grade teachers will be responsible for creating list of eligible students in their classrooms. Minnie Mouse will be responsible for creating list of eligible students in junior high and high school, as well as the master list for Pre-K through 5th grade. There will be two separate parties: one for the elementary students and another for the junior high and high school students.

Perfect Attendance Lunch

Every month, students with perfect attendance (no more than 2 hours of school missed) will earn the opportunity to have lunch at Pizza Hut. Pre-K through 5th grade teachers will track attendance and report eligible students to Minnie Mouse. Minnie Mouse and Sally Secretary will track attendance for junior high and high school students.



ABC SCHOOL



LION TICKETS REWARD MENU – ELEMENTARY

| Price | Reward |
|------------|--|
| 2 Tickets | Pencil from the office |
| 2 Tickets | Draw on the chalkboard/white board |
| 3 Tickets | Hat Day Pass |
| 3 Tickets | Be the first one in lunch line |
| 3 Tickets | Bring a stuffed animal to school for a day |
| 3 Tickets | Take your shoes off in class for a day |
| 3 Tickets | Bring pop from home or buy pop to have with lunch |
| 5 Tickets | Use your teacher's chair for one day |
| 5 Tickets | Move your desk to a different location in your classroom for one day |
| 5 Tickets | Read aloud a book in class of your choice |
| 5 Tickets | Assist teacher of your choice for 15 minutes |
| 5 Tickets | Choose a book for teacher to read to class |
| 5 Tickets | Do half an assignment |
| 5 Tickets | Earn a free pass to a game |
| 5 Tickets | Get to go read at a special place |
| 5 Tickets | Listen to music while working |
| 5 Tickets | Have the teacher make a positive phone call home |
| 5 Tickets | Receive a note of recognition from the teacher or principal |
| 10 Tickets | Do half an assignment |
| 10 Tickets | Play a favorite game or puzzle |
| 10 Tickets | Cut principal's tie off |
| 10 Tickets | Assist the custodian for 30 minutes |
| 10 Tickets | Eat chips and dip |
| 10 Tickets | 15 minutes of extra reading time as agreed upon with teacher |
| 10 Tickets | 15 minutes of extra computer time as agreed upon with teacher |
| 10 Tickets | 15 minutes of drawing time as agreed upon with teacher |
| 10 Tickets | Eat lunch in the classroom with a friend |
| 10 Tickets | Free homework pass on a daily assignment |
| 10 Tickets | Decorated chair |
| 12 Tickets | Serve as a custodial assistant for 20 minutes |
| 12 Tickets | Shoot baskets in gym |
| 12 Tickets | Use headphones/i-Pod during computer class/class as agreed upon by teacher |
| 15 Tickets | Eat a snack and play a board game |
| 15 Tickets | Eat lunch with principal or teacher |
| 15 Tickets | Eat lunch with invited guest (grandparent, uncle, aunt) |
| 15 Tickets | Have an extra recess |
| 20 Tickets | Eat lunch outdoors with class |
| 20 Tickets | Get a "free Choice" time at the end of the day |
| 20 Tickets | Go on a walking field trip (earn privilege for whole class) |

| | |
|------------|---|
| 20 Tickets | Sit at the teacher's desk for a period of time |
| 25 Tickets | Watch a movie |
| 25 Tickets | Get a "no Homework" pass |
| 25 Tickets | Enjoy class outdoor with whole class |
| 30 Tickets | Enjoy a free McDonald's lunch |
| 30 Tickets | 15 minute extra recess for your entire class |
| 40 Tickets | A school hoodie |
| 50 Tickets | Earn a free pass fun trip |
| 50 Tickets | Duct tape principal to the wall during assembly |



ABC SCHOOL



LION TICKETS REWARD MENU – JH/HS

| Price | Reward |
|------------|---|
| 2 Tickets | Pencil from the office |
| 3 Tickets | Decorate bulletin board |
| 3 Tickets | Free entrance to a football, basketball game, etc. |
| 5 Tickets | Assist scoreboard keeper at game |
| 5 Tickets | Eat lunch with a preferred adult |
| 5 Tickets | Shoot hoops after school with coach |
| 5 Tickets | Office aid for a class period |
| 5 Tickets | Sit at score table during basketball game |
| 5 Tickets | Sit in score box at football game |
| 5 Tickets | Sit in teacher's chair for a class period |
| 5 Tickets | Be first in lunch line for a week |
| 5 Tickets | Do half an assignment |
| 5 Tickets | Chalk a person's car |
| 5 Tickets | Free tardy pass |
| 5 Tickets | Bring stuffed animal |
| 8 Tickets | Dress as the school mascot during a game |
| 10 Tickets | Chance to go to grade school and teach students about a topic of interest |
| 10 Tickets | Cut the principal's tie off |
| 10 Tickets | Help serve lunch |
| 10 Tickets | Homework free night |
| 10 Tickets | Introduce players at ballgame |
| 10 Tickets | Hat day pass |
| 10 Tickets | Free homework pass on a daily assignment |
| 10 Tickets | Eat chips and dip |
| 10 Tickets | Spray principal w/silly string |
| 10 Tickets | Get to use phone for a day |
| 10 Tickets | Cheer for a game w/HS |
| 10 Tickets | Free lunch – School lunch |
| 15 Tickets | Skip a class & go to gym |
| 15 Tickets | Get out of detention pass |
| 15 Tickets | 15 extra min @lunch |
| 15 Tickets | Out to lunch w/1 friend & teacher of choice |
| 15 Tickets | Use the teacher's chair |
| 20 Tickets | Go on a walking field trip |
| 20 Tickets | Open Lunch |
| 20 Tickets | Snack Day |
| 25 Tickets | Free hour |
| 25 Tickets | Do principal or superintendent make up |

| | |
|------------|---|
| 25 Tickets | Principal or superintendent tutu |
| 25 Tickets | Watch a movie |
| 40 Tickets | A School Hoodie |
| 50 Tickets | Pie a teacher |
| 50 Tickets | All staff dance at assembly |
| 50 Tickets | Put highlights in a willing teacher's hair |
| 50 Tickets | Buzz cut a design in principal or another adults hair |
| 50 Tickets | Duct tape principal to wall during assembly |

DISCIPLINE FORM FLOWCHART

Decide whether student's behavior is a major or minor behavior.

Minor Behavior

- Inappropriate Language
- Physical Contact
- Defiance
- Disruption
- Property Misuse
- Tardy
- Electronic Violation
- Other

Manage in the Classroom

- Redirect the student and remind them of the school-wide expectation/classroom rule
- Praise other students' positive behaviors
- Consider whether student needs extra help with task
- Consider moving closer to student and provide increased supervision

Give verbal warning and state consequence

If behavior continues and this is the 1st minor...

Give consequence and completely fill out discipline form.

- Turn yellow copy of ODR into office
- Keep white copy for your records
- Send home pink copy with student

Potential Consequences

Include:

- Loss of privileges
- Conference with student
- Parent contact

If the behavior continues, and this is the 2nd minor...

Give consequence and completely fill out discipline form.

- Turn yellow copy of ODR into office
- Keep white copy for your records
- Send home pink copy with student

Potential Consequences

Include:

- Loss of privileges
- Conference with student
- Parent contact
- After School Detention

If student has accumulated 3 minor ODRs within 1 quarter...

Secretary will fill out student's name on a new discipline form and circle "YES" at top of discipline form to indicate that this is 3rd Minor = 1 Major. She will attach the three yellow copies of the previous minor discipline forms to the newly filled out discipline form and give it to the administrator.

Administrator will request student be sent down to the office

Major Behavior

- Abusive language
- Fighting/Physical aggression
- Overt Defiance
- Harassment/Bullying
- Inappropriate Display of Affection
- Electronic Violation
- Lying/Cheating
- Skipping Class
- Other

Avoid Escalation and Call Office for Assistance

- Maintain calm, but firm demeanor toward child
- Ensure safety of student, classmates, and staff by securing the area

If student needs immediate attention

Complete Name and Behavior only on Discipline Form. Send all 3 copies of discipline form to office.

If student does not need immediate attention

Fill out all sections on a new discipline form (except "Administrative Decision"). Send all 3 copies of discipline to office.

Send student to office

- Send student to office with escort (can call Mr. Police at 918-440-1368) or contact office to let them know student is coming
- Avoid discussion with student- use short, direct statements to instruct the student (e.g., "Please walk with me to the office")

Administrator determines and gives consequence and/or problem-solving procedure.

Administrator completes "Administration Decision" and "Comments" sections of discipline form.

- Give yellow copy to secretary for data entry
- Keep white copy for office records
- Send home pink copy with student

Administrator discusses incident with teacher and provides teacher feedback

DISCIPLINE FORM

ABC School Discipline Form

Name: _____ **Grade:** _____ **Teacher:** _____

Time: _____ **Date:** _____ **Day:** Mon. Tues. Weds. Thurs. Fri.

Referring Staff: _____ **Minor to Major:** YES this is 3rd Minor = 1 Major

| Location | Minor Problem Behavior | Major Problem Behavior | Possible Motivation |
|-------------------|---|---|-------------------------|
| Playground | Inappropriate language | Abusive language | Obtain peer attention |
| Cafeteria | Physical contact | Fighting/ Physical aggression | Obtain adult attention |
| Bathroom Hallway | Defiance | Overt Defiance | Obtain items/activities |
| Arrival/Dismissal | Disruption | Harassment/Bullying | Avoid Peer(s) |
| Classroom | Property misuse | Inappropriate Display Aff. | Avoid Adult |
| Bus | Tardy | Electronic Violation | Avoid task or activity |
| Assembly Special | Electronic Violation | Lying/ Cheating | Don't know |
| Event | Other _____ | Skipping class | Other _____ |
| Gym | | Other _____ | |
| Library | Classroom or Administrative Decision | | |
| Special _____ | Loss of privilege | Individualized instruction | |
| Other _____ | Conference with student | In-school suspension (____ hours/ days) | |
| | Parent Contact | Out of school suspension (____ days) | |
| | | Swats | Other _____ |

Others involved in incident: None Peers Staff Teacher Substitute Unknown Other

Comments: _____

I need to talk to the students' teacher I need to talk to the administrator

Parent Signature: _____ **Date:** _____

White Copy –Staff **Yellow Copy**-Data **Pink Copy**-Parent

DESIGNATED CONSEQUENCES – ELEMENTARY

| Offense | Description of Behavior | 1 st Offense Consequence | 2 nd Offense Consequence | 3 rd Offense Consequence |
|--|---|--|--|--|
| <i>Academic Dishonesty/ Cheating/ Forgery</i> | When a student is suspected of cheating or allowing someone to cheat. Forgery is signing another person's name to a document. | Teacher discretion (Minor) | 1 day ISS (Major) | 3 days ISS (Major) |
| <i>Attendance Policy</i> | Once a student has reached 8 absences in any one class they will be required to have a doctor's note or admin approval to be excused. If not, discipline will be assigned and the absence will be unexcused. | | | |
| <i>Battery/Fighting</i> | Any student who initiates physical contact with any part of the body with the intent to do harm. Videotaping is considered instigating a fight and will be punished accordingly | 1 Day ISS (Major) | 2-3 days OSS- (Major) | |
| <i>Battery/Fighting</i> | Any student who initiates physical contact with any part of the body with the intent to do harm. Videotaping is considered instigating a fight and will be punished accordingly | 1 Day ISS (Major) | 2-3 days OSS- (Major) | |
| <i>Cell phone/ Music Device</i> | Must remain "Unused" switched to "off" and put away where they cannot be seen. If we see them, hear them, we take them. Failure to allow confiscation of a phone will result in OSS. | | | |
| <i>Defiance/ Disrespect</i> | Inappropriate behavior directed towards admin, teachers, staff members, of guests. Includes, but not limited to rude, uncooperative, argumentative attitude. | 1 Day ISS (Major) | 2 Days ISS/Swats (Major) | |
| <i>Disruptive Behavior</i> | Students behavior that deprives the instructor of the right to teach or deprives another student of the right to learn. | 1 Day ISS (Major) | 2 Swats/2 days ISS (Major) | 3 Days ISS/1 Day OSS(Major) |
| <i>Dress Code Violation</i> | Details in school handbook. | Conference with student/change of clothes | Call Parent/change of clothes | 1 Day ISS |
| <i>Drugs, Narcotics, & Alcohol Products</i> | A student in possession or suspicion of being under the influence will be grounds for all consequences. | Follow School Policy | | |
| <i>Horse Play</i> | Any apparent act, behavior or item that could jeopardize the health, safety, or physical wellbeing of any student/employee. This includes pushing, shoving, or touching another person. | Walk at Recess (Minor) | 1 day ISS (Major) | 3 Days ISS (Major) |
| <i>Hallway Expectations</i> | No profane language, gestures, PDA, running, sliding, jumping | Walk at Recess (Minor) | | |
| <i>Hazing</i> | Incident involving initiations, hazing, intimidations, and/or related activities which are likely to cause bodily danger, physical harm, person degradation or disgrace resulting in physical or mental harm, which affect attendance of another student. | Upon Severity: ISS to 5 Days OSS, Counseling | 3-5 Days OSS | |

| | | | | |
|--|--|--|---|---|
| <i>Lunchroom Expectations</i> | Changing seats, throwing of objects or food, taking food from other students, unnecessary noise including: hitting tables, yelling, or stomping feet. | Walk at Recess (Minor) | Separate Table and walk at Recess (Minor) | 1 day ISS (Major) |
| <i>Profanity/Inappropriate Language</i> | Inappropriate language/gestures expressed verbally or visually | Walk at Recess (Minor) | 1 day ISS (Major) | 2 Days ISS/Swats (Major) |
| <i>Refusal of Reasonable Request</i> | Any violation of classroom procedures or refusal of reasonable request from staff member | Wall (Minor) | Swat/ 1 Day ISS (Major) | 2 Days ISS (Major) |
| <i>Repeatedly Breaking Rules (MAJOR AFTER 3 MINORS)</i> | Behaviors that do not fit into the general categories but are inappropriate and affect the safe and orderly learning environment | 1 Day ISS/Swats (Major) | 2 Days ISS/Swats (Major) | 1 Day OSS |
| <i>School Bus Violation</i> | Details in school handbook. | Warning/Parent contact | Warning/Parent Contact 1 Day ISS | Bus Suspension 3 Days |
| <i>Sexual Harassment and Discrimination</i> | Unsolicited and unwanted sexual behavior by any individual that interferes with work, study, or everyday life and creates an intimidating, hostile, or offensive environment | Depending on severity: ISS, 1-5 Days OSS, Counseling, No Contact Order | 3-5 Days OSS Possible Police Involvement | |
| <i>Smoking/Tobacco Products (Possession or use)</i> | Student may be issued a ticket from law enforcement if in possession of any tobacco product. Includes smoking or use of any tobacco product. | 1-3 Days ISS; Referral to Law Enforcement | 1-3 Days OSS; Referral to Law Enforcement | 5 Days OSS; Referral to Law Enforcement |
| <i>Theft/Possession of Stolen Items</i> | Theft or possession of school or personal property | 1 Day ISS/Swats (Major) | 3 Days ISS/Swats | |

DESIGNATED CONSEQUENCES – JH/HIGH

| Offense | Description of Behavior | 1 st Offense Consequence | 2 nd Offense Consequence | 3 rd Offense Consequence |
|---|---|---|---|---|
| Academic Dishonesty/ Cheating/ Forgery | When a student is suspected of cheating or allowing someone to cheat. Forgery is signing another person's name to a document. | 1 Hour detention (Minor) | 1 day ISS (Major) | 3 days ISS (Major) |
| Attendance Policy | Once a student has reached 8 absences in any one class they will be required to have a doctor's note or admin approval to be excused. If not, discipline will be assigned and the absence will be unexcused. | 1 hour detention | Two 1 hour detentions | Three 1 hour detentions |
| Battery/Fighting | Any student who initiates physical contact with any part of the body with the intent to do harm. Videotaping is considered instigating a fight and will be punished accordingly | 3-5 Days OSS (Major) | 3-5 days OSS (Major) | |
| Bullying | Any intentional gesture, verbal or physical act or threat that is sufficiently severe, persistent, or persuasive that created an intimidating, threatening or abusive educational environment. | No Contact Order in place for all involved parties | 1 Day ISS, No Contact Order (Major) | 1-3 OSS, No Contact Order |
| Cell phone/ Music Device | Must remain "Unused" switched to "off" and put away where they cannot be seen. If we see them, hear them, we take them. Failure to allow confiscation of a phone will result in OSS. | Phone is to remain in office until the end of the day | Phone is to remain in office until end of the day AND a parent must pick up | Phone is to remain in office until end of the day AND a parent must pick up. Loss of phone privilege. |
| Defiance/ Disrespect | Inappropriate behavior directed towards admin, teachers, staff members, or guests. Includes, but not limited to rude, uncooperative, argumentative attitude. | 1 Day ISS (Major) | 3 Days ISS/Swats (Major) | 2 Days OSS (Major) |
| Disruptive Behavior | Students behavior that deprives the instructor of the right to teach or deprives another student of the right to learn. | 1 Day ISS (Major) | 2 Swats/2 days ISS (Major) | 3 Days ISS/1 Day OSS(Major) |
| Dress Code Violation | Details in school handbook. | Conference with student/change of clothes | Call Parent/change of clothes | 1 Day ISS & loss of privilege |
| Drugs, Narcotics, & Alcohol Products | A student in possession or suspicion of being under the influence will be grounds for all consequences. | Follow School Policy | | |
| Failure to Serve Office Detention | Office detentions are 1 hour | 1 Day ISS | | |
| Hazing | Incident involving initiations, hazing, intimidations, and/or related activities which are likely to cause bodily danger, physical harm, person degradation or disgrace resulting in physical or mental harm, which affect attendance of another student. | Upon Severity: ISS to 5 Days OSS, Counseling | 3-5 Days OSS | |
| Internet Usage Violation | Any violation of acceptable use policy | Two 1 hour detentions | Loss of school network privileges | 1 Day ISS |

| | | | | |
|--|--|--|--|--|
| <i>iPad Violation</i> | Not using the iPad as its intended use | 1 hour detention | Two 1 hour detentions | Three 1 hour detention or 1 Day ISS |
| <i>Lunchroom Expectations</i> | Changing seats, throwing of objects or food, taking food from other students, unnecessary noise including: hitting tables, yelling, or stomping feet. | 1 hr detention (minor) | 2 hr detention (minor) | 1 day ISS (Major) |
| <i>Profanity/Inappropriate Language</i> | Inappropriate language/gestures expressed verbally or visually | 1 hr detention (minor) | 1 day ISS (Major) | 2 Days ISS/Swats (Major) |
| <i>Refusal of Reasonable Request</i> | Any violation of classroom procedures or refusal of reasonable request from staff member | 1 hr detention (minor) | Swat/ 1 Day ISS (Major) | 2 Days ISS (Major) |
| <i>Repeatedly Breaking Rules (MAJOR AFTER 3 MINORS)</i> | Behaviors that do not fit into the general categories but are inappropriate and affect the safe and orderly learning environment | 1 Day ISS/Swats (Major) | 2 Days ISS/Swats (Major) | 1 Day OSS |
| <i>School Bus Violation</i> | Details in school Handbook. | Warning/Parent contact | Warning/Parent Contact 1 Day ISS | Bus Suspension 3 Days |
| <i>Sexual Harassment and Discrimination</i> | Unsolicited and unwanted sexual behavior by any individual that interferes with work, study, or everyday life and creates an intimidating, hostile, or offensive environment | Depending on severity: ISS, 1-5 Days OSS, Counseling, No Contact Order | 3-5 Days OSS Possible Police Involvement | |
| <i>Smoking/Tobacco Products (Possession or use)</i> | Student may be issued a ticket from law enforcement if in possession of any tobacco product. Includes smoking or use of any tobacco product. | 1-3 Days ISS; Referral to Law Enforcement | 1-3 Days OSS; Referral to Law Enforcement | 5 Days OSS; Referral to Law Enforcement |
| <i>Tardiness</i> | Students will receive 2 warnings before the following consequence takes place. | 3rd Offense: 1 hour detention | 6th Offense: 1 hour detention | 9th Offense: 1 Day ISS |
| <i>Theft/Possession of Stolen Items</i> | Theft or possession of school or personal property | 1 Day ISS/Swats (Major) | 3 Days ISS/Swats | |

Appendix B – Key Personnel

D. Enos Curriculum Vita

B. Stein Curriculum Vita

J. Culver Curriculum Vita

S. Rich Curriculum Vita

C. Gann Curriculum Vita

Debbie Enos, MLIS

207 E. Main Street
Hominy, OK 74035
918.885.2667
denos@ocic.k12.ok.us

EDUCATION AND CERTIFICATIONS

Master of Library and Information Studies (2005)

Oklahoma University

Tulsa, OK

Bachelor of Arts in Sociology, Minor in Computer Science (1983)

Southwestern Oklahoma State University

Weatherford, OK

Certified Teacher in Psychology/Sociology (Grades 6-12) #218739

Certified Library Media Specialist

Oklahoma State Department of Education

Professional Experience

Assistant Executive Director and Lead Grant Writer

Osage County Interlocal Cooperative (OCIC) – Education Cooperative

Hominy, OK

- Currently serve as **Project Director** on US Dept. of Education (USDE)'s Education Innovation and Research grant and OK State Department of Education(OSDE)'s Champions of Excellence Supplemental grant; past **Project Director** positions include USDE School Climate Transformation Grant - LEA
- 8 years experience managing state and federal programs
- 6 years experience as lead grant writer

Classroom Teacher and Library Media Specialist

Hominy Public Schools

Hominy, OK

- 8 years of middle and high school-level teaching experience at a rural, low-income public school

Business Analyst

BP/Amoco

Tulsa, OK

- 12 years experience with special Projects team implementation of PREMAS and SAP software
- Supervised 3-5 employees in conversion of data from existing system to new system
- Served as liaison between business processes and information technology department

- Lead efforts to design and implement a system within the information technology department for evaluating and prioritizing work requests submitted by various business processes
- Developed and lead training sessions on new processes and software systems.

GRANT WRITING EXPERIENCE

OCIC FEDERAL GRANTS AWARDED

Education, Innovation, and Research Program (Grant No. U411C170219). Osage County, Oklahoma. \$3,744,054. 2017-2022. Debbie Enos, Project Director.

Native American Youth Program (Grant No. S299A150023). Osage County, Oklahoma. \$1,975,915. 2015-2019. Jacque Canady and Dr. Kent Smith, Co-Principal Investigators.

School Climate Transformation Grant (Grant No. S184G140202). Northeastern Oklahoma. \$3,213,829. 2014-2019. Debbie Enos, Project Director.

Farm To School (Grant No. CNF25PLAN14) OK01). Northeastern Oklahoma. \$44,665. 2013. Jeannie O'Daniel, Project Director.

OCIC STATE GRANTS AWARDED

Oklahoma Champions of Excellence Title IV Supplemental (Grant No. S424A19003). Osage County Interlocal Cooperative. \$41,000. 2019. Debbie Enos, Project Director.

Oklahoma Champions of Excellence Title IV (Grant No. S424A19003). Osage County Interlocal Cooperative. \$383,500. 2018-2019. Amanda Sellers, Project Director.

Oklahoma Striving Readers Comprehensive Literacy (Grant No. S371C170005). Bowring, Oklahoma. \$360,233. 2018-2021. Osage County Interlocal Cooperative, Project Director.

Oklahoma Striving Readers Comprehensive Literacy (Grant No. S371C170005). Red Rock, Oklahoma. \$575,603. 2018-2021. Jera Kiespert, Project Director.

Oklahoma Striving Readers Comprehensive Literacy (Grant No. S371C170005). Wynona, Oklahoma. \$575,603. 2018-2021. Osage County Interlocal Cooperative, Project Director.

Math Science Partnership Grant (Grant No. S366B160037). Northeastern Oklahoma. \$1,071,000. 2016-2017. Jeff Lay, Project Director.

Math Science Partnership Grant (Grant No. S366B120037). Northeastern Oklahoma. \$172,164. 2015. Jeff Lay, Project Director.

Oklahoma Competitive Grant. (Grant No. 2650000290). Northeastern Oklahoma. 2014. \$104,266. Jacque Canady and Ray Vandiver, Co-Principal Investigators.

Math Science Partnership Grant (Grant No. S366B140037). Northeastern Oklahoma. \$228,133. 2014. Jeff Lay, Project Director.

Math Science Partnership Grant (Grant No. S366B130037). Northeastern Oklahoma. \$222,607. 2013. Jeff Lay, Project Director.

Math Science Partnership Grant (Grant No. S366B120037). Northeastern Oklahoma. \$284,539. 2012. Jeff Lay, Project Director.

PEER REVIEWER

Investing In Innovation Fund (i3) Development Grant. US Department of Education, Washington, DC. 2013-2014.

District Race To The Top Grant. US Department of Education, Washington, DC. 2012-2013.

PROFESSIONAL MEMBERSHIPS

Association for Positive Behavior Support

Brit'ny Stein, Ph.D., HSP, NCSP

207 East Main Street
Hominy, OK 74035
bstein@ocic.k12.ok.us
940.231.5286

EDUCATION

Doctorate of Philosophy in Educational Psychology, option School Psychology — July 2016
Oklahoma State University

Specializations: Applied Behavior Analysis, Early Childhood
Dissertation: Comparing the Effects of Antecedent-Based Interventions on Task Engagement

Master of Science in Educational Psychology — December 2012
Oklahoma State University

Report: The Socio-Emotional Aspect of School Readiness: Influential Variables and Mediating Factors

Bachelor of Science in Psychology, Minor in Family Studies — May 2010
Abilene Christian University

CERTIFICATIONS

Health Service Psychologist #1308
Oklahoma State Board of Examiners of Psychologists

Nationally Certified School Psychologist #49069
National Association of School Psychologists

K-12 Certified School Psychologist #428589
Oklahoma State Department of Education

PROFESSIONAL EXPERIENCE

Safe and Healthy Schools Fellow, Title IV Supplemental Grant
Osage County Interlocal Cooperative/Oklahoma State Department of Education — January 2019 – Present
Hominy, OK

The purpose of the Title IV Supplemental Grant- Network Improvement Communities project, a program funded and led by the Oklahoma State Department of Education is to engage school staff in evidence-based change strategies that support the aim of improving trusted relationships with adults in students. Roles include managing a team of six teachers and school counselors on the implementation of the change strategies, collecting and submitting pre/post-test and progress monitoring data to the project director, and participating in Network Improvement Community meetings with other grant awardees.

Research and Planning Coordinator, Project ENGAGE
Osage County Interlocal Cooperative — October 2017 – Present
Hominy, OK

The purpose of Project ENGAGE, a program federally funded by the Education, Innovation, and Research Grant, is to examine the effects of implementing intentional technology in the classroom (including computer adaptive interventions and training via one-on-one instructional technology coaching) upon student engagement and reading achievement to improve school climate. Roles include managing the implementation of all research studies associated with the grant, as well as coordinating with the project director and evaluator to manage grant activities and report on outcomes.

School Psychologist, Project AWARE
Osage County Interlocal Cooperative — July 2016 – Present
Hominy, OK

The purpose of Project AWARE, a program federally funded by the School Climate Transformation Grant, is to implement a multi-tiered behavioral framework to improve school climate. As a member of the leadership team, roles include working with the project director to oversee the coordination and administration of all aspects of the program activities and working with Oklahoma State University School Psychology department to implement contractual services at each of the sites. Provide direct consultation services and professional development to school teams, as well as supervision of school psychology graduate students serving as MTSS site coaches and completing their practicum experience in school psychology. Assist with supporting Northeastern State University school counseling graduate students serving as site counselors and completing their practicum/internship experience in school counseling.

Doctoral Internship in School Psychology
Devereux Center for Effective Schools — August 2015 – July 2016
King of Prussia, PA

Supervisors: Lisa Thomas, Ph.D., LP; Laura Rutherford, Ph.D., LP; Barry McCurdy, Ph.D., LP, BCBA-D

Provided consultation services via grant-funded and contracted projects in both the traditional school and residential day school setting at the individual, classroom, and systems-level. At the individual level, services included conducting functional behavioral assessments and creating individualized behavior plans. At the classroom and systems-level, services included developing and implementing trainings on school-wide positive behavioral interventions and supports (SWPBIS) and response to intervention (RTI), as well as coaching and evaluating sites during implementation. Participated in applied research, including developing and leading a study on behavioral and academic programming for students with emotional and behavioral disorders. Received supervision towards becoming Board Certified Behavior Analyst.

OTISS External Site Coach
Oklahoma State Department of Education — June 2014 – May 2015
Oklahoma

Served as the external site coach to four school sites across the state of Oklahoma, including one suburban high school, two suburban elementary schools, and one rural elementary school. Assisted the schools in the implementation of response to intervention tiers in both behavior and academics via systems-level consultation and professional development.

Academic Facilitator
Oklahoma State University — August 2011 – September 2013
Stillwater, Oklahoma

Provide support to student athletes through teaching study skills and organizational strategies, as well as monitoring academic progress. Also monitored study hall time for groups of student athletes.

Graduate Program Assistant for the ExCEL Program
Oklahoma State University — August 2012 – December 2012
Stillwater, Oklahoma

Supervising Faculty: Sue Christian Parsons, Ph.D.

Program assistant for the ExCEL student-teaching program within the School of Teaching and Curriculum Leadership. Responsible for coordinating information between faculty, elementary school administrators, mentor teachers, and student-teachers, completing administrative tasks, and assisting core faculty in researching program effectiveness.

Day Camp Counselor
Young Men's Christian Association — May 2012 – August 2012
Stillwater, Oklahoma

Responsible for managing a class of second grade students throughout assorted day camp activities.

Graduate Assistant**Abilene Christian University — August 2010 – May 2011****Abilene, Texas**

Supervising Faculty: Jennifer Shewmaker, Ph.D.

Assisted in teaching and preparing for two undergraduate courses: Child Psychology and Psychology Seminar. Networked with professionals in Abilene area to form professional panels to educate students. Performed research concerning sexualized media's impact upon adolescents, including running statistical analysis on data, writing and editing articles for publication, and presenting findings at professional conferences. Assisted with NASP accreditation procedures.

Student Employee, Office of Admissions**Abilene Christian University — August 2007 – May 2011****Abilene, Texas**

Performed administrative support duties to the Executive Assistant for the Executive Vice President of Enrollment, including mail merge, printer and copier maintenance, allocating credit card charges, making deposits to the Accounts Payable department, processing payroll time logs, completing personnel action forms, and filling out travel expense reports. Assisted in scholarship application procedures and guided incoming students on interview days. Experience in making calls to prospective students.

RESEARCH EXPERIENCE

Reading Achievement and Residential Treatment: Behavioral and Academic Programming for Students with Emotional and Behavioral Disorders — August 2015 – July 2016

Principal Investigators: Brit'ny Stein, Lisa Thomas

Led a research project examining investigating the reading achievement of students with EBD enrolled in residential treatment schools. This study specifically examined students' change in performance over time and the effects of academic and behavioral programming on the reading achievement of students with EBD compared to a normative sample.

Dissertation: Comparing the Effects of Antecedent-Based Interventions on Task Engagement — March 2013 – April 2015

Principal Investigators: Brit'ny Stein, Benjamin Solomon

Led a research team comparing the components of an evidence-based classroom management intervention (providing different intensity levels of teacher greeting) upon task engagement- as measured via latency to task engagement and percentage of on-task behavior during the ten minutes upon re-entry to the classroom. A small-N, multiple treatment reversal design was utilized.

Effectiveness of Flashcard Drill Interventions on Pre-Kindergartener's Letter Naming Acquisition — October 2013 – April 2015

Principal Investigators: Brit'ny Stein, Benjamin Solomon, Brian Poncy

Led an alternating treatment design study to compare the instructional effectiveness and efficiency of two evidence-based flashcard drill interventions on letter naming acquisition in pre-kindergarten students. Currently writing the results into a manuscript to be submitted for publication.

Teaching Paraprofessionals to Use Discrete-Trial Training in the Classroom — October 2013 – December 2014

Principal Investigators: Dalawna T. O'Guin and Georgette Yetter

Re-coding videos of students receiving discrete-trial training from paraprofessionals. Calculating inter-rater reliability and assisting in writing the results for publication.

Graduate Research Associate**Oklahoma State University — January 2013 – May 2014****Stillwater, Oklahoma**

Supervising Faculty: Juliana Utley

Research associate responsible for gathering and managing data for a study analyzing differences between traditional and extended student teacher field experiences and assisting in the manuscript revision process for the Oklahoma Journal of School Mathematics. Also continued responsibilities related to previous semester's employment as program assistant for the ExCEL student-teaching program.

The Relationship between Head Start Quality and School Readiness — September 2013 – August 2014

Principal Investigators: Georgette Yetter, Tiffany Carter, and Brit'ny Stein

Co-led research team examining the relationship between Head Start quality on school readiness in terms of early literacy and early numeracy. Conducted statistical analysis utilizing the ECLS-K large-scale database and presented the results at national conference.

Development of an Effect Size for Single-Case Design Studies — September 2013 – May 2014

Principal Investigator: Benjamin Solomon

Assisted in the process of developing a standardized effect size for use in single-case design research studies. Conducted review of the literature in specific content area of performance feedback and compiled single-case research studies. Calculated multiple effect sizes for published research studies.

Research Review Experience — November 2013 – January 2014

Supervisor: Georgette Yetter

Assisted in reviewing manuscript submitted for publication in major school psychology journal (*School Psychology Quarterly*).

The Effects of Sight-Word Order in Learning — December 2013

Principal Investigator: Brooks Lord

Assisted in collecting data for a large-N design experimental study evaluating the effects of introducing sight-words by similar word groupings versus frequency of usage.

Early Numeracy Assessment and Quantity Discrimination — April 2013

Principal Investigator: Michael Hoffman

Assisted in collecting data for a large-N design experimental study evaluating the format of quantity discrimination probes on curriculum-based measurement and their relationship to other indicators of early numeracy ability.

The Relationship between ELL Head Start Participation and Social-Linguistic Development — November 2011 – May 2012

Principal Investigators: Georgette Yetter, Alicia Wiseman, and Cristina Villaneuva

Member of research team studying the effects of Head Start participation on the social-linguistic development of ELL students. Responsible for participating in regular research meetings and collaborating on a literature review and poster proposal for NASP convention. Conducted statistical analysis utilizing the ECLS-K large-scale database.

SPGO Diversity Committee Self-Study — September 2011 – February 2013

Principal Investigators: Georgette Yetter, Tom Gross, and Alicia Wiseman

Member of research team studying student expectations and perceptions of diversity training within the school psychology program. Helped write section of literature review for in-progress publication.

Time on Teaching — September 2011 – September 2012

Principal Investigator: Benjamin Solomon

Member of research team studying teacher instructional practices using the Time on Teaching instrument. Responsible for training to use TOT instrument.

Performance Feedback and Teacher Integrity — January 2012 – April 2012

Principal Investigator: Mary Ann Hubbard

Assisted in collecting data for a small-N design experiment studying teacher integrity of intervention implementation.

**Woodcock-Johnson Tests of Cognitive Abilities and Achievement Standardization —
September 2011 – March 2011**

Employed by Measurement Learning Consultants, LLC

Gave assessments to assist in standardizing future editions of the Woodcock-Johnson Tests of Cognitive Abilities and Achievement.

The Effect of Media on the Sexualization of Adolescent Females — August 2009 – May 2011

Principal Investigators: Jennifer Shewmaker, Grace Lozano, and Brit'ny Stein

Member of research team studying the sexualization of adolescent females and related variables including media usage, self-esteem, parental closeness, and religiosity. During undergraduate study, designed survey, distributed to subjects, performed data entry, and ran statistical analysis via SPSS. As a graduate student, head of qualitative research team, including editing and writing an article for publication, writing proposals for professional conferences (including TASP and NASP), running further statistical analysis, and researching measures for new survey.

Reading Intervention Program — August 2009 – May 2010

Principal Investigator: Jennifer Shewmaker

Participated in weekly reading intervention program, engaging first grade students in activities to improve their delayed reading skills. Kept weekly logs recording measurable outcomes and observations, gave DIBELS test to first grade students, led reading activities with students as individuals and in groups.

Moral Outrage in College Students — August 2009 – December 2009

Principal Investigator: Richard Beck

Researched the reactions of students to a moral standard violation. Designed a new scale, created and distributed survey via Zoomerang, and ran statistical analysis via SPSS. Presented to peers in Tests and Measurements class.

The Psychology of Insults — May 2008 – April 2009

Principal Investigator: Richard Beck

Designed a new scale measuring insult flirtation, created and distributed survey via Zoomerang, and ran statistical analysis via SPSS. Presented findings at Southwestern Psychological Association Conference.

TEACHING EXPERIENCE

Adjunct Instructor, Social Sciences Division

Northern Oklahoma College — August 2012 – May 2015

Stillwater, Oklahoma

Instructor for undergraduate course, PSYC 1131, General Psychology. Developed and administered syllabus, handouts, lectures and assessments.

Teaching Assistant, School of Health and Educational Psychology

Oklahoma State University — August 2011 – May 2012

Stillwater, Oklahoma

Supervising Faculty: Steve Harrist and Yoonjung Cho

Instructor for undergraduate course EPSY 1003.001, Learning to Learn. Responsible for teaching class, as well as grading exams and assignments.

PEER REVIEWED PUBLICATIONS

Rich, S., & Stein, B. (2018). Implementing Multi-Tiered Systems of Support in Rural Schools via a School-

University Partnership In R. M. Reardon & J. Leonard (Ed.), *Innovation and Implementation in Rural Places: School-University-Community Collaboration in Education* (pp. 207-230). Charlotte, NC: IAP– Information Age Publishing, Inc.

Solomon, B. G., Howard, T., & **Stein, B.** (2015). Critical Assumptions and Interpretive Benchmarks Pertaining to Contemporary Single-Case Effect Sizes. *Journal of Behavioral Education*, 24(4), 438-458.

Gross, T., Yetter, G., Hansen, B., Wiseman, A., **Stein, B.**, Schutte, G., Simmons, S. & Fontenelle, S. (2014). Instrument Development and Utilization for School Psychology Students' Diversity Training Satisfaction. *Trainer's Forum*, 33(1) 21-37.

PEER REVIEWED PRESENTATIONS AND POSTERS

Kitterman, C., Powell, S., Anderson, D., & **Stein, B.** (2018, October). *Using Google to improve your PBIS system*. Poster presented at the 2018 National PBIS Leadership Forum in Chicago, IL.

Coleman, M., Rist, K., Anderson, D., & **Stein, B.** (2018, October). *Unique stories of PBIS: Implementation in rural schools*. Poster presented at the 2018 National PBIS Leadership Forum in Chicago, IL.

West, H., Allenbach, L., Anderson, D., & **Stein, B.** (2018, October). *Building sustainable PBIS systems: Past and future directions*. Poster presented at the 2018 National PBIS Leadership Forum in Chicago, IL.

Rich, S., Duhon, G., **Stein, B.**, & Enos, D. (2018, March). *School-University Partnerships in MTSS Implementation: A Unique Supervision and Services Model*. Paper session presented at the 2018 International Conference on Positive Behavior Support in San Diego, CA.

West, H., Rich, S., & **Stein, B.** (2018, February). *The effect of pre-kindergarten programming on kindergarten performance*. Poster presented at the National Association of School Psychologists 2018 Annual Convention in Chicago, IL.

Anderson, D., Wolf, S., Rich, S., **Stein, B.**, & Duhon, G. (2018, February). *Flipping the Upside Down RtI Triangle: Building a Sustainable System*. Mini-Skills Session presented at the National Association of School Psychologists 2018 Annual Convention in Chicago, IL.

West, H., Rich, S., & **Stein, B.** (2017, September). *Can student knowledge of expectations predict SWPBIS fidelity?* Poster presented at the 2017 National PBIS Leadership Forum in Chicago, IL.

Anderson, D., Rich, S., **Stein, B.**, & Enos, D. (2017, September). *Graduate Student MTSS Coaches: Supporting Rural Schools via a Collaborative Model*. Poster presented at the National PBIS Leadership Forum in Chicago, IL.

Coleman, M, **Stein, B.**, & Rich, S. (2017, September). *What Effect Does Attending a PBIS-PreK Have on Kindergarten Performance?* Poster session presented at the 2017 National PBIS Leadership Forum in Chicago, Illinois.

Coleman, M, **Stein, B.**, & Rich, S. (2017, October). *What Effect Does Attending a PBIS-PreK Have on Kindergarten Performance?* Poster session presented at the 2017 National PBIS Leadership Forum in Chicago, Illinois.

Neitzke, L., Rich, S., **Stein, B.** (2017, March). *Implementing Tier 1 PBS in Rural School Districts Across Grade Levels*. Poster session presented at the 2017 International Conference on Positive Behavior Support in Denver, Colorado.

Stein, B., Thomas, L., McCurdy, B. (2017, February). *Reading Achievement in Alternative Education: Programming for Students with EBD*. Poster session presented at the 2017 National Association of School Psychologists in San Antonio, Texas.

Rutherford, L., **Stein, B.**, Greenblatt, J., Ritvalsky, K. (2016, October). *A Philadelphia Story: Building Sustainability of SWPBIS in an Urban School District*. Poster session presented at the 2016 National PBIS Leadership Forum in Chicago, Illinois.

Stein, B., Solomon, B., & Poncy, B. (2015, February). *Effectiveness of Flashcard Drill Interventions on Pre-Kinder-gartener's Letter Naming Acquisition*. Poster session presented at the 2015 National Association of School Psychologists Convention in Orlando, Florida.

Stein, B., Carter, T., & Yetter, G. (2014, August). *Investigating Preschool Classroom Quality, Per Pupil Expenditures, and National Standards*. Poster session presented at the American Psychological Association Convention, Washington D.C.

Parsons, S. C., Utey, J., Ivey, T., & **Stein, B.** (2013, October). *A Tale of Two Programs: Influences of Previous Field Experiences on Student Teaching*. Poster session presented at the American Association for Teaching and Curriculum, Chicago, Illinois.

Wiseman, A. L., Villanueva, C., **Stein, B.**, Carter, T., & Yetter, G. (2013, February). *Does ELL Head Start Participation Predict Social-Linguistic Development?* Poster session presented at the annual National Association of School Psychologists Convention, Seattle, Washington.

Gross, T., Hansen, B., Wiseman, A., **Stein, B.**, Yetter, G., Schutte, G., Simons, S., & Fontenelle, S. (2013, February). *Pilot Study: Instrument Development for School Psychology Student Diversity Training*. Poster session presented at the annual National Association of School Psychologists Annual Conference, Seattle, Washington.

Duhon, G., Hubbard, M. A., Monocco, C., Gross, T. J., Bardwell, L., Holland, T., Williams, B., McCaslin, T., & **Stein, B.** (2013, February). *More Than One Way to Skin Cats: Improving Treatment Integrity*. Symposium session presented at the annual National Association of School Psychologists Convention, Seattle, Washington.

Shewmaker, J.W., **Spain, B.**, & Lozano, G. (2011, August). *Examining Relationships Between Adolescent Media Use, Self-Esteem, and Parental Closeness*. Poster session presented at the annual American Psychological Association Convention. Washington D.C.

Shewmaker, J.W., Lozano, G., & **Spain, B.** (2010). *A Comparison of Parental Closeness, Self-Esteem, and Value*. Paper presented at the annual International Research Conference for Graduate Student Research at Texas State University, San Marcos, TX.

Shewmaker, J.W., **Spain, B.**, Lozano, G., & Luedecke, J. (2010). *Examining Adolescent Media Use, Self-Esteem, and Related Variables*. Paper presented at the annual Texas Association of School Psychologists Annual Convention, Irving, TX.

Shewmaker, J.W., **Spain, B.**, & Lozano, G. (2011). *Examining Relationships Between Adolescent Media Usage, Self-Esteem, Parental Closeness, and Value Associated with Female Traits*. Poster session presented at the annual Texas Undergraduate Research Festival, Austin, TX.

Shewmaker, J. W., Banks, B., **Spain, B.**, & Standish, H. (2010). *An Examination of the Relationships Between Parental Closeness, Media Exposure, and Adolescent Female Sexualization*. Paper presented at the annual Abilene Christian University Undergraduate Research Festival, Abilene, TX.

Beck, R., Kratzer, S., Lewis, K., **Spain, B.**, & Van Cleave, A. (2009). *Don't Get Hurt; Insult While You Flirt*. Paper presented at the annual Abilene Christian University Undergraduate Research Festival, Abilene, TX.

Beck, R., Kratzer, S., Lewis, K., **Spain, B.**, & Van Cleave, A. (2009). *Don't Get Hurt; Insult While You Flirt*. Paper presented at the annual Southwestern Association of Psychologists Annual Convention, San Antonio, Texas.

INVITED PRESENTATIONS

Stein, B. (Invited for 2019). *PBIS in Rural Schools*. Missouri Schoolwide Positive Behavior Support. MO-SWPBS Summer Institute, Osage Beach, MO.

Stein, B. (Invited for 2019). *Using Google to Support your PBIS System*. Missouri Schoolwide Positive Behavior Support. MO-SWPBS Summer Institute, Osage Beach, MO.

Spain, B. (2010). *Media, Media On The Screen, Who Determines My Self-Esteem?* Abilene Christian University Annual Lectureship Series, Abilene, TX.

GRANT WRITING EXPERIENCE

Education, Innovation, and Research Program (Grant No. U411C170219). Osage County, Oklahoma. \$3,744,054. 2017-2022. Debbie Enos, Project Director.

Title IV Champions of Excellence- Supplemental Award (Grant No. S424A19003) Osage County, Oklahoma. \$41,500. Spring 2019. Debbie Enos, Project Director.

Title IV Champions of Excellence (Grant No. S424A19003). Osage County, Oklahoma. \$383,500. 2018-2019. Mandy Sellars, Project Director.

Oklahoma Striving Readers Comprehensive Literacy (Grant No. S371C170005). Bowring, Oklahoma. \$360,233. 2018-2021. Osage County Interlocal Cooperative, Project Director.

Oklahoma Striving Readers Comprehensive Literacy (Grant No. S371C170005). Red Rock, Oklahoma. \$575,603. 2018-2021. Jera Kiespert, Project Director.

Oklahoma Striving Readers Comprehensive Literacy (Grant No. S371C170005). Wynona, Oklahoma. \$575,603. 2018-2021. Osage County Interlocal Cooperative, Project Director.

AWARDS

Savin Scholar Award

Devereux's Institute of Clinical and Professional Training and Research — February 2016

Internship research proposal selected by a team of Devereux professionals with various backgrounds including research, quality assurance, psychology, and business. Proposals are evaluated based on their innovativeness, quality, feasibility, and consistency with Devereux values.

OSU Foundation Distinguished Graduate Fellowship

Oklahoma State University — August 2015 – May 2016

Nominated by program faculty and awarded one of the university-wide fellowships that recognize students with a graduate cumulative grade point average of 3.5 or above and evidence of creative activities or scholarly contributions to the discipline and/or the academic community.

University Scholar

Abilene Christian University — May 2010

Upon graduation, selected by faculty as the psychology department representative in a group of 50 university-wide scholars distinguished for classroom participation, excellence in learning, and going above and beyond academic requirements.

Alpha Chi Honor Society

Abilene Christian University — January 2008 – May 2010

Inducted into national honor society for outstanding academic achievement.

Finalist for the V. W. Kelley Award**Abilene Christian University — May 2010**

Nominated by faculty member for award given to students committed to lifelong learning, university involvement, and spiritual leadership.

Dean's List**Abilene Christian University — January 2008 – May 2010**

Selected to Dean's List for high academic achievement every semester of undergraduate study.

W-Club Membership**Abilene Christian University — September 2008 – May 2010**

Chosen to be a member of the ACU Women's Club upon nomination by faculty and high academic achievement.

Presidential Scholar**Abilene Christian University — August 2007 – May 2010**

Awarded full-tuition scholarship from a pool of over 250 incoming freshmen.

Valedictorian Merit Award**Abilene Christian University — August 2007**

Awarded academic merit scholarship contingent on status as high school valedictorian.

PROFESSIONAL MEMBERSHIP

Oklahoma School Psychology Association — December 2017 – Present**Association for Positive Behavior Supports — Fall 2015 – Present****National Association of School Psychologists — August 2011 – Present****School Psychology Graduate Organization****Oklahoma State University — August 2011 – May 2015***APA/OPA Representative — August 2013- July 2014**Secretary — August 2012- July 2013**Diversity Committee, newsletter editor — August 2011- Present**Philanthropy Committee— August 2011- May 2012***Preparing Future Faculty in Psychology****Oklahoma State University — August 2012 – May 2013****Students' Association of School Psychologists****Abilene Christian University — August 2010 – May 2011****Accelerated Psychology Career Track****Abilene Christian University — August 2007 – May 2010****Summit Student Planning Committee****Abilene Christian University — September 2007 – May 2010****INTERESTS**

Research and clinical interests include best practices in classroom management, utilizing applied behavioral analytic techniques to improve academic and behavioral outcomes at systems and individual levels, and the coaching/consultation of multi-tiered service delivery models.

Jon D. Culver

1511 Leahy
Pawhuska, OK 74056
H: (918) 287-3134
C: (918) 604-1793

Education: Oklahoma State University, Stillwater, OK
B.S. Degree: Secondary Education
Cumulative GPA: 3.80
Oklahoma State University, Tulsa, OK (UCAT),
Graduate School (6 hours, school administration) GPA: 4.0
Northeastern State University, Tulsa, OK (OSU Tulsa)
M. Ed. Degree: School Counseling
Cumulative GPA: 4.0
Completed all requirements for an Oklahoma counseling license
(L.P.C. license #3040)

College Honors
and Activities: Graduated number one in the College of Education at O.S.U.
President's Honor Roll (7 semesters)
Dean's Honor Roll (4 semesters)
Member Phi Kappa Phi Honorary Society
Member Golden Key National Honor Society
Member National Dean's List
Member Phi Epsilon Kappa Honorary Fraternity
Member SEA/NEA
Intercollegiate football (1 yr.)

Work Experience: Osage County Interlocal Cooperative (OCIC): Project Director
Consultant/Leadership Coach, Treasurer, July 2015-present
Providing consultation to teachers and school administrators
Providing data analysis, coaching, and consultation to rural
schools in the implementation of a multi-tiered school
improvement framework (PBIS & RTI)
Providing guidance & counseling services to students
Orchestrating the implementation of social and emotional
learning in various OCIC member schools
Serving at treasurer for OCIC
Project Director: Debra Enos
OCIC Executive Director: Jacque Canady

Principal Pawhuska Elementary, August 2014-June 2015
Superintendent: Dr. Landon Berry
Duties: Instructional leader for students in grades 3-7
Supervised and evaluated certified and non-certified staff
Completed District Gifted Plan.
Completed District Comprehensive Local Educational Plan
Developed, wrote, and facilitated school improvement plans

(Grants Management System)

Completed pertinent reports for the State Department of Education

Principal Pawhuska Junior High, January 2002 – June 2014

Superintendents: Jack Miles (retired); Ben West (retired 2012);

Dr. Landon Berry (currently superintendent of Porum (OK)

Schools)

Duties: Instructional leader for students in grades 7-8.

Supervised and evaluated certified and non-certified staff

Completed District Gifted Plan.

Completed District Comprehensive Local Educational Plan

Developed, wrote, and facilitated school improvement plans

Completed pertinent reports for the State Department of Education

Counselor Pawhuska Public Schools, August 1999 to January 2002

Principal: Rick Peters (Currently Superintendent of Caney Valley (OK) Public Schools)

Duties: Provided counseling services for students in 4th – 8th

grades and for students in alternative school (grades 7 – 12)

Department of Human Services, 1994 – 1999

Supervisor: Mrs. Shirley Roberts (retired)

Last position held: Child Welfare Supervisor

Other positions held: Treatment Worker and Investigator

Duties: supervised social workers; received and investigated child abuse and neglect referrals; initiated and completed home studies; wrote court reports; wrote reports to the District Attorney; testified in court hearings; made oral presentations and recommendations to the court; completed Family Strengths and Needs Assessments; developed treatment plans; received and prioritized child abuse and neglect referrals; coordinated social work with community agencies (e.g., law enforcement, mental health agencies, schools, etc.)

Farm Bureau Insurance, 1990 - 94

Agency Manager: Mr. Vic Bruns

Position: Agent

Responsibilities: 1) managed and serviced clients in all lines of insurance, and 2) solicited new business

Advanced Education:

Life Underwriters Training Council: 1) Professional Growth Course, and 2) Business Insurance Course

Honors: All Star, Court of Honor, Diamond Club, Persistency Club, Century Club, and Honor Roll

Wayside Elementary School, Bartlesville, OK, 1986 – 1990

Principal: Mr. David Boone (retired)

Position: Physical Education Teacher and assistant 8th grade football coach

Responsibilities: planned and taught physical education to students in grades K – 5; assisted in planning and writing Bartlesville Elementary Physical Education Curriculum; assisted in planning and conducting Bartlesville annual all-city track meet; and assisted in planning and conducting annual all-city Jump Rope for Heart event

Hobbies: weight training, woodworking, reading, hunting, and golf

References: Ms. Jacque Canady
Executive Director Osage County Interlocal Cooperative
207 East Main Street
Hominy, OK 74035
(918) 885-2667

Dr. Landon Berry, Superintendent Porum Public Schools
P.O. Box 33
Porum, OK 74455
(918) 260-2837

Mr. Ben West, retired Superintendent Pawhuska Public Schools
6 Hillcrest Drive
Pawhuska, OK 74056
(918) 698-2441

Mr. Rick Peters, Superintendent Caney Valley Public Schools
P.O. Box 410
Ramona, OK 74061
(918) 536-2500

Mr. Jack Miles, retired Superintendent Pawhuska Public Schools
1520 Leahy
Pawhuska, OK 74056
(918) 230-6923

Date compiled: February 2019

Education

| | | |
|--------------------|--|-----------------------|
| <u>2006 - 2011</u> | <u>Oklahoma State University</u> APA accredited School Psychology doctoral program Doctorate of Philosophy conferred July 2011 Master of Science in Educational Psychology conferred May 2008 | <u>Stillwater, OK</u> |
| <u>2005- 2006</u> | <u>Oklahoma State University</u> Graduate School: Special Student Provision | <u>Tulsa, OK</u> |
| <u>May 2005</u> | <u>Harding University</u> Bachelor of Arts in Psychology with minor in Human Services graduated Summa Cum Laude | <u>Searcy, AR</u> |

License and Certifications

Licensed Health Service Psychologist-Oklahoma

Organization: Oklahoma State Board of Examiners of Psychology
License Number: 1170

Nationally Certified School Psychologist

Organization: National Association of School Psychologist

Work and Teaching Experience

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|----------------------|---|-----------------------|
| <u>2018- Present</u> | <u>Oklahoma State University-Center for Health Sciences</u> OSU Behavioral Health Clinic Department of Psychiatry Position: Clinical Assistant Professor <ul style="list-style-type: none">— Conduct psychological and psycho-educational assessments for academic, behavioral, and psychological referrals of children (ages 0 – 18).— Teach lectures for medical students and residents on neuro-developmental and behavioral disorders.— Conduct Research— Provide systems consultation services to local school districts for implementation of MTSS | <u>Tulsa, OK</u> |
| <u>2015-2018</u> | <u>Oklahoma State University</u> School of Teaching, Leadership and Educational Sciences Department of School Psychology Position: Visiting/Clinical Assistant Professor/ Project Supervisor <ul style="list-style-type: none">— Courses Taught:<ul style="list-style-type: none">○ Introduction to School Psychology (EPSY 5023)/ School Psychology Observation Practicum (EDUC 5910)○ Behavioral Consultation (EPSY 6343)○ Applied Behavior Analysis-II (EPSY 5873)○ Biological Basis of Behavior (EPSY 5320) | <u>Stillwater, OK</u> |

- Provide group and individual supervision to clinical level PhD candidates conducting psychological assessments and providing direct evidence-based interventions to clients ranging from ages 3 through adulthood.

Project Supervisor for Osage County Inter-local Cooperative's Project AWARE to implement tiered systems of support in rural schools.

- Facilitate implementation of University and School collaborative project implementing Multi-Tiered Systems of Support (MTSS) in rural schools.
- Supervise graduate students serving on project as external coaches
- Serve on project leadership team
- Assist with project level data collection and analysis for annual reports
- Provide direct coaching services to rural schools related to MTSS

2014- 2015 Oklahoma State University Stillwater, OK

Department: School of Applied Health and Educational Psychology

Position: **Adjunct Professor**

- Small-N Design research (EPSY 5320-231) Applied Behavior Analysis (EPSY 5853), and Behavioral Consultation (EPSY 6343)

2013-2015 Union Public Schools Tulsa, OK

Position: **School Psychologist**

- Facilitated development of Individualized Education Programs and assist with maintenance of state and federal compliance guidelines
- Conducted over 150 psychological and behavioral evaluations for special education services
- Led student-focused problem solving teams in three elementary schools.
- Conducted district wide trainings in MANDT de-escalation technique, and other special topics (e.g. Autism accommodations and Academic Interventions)

2011-2013 Edmond Public Schools-West Field Elementary Edmond, OK

Position: **School Psychologist**

- Led Response to Intervention and Positive Behavior Support teams
- Led and supported special education team, including facilitating development of Individualized Education Programs, scheduling and facilitating parent meetings, and providing updated legal and state regulation information to teachers.
- Provided supervision to graduate level practicum students.
- Consulted with teachers regarding student academic and behavior interventions
- Worked with teachers and paraprofessionals in a preschool "reverse inclusion" classrooms (students ages 3 and 4) that included students with and without disabilities. Worked with behavioral specialist to teach teachers and paraprofessional how to implement evidence-based practice. Providing ongoing consultation and feedback for implementation of these practices.
- Conducted over 50 psychological and behavioral evaluations of students for Special Education Services with recommendations for services
- Managed academic and behavior databases and led Professional Learning Community teams in data-based decisions regarding students' progress

and appropriate evidence-based interventions

- Fall 2011 Oklahoma State University Stillwater, OK
 Department: School of Teaching, Curriculum and Leadership
 Position: **Adjunct Professor**
 Course Title: *Single Subject Design Research (SPED 6743)*
- Developed and taught full course
 - Utilized distance learning with satellite campus between Tulsa and Stillwater
- 2010 -2011 Devereux Foundation King of Prussia, PA
Center for Effective Schools: APA accredited internship
 Position: **Pre-doctoral Intern**
 Supervisors: *Amanda Lannie, PhD and Barry McCurdy, PhD*
- Provided consultation services for individual schools and school districts implementing School-Wide Positive Behavior Interventions and Supports (SW-PBIS). Consultation included facilitation of universal SW-PBIS meetings, assistance with development of discipline procedures, training on SW-PBIS components, assistance with data-based decision making, and assistance with implementation of tier 2 behavioral interventions
 - Organized and facilitated implementation of universal AIMSweb assessment at an approved private alternative school
 - Conducted classroom consultation for classroom management strategies
 - Provided supervision to masters-level school psychologist for implementation of classroom consultation
 - Developed and conducted action-oriented research project for classroom consultation models
- 2009 -2010 Behavioral Solutions Oklahoma
 Position: **RTI Specialist Consultant**
 Supervisor: *Gary Duhon, PhD*
- Conducted monthly site visits of four Oklahoma schools that were the Oklahoma State Department of Education's pilot sites for Response to Intervention (RTI) programs
 - Wrote technical reports on each site's implementation of RTI for the State Department
 - Conducted trainings with school staff for implementation of targeted academic interventions

Grants and Contracts

- 2018-Present **Project ENGAGE**
US Department of Education: Education, Innovation and Research Grant
 Position: **Contracted MTSS Consultant**
- Provide consultation on data systems and training to external coaches on implementation of MTSS
- 2015- 2018 **Project AWARE**
US Department of Education School Climate Transformation Grant

Funded (Annual Award Amount: \$648,302)

Position: **Project Supervisor**

- Supervisor for practicum students working with Osage County Inter-local Cooperative's Project AWARE to implement tiered systems of support in rural schools.
- Facilitate development of systems in schools through professional development for school teams and guidance of practicum students working in the schools
- Manage Project level data system

August 2017

Project State-Wide Evaluation of Pathways to Teaching (SWEPT)

Proposal submitted August 2017 to the Institute of Education Sciences

Position: Project Coordinator

- Proposal submitted in partnership with the Oklahoma State Department of Education to systematically evaluate the teaching and student outcomes of teachers with emergency and alternative certifications.

Publications

- House Rich, S.** & Stein, B. (2018). Implementing Multi-Tiered Systems of Supports in Rural Schools via a School-University Partnership. In R. Martin & J. Leonard (Eds), *Innovation and Implementation in Rural Places: School-University-Community Collaboration in Education*. Information Age Publishing. Charlotte, NC.
- House Rich, S.**, Duhon, G.J., & Reynolds, J. (2016). Improving the generalization of computer based math fluency building through the use of sufficient stimulus exemplars. *Journal of Behavioral Education*. doi:10.1007/s10864-016-9262-3
- McCurdy, B., Thomas, L., Truckenmiller, A., **Rich, S.**, Hillis-Clark, P., & Lopez, J. (2016). School-wide positive behavioral interventions and supports for students with EBD: A participatory action research method. *Psychology in the Schools*, 53(4). 375-389. doi: 10.1002/pits.21913
- House Rich, S.E.**, & Duhon G.J. (2014). Using brief experimental analysis to determine generalization strategies. *Journal of Behavioral Education*, 23(4). 401-420. doi: 10.1007/s10864-014-9212-x
- Duhon, G.J., **House, S.**, Hastings, K., Poncy, B., & Solomon, B. (2014). Adding immediate feedback to explicit timing: an option for enhancing treatment intensity to improve mathematics fluency. *Journal of Behavioral Education*, 23 (3), doi: 10.1007/s10864-014-9203-y
- Duhon, G.J., **House, S.E.**, & Stinnet, T.A. (2012). Evaluating the generalization of math fact fluency gains across paper and computer performance modalities. *Journal of School Psychology*. doi:10.1016/j.jsp.2012.01.003
- Duhon, G.J., **House, S.E.**, Poncy, B.C., Hastings, K., & McClurg, S.C. (2010). An examination of two techniques for promoting response generalization of early literacy skills. *Journal of Behavioral Education*. 19(1), 62-75.

Research Presentations

- Rich, S.**, Stein, B. Enos, D., & Duhon, G., (2018, March). *School-University Partnerships in MTSS Implementation: A Unique Supervision and Services Model*. Paper presented at the Association for Positive Behavioral Support annual conference, San Diego, CA.
- West, H., **Rich, S.**, & Stein, B. (2018, February). *The effect of pre-kindergarten programming on kindergarten performance*. Poster accepted for presentation at the National Association of
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- School Psychologists 2018 Annual Convention, Chicago, IL.
- Anderson, D., Wolf, S., **Rich, S.**, Stein, B., & Duhon, G. (2018, February). *Flipping the Upside Down RtI Triangle: Building a Sustainable System*. Mini-Skills Session accepted for presentation at the annual conference of the National Association of School Psychologists, Chicago, IL.
- Neitzke, L., **Rich, S.**, Stein, B. (2017, March). *Implementing Tier 1 PBS in Rural School Districts Across Grade Levels*. Poster session presented at the 2017 International Conference on Positive Behavior Support in Denver, Colorado.
- Anderson, D., **Rich, S.**, Stein, B., & Enos, D. (2017, September). *Graduate Student MTSS Coaches: Supporting Rural Schools via a Collaborative Model*. Poster presented at the National PBIS Leadership Forum, Chicago, IL.
- Coleman, M, Stein, B., & **Rich, S.** (2017, September). *What Effect Does Attending a PBIS-PreK Have on Kindergarten Performance?* Poster session presented at the 2017 National PBIS Leadership Forum in Chicago, IL.
- Kitterman, C., Brotherton, M., **Rich, S.** (2017, September). *Tiered Fidelity Inventory: Comparing TFI Components to Student Behavioral Outcomes*. Poster presented at the National PBIS Leadership Forum, Chicago, IL.
- West, H., **Rich, S.**, & Stein, B. (2017, September). *Can student knowledge of expectations predict SWPBIS fidelity?* Poster presented at the 2017 National PBIS Leadership Forum, Chicago, IL.
- Rich, S.**, Serrano, C., Wolf, S., Johnson, A., Smith, S., Neitzke, L., & Duhon, G. (2017, February). *How to rule MTSS in rural America*. Mini Skills Session presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.
- Johnson, A., Smith, S., Wolf, S., **Rich, S.**, Neitzke, L., Serrano, C., & Duhon, G. (2017, February). *Native American outcomes within a multi-tiered systems of support framework*. Poster presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.
- Neitzke, L., Johnson, A., Smith, S., **Rich, S.**, Wolf, S., Serrano, C., & Duhon, G. (2017, February). *Tier 1 middle school math interventions: A case study*. Paper presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.
- Wolf, S., Serrano, C., Neitzke, L., Johnson, A., Smith, S., Duhon, G., & **Rich, S.** (2017, February). *Practice makes perfect: The impact of WE-CBM on writing performance*. Poster presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.
- Serrano, C., **Rich, S.**, Wolf, S., Johnson, A., Smith, S., & Neitzke, L. (2016, September). *Incorporating support staff in Multi-Tiered Systems of Support (MTSS)*. PBIS National Forum, Chicago, IL.
- Wolf, S., Neitzke, S., Johnson, A., **Rich, S.**, Smith, S., & Serrano, C., (2016, September). *What's the Norm? – A Practical Analysis of Universal Screening Tools and State-Mandated Assessment in Rural Schools*. PBIS National Forum, Chicago, IL.
- House, S.E.**, & Lannie, A. (2012, February). *Improving teachers' implementation of classroom management strategies with a response-to-intervention model*. Poster presentation, National Association of School Psychologists, Philadelphia, PA.
- Cates, G., Duhon, G.J., & **House, S.E.** (2010, February). *Understanding what makes mathematics fluency interventions successful*. Symposium at National Association of School Psychologists. Chicago, IL.
- House, S.E.**, Duhon, G.J., Blackburn-Ellis, S., Ho, J., Branz, K., Bardwell, L., Bui, L., Lee, S., Giblet, M.A., Hansmann, B., Rowland, J., & Doekersen-Klopp, B., (2010, February). *Utilizing brief functional analysis of generalization to evaluate acquisition across multiplication facts*. Poster presented at American Psychological Association, San Diego, CA
- House, S.E.**, Duhon, G.J., Hastings, K., & Linden, S. (2009, March). *A relational formula to evaluate generalization between literacy skills*. Poster presented at American Psychological Association, Toronto, ON, CA.
- Scherweit, S., Duhon, G., & **House, S.** (2008, August). *Effectiveness of school-based problem-solving consultation services provided via distance*. Poster presented at American Psychological Association, Boston, MA.
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Dodson, K., Mesmer, E., Hale, H., Scherweit, S., Hovel, S., Reddick, B., **House, S.**, Linden, S. (2007, March). *Programming common stimuli: facilitating the generalization of math fluency across settings*. Poster presented at the National Association of School Psychologists, New York, NY.

Professional Trainings

Rich, S.E. (2018, May), *OTISS Bootcamp*. Osage County Inter-local Cooperative, Hominy, OK.

Rich, S.E. (2017, July) *PBIS Coaching and Supports*. Oklahoma Tiered Interventions Systems of Support, Stillwater, OK

Rich, S.E. (2016, August) *PBIS Coaching and Supports*. Oklahoma Tiered Interventions Systems of Support, Stillwater, OK

Rich, S.E. & Olinger, E. (2016, June). *Administrative support and buy-in for Multi-Tiered Systems of Support*. Project AWARE, Hominy, OK

Rich, S.E. (2014, August) *Accommodating students on the Autism Spectrum*. Union Training Institute, Tulsa, OK

Hastings, K. & **Rich, S.E.** (2014, March) *Developing Academic Interventions*. Oklahoma School Psychological Association Spring Conference.

House, S.E. (2012, October). *Response to Intervention-Overview*. Angie Debo Elementary, Edmond, OK

Lannie, A. & **House, S.E.** (2011). *Building Positive Behavior in Common Settings Training Series*. West Oak Lane Charter School, Philadelphia, PA.

Truckenmiller, A. & **House, S.E.** (2010, November). *Second Step: A Violence Prevention Curriculum*. Lindenwold Elementary Schools, Lindenwold, NJ.

House, S.E. & Thomas, L. (2010, October). *Classroom Arrangement, Routines and Premack Principle*. Devereux Day School, Downingtown, PA.

House, S.E. (2010, July). *Intervention Intensity*. Oklahoma Response to Intervention Summer Institute, Oklahoma City, OK

Professional Affiliations and Offices

2016 - Present **Association for Positive Behavior Support (APBS)**

2006 - Present **American Psychological Association (APA)**

2006 - Present **National Association of School Psychology (NASP)**

2006 - Present **Oklahoma School Psychological Association (OSPA)**

2018-2019: President

2017-2018: President Elect

2015-2016: Chair of Dyslexia Committee

2015-2016: Treasurer

2014-2015: Treasurer-elect

2006 - 2011 **Student Association of School Psychology—APA Division 16**

President 2009, President Elect 2008, Technology Chair 2007

2006 - 2011 **School Psychology Graduate Organization (SPGO)**

President 2008-2009, Internal Events Coordinator 2007 - 2008

First year representative 2006 - 2007

Candace J. Gann

School of Teaching, Learning and Educational Sciences
College of Education, Health, and Aviation
225 Willard Hall, Stillwater, OK 74078

Phone: 405-744-7963
Email: Candace.Gann@okstate.edu

EDUCATION

- Doctor of Philosophy, Special Education** 2014
Emotional Disturbance and Behavior Disorders; Autism Spectrum Disorders
University of Arizona, Tucson, AZ
- Master of Science in Education, Special Education** 2010
Developmental Disabilities and Autism Spectrum Disorders
Missouri State University, Springfield, MO
- Bachelor of Science in Education, Special Education** 2004
Mild/Moderate, Cross-Categorical
Missouri State University, Springfield, MO

RESEARCH/SCHOLARLY ACTIVITIES SUMMARY

Peer Reviewed Journal Articles

Weber, M. A., Rich, S. E., **Gann, C. J.**, Duhon, G. J., & Smith, S. S. (in review). Can less be more? Evaluating critical components of check-in/check-out. *Education and Treatment of Children*.

Gann, C. J., Castro-Villarreal, F., Neely, L., & Villarreal, V. (in review). Using a pyramidal training model with teachers to enhance fidelity of implementation of culturally response classroom management practices. *Journal of Applied School Psychology*.

Neely, L., **Gann, C. J.**, Castro-Villarreal, F., & Villarreal, V. (in review). A behavior analytic case example of culturally responsive consultation in schools. *Behavior Analysis in Practice*.

Hartzell, R. I., **Gann, C. J.**, Liaupsin, C., Umbreit, J., & Hanks, M. (in review). Improving social engagement for children with emotional/behavioral disorders in the natural school environment. *Remedial and Special Education*.

Hong, E. R., Neely, L., Gerow, S., & **Gann, C.** (2018). The effect of caregiver-delivered social-communication interventions on skill generalization and maintenance in ASD. *Research in Developmental Disabilities, 74*, 57-71. Advanced online publication. doi:10.1016/j.ridd.2018.01.006

Gann, C. J., & Umbreit, J. (2017). Video self-modeling as an effective approach in the promotion of social initiations with young children with developmental disabilities. *Evidence-based Communication Assessment and Intervention*. Advance online publication. doi:10.1080/17489539.2017.1365446

Gann, C. J. & Hartzell, R. I. (2017). SMILE: Helping children with disabilities make friends in the lunchroom. *Dimensions of Early Childhood, 45(3)*, 24-30.

Gann, C. J., & Kunnavatana, S. S. (2016). A preliminary study in applying a function-based intervention decision model in consultation to increase treatment integrity. *Education and Treatment of Children, 39(4)*, 445-466.

Hartzell, R. I., **Gann, C. J.**, & Liaupsin, C. (2015). Increasing social engagement through social prompting in the inclusive environment. *Education and Training in Autism and Developmental Disabilities, 50(3)*, 264-277.

Gann, C. J., Gaines, S., Antia, S., Umbreit, J., & Liaupsin, C. (2015). Evaluating the effects of function-based interventions with DHH students. *Journal of Deaf Studies and Deaf Education, 20(3)*, 252-265.

Gann, C. J., Ferro, J., Umbreit, J., & Liaupsin, C. (2014). Determining the effect of a comprehensive function-based intervention applied across multiple educational settings. *Remedial and Special Education, 35(1)*, 50-60.

In Development

Gann, C. J., & Neely, L. (expected submission Fall 2019). *Teacher participation in the functional behavior assessment process: A look at identification of student function and the effectiveness of function-based interventions.* Paper intended for Journal of Special Education.

Gann, C. J., & Bohem, S. (expected submission Fall 2019). *Implementation of the function-based intervention decision model with students who are deaf or hard-of-hearing.* Paper intended for Journal of Deaf Studies and Deaf Education.

SCHOLARLY PRESENTATIONS

Keynote Presentations

Gann, C. J. (2016, June). *Evaluating the effects of behavioral interventions with deaf or hard-of-hearing students.* Paper to be presented at an international conference on Best Practice in Mainstream Education of Deaf and Hard-of-Hearing Students, National Technical Institute for the Deaf – Rochester Institute of Technology, Rochester, NY.

Invited Presentations

Gann, C. J. (2018, June). *Creating an inclusive STEM classroom: Meeting the needs of all children*. Presented at OSU's 2018 K-12 STEM Teacher Institute, Stillwater, OK.

Gann, C. J., & Neely, L. (2016, October). *Functional behavior assessments and interventions: What part do teachers play?* Paper presented at the 40th Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Gann, C. J. (2015, October). *Using the function-based intervention decision model to improve behavior in the classroom*. Paper presented at the 39th Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Gann, C. J. & Hartzell, R. I. (2015, March). *Social skills learned in unexpected places: An approach for students with EBD*. Paper presented at the 12th International Conference on Positive Behavior Support, Boston, MA.

Papers Presented at National/International Conferences

Rich, S., **Gann, C.**, Duhon, G., Rao, K., & Kellen, S. (2018, October). *Can less be more? Evaluating critical components of check-in/check-out*. Paper presented at the 41st Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ.

Coleman, M., Rist, K., & **Gann, C.** (2018, October). *Can the use of self-monitoring overcome low treatment tier 1 fidelity in inclusive settings?* Paper presented at the 41st Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ.

Gann, C. J., & Kunnavatana, S. S. (2018, May). *A preliminary study in applying the function-based intervention decision model in consultation to increase treatment integrity*. Poster presented at the 44th Association for Behavior Analysis International Annual Convention, San Diego, CA.

Umaña, I., Rodriguez, D. I., Castro-Villarreal, F., Neely, L., Villarreal, V., & **Gann, C. J.** (2017, February). *Teacher consultation for culturally responsive behavior and classroom management support*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

Hartzell, R. I., & **Gann, C. J.** (2016, June). *SMILE: Social mechanics integrated in the learning environment. A social skills intervention for students with autism spectrum disorder*. Paper presented at the 2016 Texas Autism Research Conference, Austin, TX.

Hartzell, R. I., **Gann, C. J.**, & Liaupsin, C. (2015, October). *Social engagement with generalization for students with emotional behavioral disorders*. Paper presented at the 39th Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Gann, C. J., & Gaines, S. E. (2015, July). *Function-based intervention to enhance appropriate behavior in DHH students*. Paper presented at the 22nd International Congress on the Education of the Deaf, Athens, Greece.

Kunnavatana, S. S. & **Gann, C. J.** (2015, April). *The ABCs of language: A gateway to good behavior*. Paper presented at the 5th Annual Early Childhood Conference, San Antonio, TX.

Gann, C. J., Gaines, S., Umbreit, J., Antia, S., & Liaupsin, C. (2014, March). *Effects of function-based interventions with students who are Deaf and hard of hearing*. Poster presented at the 11th International Conference on Positive Behavior Support, Chicago, IL.

Hartzell, R. I. & **Gann, C. J.** (2014, January). *Why a loud lunchroom is important: Teaching social skills in the authentic non-classroom setting*. Poster presented at the 15th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.

Hartzell, R. I., **Gann, C. J.**, & Liaupsin, C. (2013, October). *Teaching social skills in the authentic environment*. Paper presented at the 37th Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Gann, C. J., Ferro, J., Umbreit, J., & Liaupsin, C. (2013, March). *Effects of a comprehensive function-based intervention applied across multiple educational settings*. Poster presented at the 10th International Conference on Positive Behavior Support, San Diego, CA.

Gann, C. J. (2012, October). *What are the teachers doing in functional behavior assessment literature?* Paper presented at the 36th Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Garrison-Kane, L., **Gann, C. J.**, Bauer, A., Goeringer, M., Beckman, A., & Wilson, E. (2012, May). *The efficacy and fidelity of functional based methodology in public school settings*. Paper presented at the 38th Association for Behavior Analysis International Annual Convention, Seattle, WA.

Lane, C. J., Umbreit, J., Ferro, J., & Liaupsin, C. (2011, October). *Determining the effect of function-based interventions applied across settings*. Paper presented at the 35th Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Lane, C. J., Garrison-Kane, L., Mitchell, W., Goodwin, D., Wilson, E., & Beckman, A. (2011, May). *Comparison of functional assessment and analysis procedures for students with challenging behaviors*. Poster presented at the 37th Association for Behavior Analysis International Annual Convention, Denver, CO.

Lane, C. J., Garrison-Kane, L., Mitchell, W., Goodwin, D., Wilson, E., & Beckman, A. (2011, March). *Comparison of functional behavior assessment and analysis procedures for students with challenging behaviors*. Poster presented at the 8th International Conference on Positive Behavior Support, Denver, CO.

Lane, C. J., Garrison-Kane, L., Mitchell, W., Goodwin, D., Wilson, E., & Beckman, A. (2010, February). *Teaching to the function: The effects of a reinforcement schedule and break card on escape-motivated classroom behaviors of an elementary-age student with challenging behaviors*. Poster presented at the 28th Annual Midwest Symposium for Leadership in Behavior Disorders Conference, Kansas City, MO.

GRANTS AND CONTRACTS

Funded

Duhon, G., Poncy, B., & **Gann, C. J.** (Co-principal Investigator). Oklahoma AWARE. Oklahoma State Department of Education, 2018-2023. (Funding: \$195,472).

Enos, D., Duhon, G., & **Gann, C. J.** (Co-principal Investigator). *Project AWARE: Advocating wellness and rewarding excellence*. US Department of Education School Climate Transformation Grant, 2018-2019. (Funding: \$129,235)

Enos, D., Duhon, G., & **Gann, C. J.** (Co-principal Investigator). *Project ENGAGE: Effectively narrowing gaps and growing engagement*. US Department of Education – Education Innovation and Research Program, 2017-2019. (Funding: \$21,510).

Gann, C. J. (Principal Investigator: 10% effort) & Neely, L. *EBH-BCBA internships*. Empower Behavioral Health, San Antonio, TX, 2016-2017. (Funding: \$36,378).

Mason, L., Neely, L., & **Gann, C. J.** (Co-Principal Investigator: 10% effort) *Registered behavior technician training for teachers / Parent-directed treatment.* Texas Higher Education Coordinating Board, 2016-2017. (Funding: \$459,976).

Gann, C. J. (Principal Investigator). *Helping students to maintain appropriate behaviors in the absence of restrictive behavior intervention plans.* College of Education and Human Development Faculty Research Award, University of Texas at San Antonio, 2015-2016. (Funding: \$4,931).

Claeys, L., & The Academy for Teacher Excellence. *Douglass Elementary and Crockett Elementary Community Lab Schools.* San Antonio Independent School District: Texas Title I Priority Schools Grant, 2015-2017. (Funding: \$1,800,000).
Gann, C. J. (Affiliated Faculty along with other University of Texas at San Antonio College of Education and Human Development faculty: 10% effort).

Unfunded

Neely, L., & **Gann, C. J.** (Co-principle Investigator). *Project Behave.* University of Texas at San Antonio Grant for Research Advancement and Transformation, 2016. (Funding: \$20,000).

Gann, C. J. (Principal Investigator) & Yuen, T. *APPLYing technology to self-monitoring for children receiving special education services.* College of Education and Human Development Faculty Research Award, University of Texas at San Antonio, 2014. (Funding: \$6,995).

PROFESSIONAL EXPERIENCE

- | | |
|---------|--|
| 2018 | Telehealth Behavior Analytic Services Provider, University of Texas at San Antonio Sponsored Projects University of Texas at San Antonio , San Antonio, TX |
| 2017- | Assistant Professor of Special Education, School of Teaching, Learning, and Educational Sciences Oklahoma State University , Stillwater, OK |
| 2017 | Limited Term Adjunct Assistant Professor, Department of Disability and Psychoeducational Studies University of Arizona , Tucson, AZ |
| 2014-17 | Assistant Professor of Special Education, Department of Interdisciplinary Learning and Teaching University of Texas at San Antonio , San Antonio, TX |

- 2013-14 Behavior Consultant
Arizona School for the Deaf and Blind, Tucson, AZ
 Conducted school-wide functional behavior assessments and worked with teachers to develop and monitor behavior interventions. Served on the Human Rights Committee, a committee responsible for the ongoing review of district behavior intervention plans.
- 2013-14 ABA Consultant Intern
Functional Applied Behavior Analysis Specialists, Tucson, AZ
 Trained in-home ABA providers in applied behavior analysis techniques. Developed behavior intervention plans implemented in the home environment. Provided ABA therapy to young clients in the home.
- 2013 Co-instructor, **University of Arizona**, Tucson, AZ
 Taught online undergraduate and graduate course entitled: "Introduction to Autism Spectrum Disorders"
- 2012 Instructor, **University of Arizona**, Tucson, AZ
 Taught online undergraduate course entitled: "Behavior Principles and Disability: Assessment and Intervention."
- 2012 Co-instructor, **University of Arizona**, Tucson, AZ
 Taught undergraduate course entitled: "Special Services in the Schools."
- 2011-12 Trainee Liaison, **University Centers for Excellence in Developmental Disabilities (UCEDD)**, Sonoran UCEDD, Tucson, AZ
 Collaborated with Association of University Centers on Disabilities Virtual Trainees related to Sonoran UCEDD updates. Participated in seminars designed to prepare students to become leaders and advocates in the disability field with an understanding of principles of self-determination and meaningful community inclusion for all people with disabilities.
- 2011 Instructor, **University of Arizona**, Tucson, AZ
 Taught online undergraduate course entitled: "Behavior Principles and Disability: Assessment and Intervention."
- 2010 Student Teacher Supervisor/Mentor, **University of Arizona**, Tucson, AZ
 Provided in-service to student teachers related to behavior principles and student assessment. Additionally, I collaborated with cooperating teachers to supervise and evaluate graduate student teachers while completing their student teaching internship.

- 2009-10 Special Education Instructional Leader, **Nixa School District**, Nixa, MO
Served as the assistant to the special education director. Provided professional development to Nixa special education staff in autism, data collection, student assessments, Response to Intervention, instructional strategies, and behavior management. Conducted district-wide functional behavior assessments and worked with teachers to develop and monitor behavior interventions. As the certified autism consultant for the district, I taught staff to structure their classrooms and lessons to best serve students on the spectrum.
- 2007-09 Special Education Teacher, **High Pointe Elementary School**, Nixa, MO
Taught students with mild-moderate disabilities and autism in kindergarten through fourth grade. Designed programming, conducted evaluations, and provided instruction in mathematics, language arts, social studies, science, social skills, behavioral skills, communication skills, and life skills. Conducted functional behavior assessments and developed effective behavior intervention plans. Collaborated with staff and para-professionals to support inclusive education.
- 2005-07 Special Education Teacher, **Main Street Intermediate School**, Nixa, MO
Taught students with severe disabilities and autism in fifth and sixth grade. Designed programming, conducted evaluations, and provided instruction in mathematics, language arts, social studies, science, social skills, behavioral skills, communication skills, and life skills. Conducted functional behavior assessments and developed effective behavior intervention plans. Collaborated with staff and para-professionals to support inclusive education.
- 2005 Special Education Teacher, **Sparta High School**, Sparta, MO
Provided instruction and support for students with disabilities at the high school level. Conducted educational re-evaluations for students receiving special education services. Wrote transition plans.

COURSES TAUGHT/TEACHING/LEAD FACULTY

* Denotes courses within a BACB approved course sequence

Graduate Instruction

SPED 5123 Characteristics and Teaching Methods for Students with ASD

SPED 5683 Models of Effective Instruction

SPED 5673 Assessing Students with Disabilities

SPED 5620 Practicum

- SPED 5883 Classroom and Behavior Management
- SPE 5403 Survey of Special Education
- SPE 5503* Applied Behavior Analysis for Teachers
- SPE 5533* Assessment and Evaluation of Children and Youth with Disabilities
- SPE 5613 Legal Issues in Special Education
- SPE 5633* Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities
- SPE 6133* Introduction to Single Subject Methodology
- SPE 6403* Culturally Responsive Teaching and Ethics in Behavior Analysis
- SERP 553 Ethical Issues in Behavior Analysis
- SERP 564 Introduction to Autism Spectrum Disorders
- SERP 593 Internship in Special Education

Undergraduate Instruction

- SPED 3683 Models of Instruction for the Inclusive Classroom
- SERP 402 Behavior Principles and Disability Assessment and Intervention
- SERP 403 Special Services in the Schools
- SERP 464 Introduction to Autism Spectrum Disorders

Lead Faculty

- SPE 3623 Assessment of Exceptional Children
- SPE 3693 Special Education Law
- SPE 5503* Applied Behavior Analysis for Teachers
- SPE 5513 Curriculum and Instructional Applications for Children and Youth in Special Education
- SPE 5533* Assessment and Evaluation of Children and Youth with Disabilities
- SPE 5613 Legal Issues in Special Education

- SPE 5633* Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities
- SPE 6133* Introduction to Single-Subject Methodology
- SPE 6143 Application of Single-Subject Methodology
- SPE 6403* Culturally Responsive Teaching and Ethics in Behavior Analysis
- SPE 6503 Educational Applications of Applied Behavior Analysis

ONLINE COURSES DEVELOPED

Graduate

- EDP 5633 Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities
- EDP 5503 Applied Behavior Analysis for Teachers
- SPE 5403 Survey of Special Education
- SPE 5513 Assessment of Individuals with Disabilities
- SPE 5613 Legal Issues in Special Education
- SPE 5633 Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities
- SPE 6403 Culturally Responsive Teaching and Ethics in Behavior Analysis
- SPE 6503 Educational Applications of Applied Behavior Analysis
- SPE 6943 Technology for Individuals with Disabilities

WORKSHOP PRESENTATIONS

- 2018 Presented to teachers and administrators at Osage County Interlocal Cooperative, Hominy, OK
“Creative Discipline and Alternatives to Suspension”

- 2017 Round table discussion for military families and UTSA graduate students on behalf of the **UTSA Center for Military Families**, San Antonio, TX.
“Military Life Talks – Military Families Coping with Post-Deployment Stress”
- 2016 Round table discussion for military families and UTSA graduate students on behalf of the **UTSA Center for Military Families**, San Antonio, TX.
“Military Life Talks – Military Families with Special Needs”
- 2016 Presented to military families and UTSA graduate students on behalf of the **UTSA Center for Military Families**, San Antonio, TX.
“Promoting Positive Behavior in the Home”
- 2016 Office of Online Learning Coffee Break to **University of Texas at San Antonio** faculty, San Antonio, TX
“Blackboard Wikis: Encouraging Student Collaboration to Enhance Learning”
- 2016 Presented to teachers in **Region 20**, San Antonio, TX.
“Behavior Interventions”
- 2016 Presented to teachers at **David Crockett Elementary School**, San Antonio, TX
“Culturally Responsive Positive Behavior Interventions and Supports”
- 2016 Presented to teachers at **Douglass Elementary School**, San Antonio, TX
“Culturally Responsive Positive Behavior Interventions and Supports”
- 2015 Presented to special education teachers and behavior support specialists **San Antonio Independent School District**, San Antonio, TX
“Teaching Students with Emotional and Behavioral Disorders: Effective Practices”
- 2012-13 Presented to special education case managers and psychologists **Arizona School for the Deaf and Blind**, Tucson, AZ
“Implementation of Function-based Interventions: A Four-part Series”
- 2012 Presented to special and general education staff **Oracle School District**, Oracle, AZ
“A School-day in the Life of a Child with Autism”

- 2011 Presented to special and general education staff
Oracle School District, Oracle, AZ
“Autism Spectrum Disorder: A Hands-on Approach to Communication and the Classroom”
- 2011 Presented to special and general education staff
Oracle School District, Oracle, AZ
“Asperger Syndrome: A Hands-on Approach to the Classroom”
- 2011 Presented to district staff and administration
Oracle School District, Oracle, AZ
“An introduction to High Functioning Autism: Asperger Syndrome”

SERVICE ACTIVITIES

Service to the Field

- 2019 **Reviewer**, *Education and Training in Autism and Developmental Disabilities*
- 2019 **Reviewer**, *Journal of Positive Behavior Interventions*
- 2018 **Conference Proposal Reviewer**, 16th International Conference on Positive Behavior Support
- 2018 **Reviewer**, *Journal of Positive Behavior Interventions*
- 2018 **Reviewer**, *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder Technical Report*
- 2018 **Reviewer**, *Behavior Disorders*
- 2018 **Reviewer**, *Education and Training in Autism and Developmental Disabilities*
- 2017 **Reviewer**, *Behavior Disorders*
- 2017 **Reviewer**, Doctoral Leadership Curriculum, University of Arizona
- 2017 **Reviewer**, *Education and Training in Autism and Developmental Disabilities*
- 2016 **Reviewer**, *Journal of Positive Behavior Interventions*
- 2016 **Reviewer**, *Global Education Review*

- 2015 **Reviewer**, Special Issue on Written Instruction for Students with Disabilities in *Insights on Learning Disabilities*
- 2015 **Reviewer**, *School Psychology Quarterly*
- 2011 **Assistant Editor**, TECBD Special Issue of *Education and Treatment of Children*
- 2011 **Reviewer**, TECBD Special Issue of *Education and Treatment of Children*
- Service to Local/State Organizations*
- 2018- **Vice Chair**, Payne County Youth Services Board of Directors
- 2017-18 **Member**, Payne County Youth Services Board of Directors
- 2015-17 **Classroom and Behavior Management Team Member**, San Antonio Independent School District. Consultation and training for University of Texas at San Antonio Community Lab Schools.
- 2015-17 **Texas Council for Children with Behavior Disorders**, Leadership team committee member
- 2015 **Consultant**, *pro bono*, Northside Independent School District. Consultation on function-based interventions for students who are deaf or hard-of-hearing.
- 2014-15 **Consultant**, *pro bono*, San Antonio Independent School District. Consultation on positive behavioral intervention supports in behavior support classrooms.

Service to National/International Organizations

- 2018 **Conference Volunteer Coordinator**, 2018 Annual TECBD Conference on Severe Behavior Disorders of Children and Youth
- 2016 **Conference Volunteer**, 12th International Conference on Positive Behavior Support, Boston, MA.
- 2015 **Conference Volunteer**, 39th Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Advising and Service on Student Committees

- 2018- **Project Aware Site Coach Supervisor**, Oklahoma State University and Osage County Interlocal Cooperative
- 2018-19 **Member of Dissertation Committee**, Meghan Coleman, School Psychology
- 2018-19 **Member of Dissertation Committee**, Lindsey O’Laughlin, School Psychology
- 2017-18 **Member of Dissertation Committee**, Theresa Kieger, School Administration
- 2017-18 **Member of Dissertation Committee**, Denise Wake, School Administration
- 2017-18 **Member of Dissertation Committee**, Meredith Weber, School Psychology
- 2017- **Graduate Student Advisor**, School of Teaching, Learning, and Educational Sciences, Oklahoma State University
- 2016-17 **Co-Sponsor**, Applied Behavior Analysis Graduate Student Organization, University of Texas at San Antonio
- 2016-17 **Member of Thesis Committee**, Jennifer Rodriguez
- 2014-17 **Graduate Student Advisor**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio

Service to the Department

- 2019- **Special Education Program Coordinator**, School of Teaching, Learning, and Educational Sciences, Oklahoma State University
- 2018- **Urban Teacher Preparation Academy Executive Board Representative**, School of Teaching, Learning, and Educational Sciences, Oklahoma State University
- 2018- **Ph.D. Option Coordinator – Special Education**, School of Teaching, Learning, and Educational Sciences, Oklahoma State University
- 2018 **Developer**, Program change proposal
- 2018 **Developer**, Faculty line request proposal

- 2018 **Guest Lecturer**, Classroom Management - SMED 4723, School of Teaching, Learning, and Educational Sciences, Oklahoma State University
- 2017 **Special Education Program Coordinator**, School of Teaching, Learning, and Educational Sciences, Oklahoma State University
- 2016-17 **Faculty Search Committee**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2016-17 **Department Advisory Committee**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2016-17 **Department Academic Policy and Curriculum Committee**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2016-17 **Special Education Program Area Coordinator**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2016-17 **University Graduate Council Alternate**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2015-17 **Developer of Online Graduate Program** in Special Education, University of Texas at San Antonio
- 2015-17 **Faculty Library Liaison**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2015-17 **Departmental Parliamentarian**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2016 **Recruitment**, Represented department at a recruitment session for Future Teachers of America class at Ronald Reagan High School
- 2016 **Departmental Office Hours**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2015-16 **Departmental Book Orders**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2015 **Recruitment**, Represented department at a recruitment session for Future Teachers of America class at Ronald Reagan High School

2015 **Recruitment**, Represented department at a Major Fair held at Ronald Reagan High School

2014-15 **Graduate Program Committee**, Department of Interdisciplinary Learning and Teaching (M.Ed and PhD)

Service to the College

2015-17 **Ad Hoc College of Education and Human Development Scholarship Committee**, University of Texas at San Antonio

2014-17 **Applied Behavior Analysis Certificate Committee**, University of Texas at San Antonio

Service to the University

2018-19 **Grade Appeals Board**, Oklahoma State University

2016 **Encouraging Student Collaboration Through Wikis**, Video created in partnership with UTSA Office of Online Learning for use in *Plan the Interactive Component and Your Online Presence* module for course in Teaching Online, University of Texas at San Antonio

PROFESSIONAL DEVELOPMENT

2018 Alan Alda Center Science Communication Workshop

2014-17 Ongoing supervised activities for board certification in behavior analysis

2016 Lunch and Learn: Finding Funding for Early Career Faculty – Opportunities and Tips, University of Texas at San Antonio

2016 Getting Started with SoftChalk and Create Engaging Lesson Content, Office of Online Learning, University of Texas at San Antonio

2015 Online Teaching Academic, University of Texas at San Antonio

2014-15 Research Brown Bags, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio

2014-15 Teaching Brown Bags, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio

HONORS AND AWARDS

- 2017 **SoftChalk Lesson of the Week**, Special Education – Introduction to Assessment, SoftChalk.com
- 2015 **Departmental Merit**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2014 **Edward G. “Ted” Carr Poster Award from APBS**
Association for Positive Behavior Support, 11th International Conference on Positive Behavior Support
- 2013 **Competitive Graduate Student Travel Award**, University of Arizona
Awarded \$400 for travel expenses to present at the 15th Annual International Conference on Autism, Intellectual Disability and Developmental Disabilities in Clearwater, FL.
- 2011 **Edward G. “Ted” Carr Poster Award from APBS, Honorable Mention**
Association for Positive Behavior Support, 8th International Conference on Positive Behavior Support
- 2011 **Graduate Student Travel Award**, University of Arizona
Awarded \$250 for travel expenses to present at the 37th Association for Behavior Analysis International Annual Convention in Denver, Colorado.
- 2010 **Personnel Preparation Fellowship**, University of Arizona
This competitive fellowship was funded by a federal grant and provided tuition, book, and travel funds in addition to a yearly stipend for living expenses.

CERTIFICATIONS AND AFFILIATIONS

Board Certified Behavior Analyst, #1-17-29066

Missouri Teacher’s Certificate, Mild/Moderate Cross-Categorical Special Education Career CPC, #0433903

Behavior Support Specialist, University of Arizona, Tucson, AZ

Certificate in Online Teaching

Affiliate Member, Association for Behavior Analysis International

Member, Association for Positive Behavior Support

Member, Council for Exceptional Children

Member, Council for Children with Behavior Disorders

2019 -- OCAS -- Restricted Indirect Cost Rate for Districts

Based on FY 2017

Total Cost Pool Expenditures: \$2,601,584.77

Central Services \$314,736.02

Total Indirect Expenditures \$314,736.02

DIVIDED BY

+ Instruction \$438,977.59

+ Support Services \$1,847,871.16

+ Non-Instructional Services \$0.00

+ Facilities \$0.00

+ Private Non-Profit Schools \$0.00

- Capital Outlay / Equipment / Debt
Services / Fines / Penalties \$5,737.31

Total Other Expenditures \$2,281,111.44

13.79

Less 10% Predetermined Rate 1.37

Indirect Cost for Fiscal Year 2019 12.42



OKLAHOMA TAX COMMISSION

April 25, 2003

TAXPAYER ASSISTANCE DIVISION
Larry Wilson, Director

Osage County Interlocal Coop
207 E Main Street
Hominy OK 74035

TPL

FEI 731431421

Dear Sir/Madam:

In response to your request for verification of the sales tax exemption for purchases made by Osage County Interlocal Coop, Hominy, Oklahoma, we recognize public schools to be exempt from payment of sales tax pursuant to Title 68 O.S. 2000 Supp., Section 1356 which we quote in part:

There are hereby specifically exempted from the tax levied by this article:

* * * * *

(10) Sale of tangible personal property or services to any county, municipality, rural water district, public school district, the institutions of the Oklahoma State System of Higher Education, . . .

Pursuant to 68 O.S. Section 1404, any purchase exempt from sales tax is also exempt from use tax.

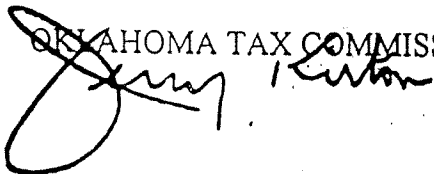
Because we do not issue "sales tax permits" to public schools that are exempt by statute, you may provide vendors with a copy of this letter for documentation concerning your sales tax exemption. Expenses, including travel, incurred on a reimbursable basis are not sales tax exempt.

The response contained in this letter applies only so long as you maintain the status set out in your request of April 25, 2003. This exemption does not expire, but any change in your status may invalidate this letter. This letter may not be used by any entity other than the addressee.

If we can be of further assistance, please feel free to contact us at (405) 521-3160.

Sincerely,

OKLAHOMA TAX COMMISSION



Jerry Kirton, Administrator
Taxpayer Assistance Division