

B
 BROKEN ARROW PUBLIC SCHOOLS
Educating Today *Leading Tomorrow*

Contract Committee Review Request
 MUST BE COMPLETED IN FULL

Date: 10/26/2023

Contract/Agreement Vendor: OSU- Reading Recovery Donita Shaw

Name of Vendor & Contact Person

donita.shaw@okstate.edu

Vendor Email Address

Site application for Reading Recovery

Describe Contract (Technology, program, consultant-prof Development, etc.)

Please use Summary below to fully explain the contract purchase, any titles, and details for the Board of Education to review.

Reading Recovery

Reason/Audience to benefit

11/6/2023 \$ 675.00

BOE Date Amount of agreement

Person Submitting Contract/Agreement for Review: Kristin Henness

PLEASE SEND THROUGH APPROPRIATE APPROVAL ROUTING BEFORE SENDING TO BOARD CLERK

Principal *&/or* Director or Administrator: *Kristin Henness*

Does this Contract/Agreement utilize technology? YES/NO NO

If yes, Technology Admin: _____

Cabinet Team Member: *Karla Dyess*

Funding Source: 11/367

Fund/Project OCAS Coding

Consent

Action

Accept and Approve the new MOU between Broken Arrow Public Schools and OSU-Tulsa. We are transferring partnership from Texas Women's University to Oklahoma State University-Tulsa. This will cost the district \$675.00 for the site fee and will be paid using Reading Recovery funds. / K. Henness

Summary This area must be complete with full explanation of contract

The Contract/Agreement should be received at least 2 weeks prior to a Board Meeting to ensure placement on the Agenda. The Contract Committee meets most Tuesdays at 8:00a.m. All Contracts/Agreements, regardless the amount, must be first approved by the Contract Committee and then presented to the Board of Education for approval and signature. The item will be placed on Electronic School Board for the board agenda by Janet Brown. By following this process, the liability of entering into an agreement is placed with the district rather than an individual.



SCHOOL OF
**TEACHING, LEARNING,
AND EDUCATIONAL SCIENCES**
College of Education and Human Sciences

Reading Recovery®

**Site Application
Broken Arrow
Public Schools
2023-2024**



Reading Recovery

Your school district is an established Reading Recovery site. Thank you for your commitment to Reading Recovery!

The following document outlines the partnership that your school district will have with Oklahoma State University during the 2023-2024 school year and subsequent years. It is organized as follows.

- Page 3 – This has the essential information about your district that will allow for effective communication between Broken Arrow School District and Oklahoma State University. Also, the superintendent’s signature represents the commitment your district has made to Reading Recovery. The signature represents understanding and agreement to uphold the Standards and Guidelines of Reading Recovery in North America found [here](#).
- Pages 4 to 8 – On these pages you will see an outline of responsibilities by the Teacher Leader and the Site Coordinator. The signature of the superintendent on the application form indicates an understanding and commitment to these responsibilities.
- Page 9 - This provides the costs associated with Reading Recovery over the next few years.

If requested, OSU may provide additional information on Teacher Leader responsibilities.

Establishment & Operation of a Reading Recovery® Training Site

In accordance with Legislative House Bill 1922, an individual is entitled to:

- (1) Request to be informed about the information collected about them;
- (2) Receive and review their information; and
- (3) Correct any incorrect information.

A. **Name of School District: Broken Arrow Public Schools** _____

Mailing Address: 701 S Main _____

City: Broken Arrow _____ State: OK _____ Zip: 74012 _____

Phone (918 _____) 259-5700 _____ FAX (_____) _____

Is your school district an established Reading Recovery site? yes no

If yes, then please provide the year Reading Recovery was established. 2011-2012 _____

B. **Site Coordinator** (administrator who will lead the application/implementation process)

Name: Kristin Henness _____

Position/Title: Executive Director of Teaching and Learning _____

Mailing or Street Address: 701 S Main _____

City: Broken Arrow _____ State: OK _____ Zip: 74012 _____

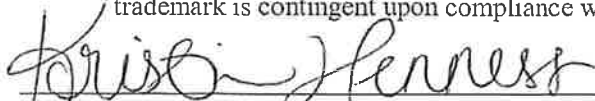
Work Phone (918 _____) 259-5725 _____ Cell (918 _____) 519-5748 _____

E-Mail Address: KHenness@baschools.org _____

C. Assurances

The signature of the superintendent or site administrator indicates approval of this application and intent to comply with the following:

- Assurances and commitments listed in the Implementation Plan (pp. 4-8).
- Standards and Guidelines for the Reading Recovery Council of North America.
- The trademark defines the quality of Reading Recovery, thus protecting the investment that schools, school districts, and states have made. In the United States, permission to use the trademark is contingent upon compliance with the standards and guidelines.



Signature of Site Coordinator

10/26/2023

Date

Signature of Superintendent

Date

	Teacher Leader	Site Coordinator
<i>Awareness about Reading Recovery</i>	<input type="checkbox"/> Work with current Teacher Leader and Site Coordinator to present Awareness Session to selected audience spring 2024.	<input type="checkbox"/> Support Teacher Leader to prepare and present an awareness session to the audience the Teacher Leader chooses (i.e. administrative team, essential team, school board), spring 2024.
<i>Prepare for 2024-2025</i>	<input type="checkbox"/> Prepare for Reading Recovery staffing needs and communicate with principals regarding the hiring process. <input type="checkbox"/> Coordinate with Federal Programs Department regarding hiring changes and to gain understanding of the Title 1 formula. <input type="checkbox"/> Plan to interface Reading Recovery with other programs in the school or district (i.e. legislative initiative impacting literacy, RSA)	<input type="checkbox"/> Support Teacher Leader in the process of Reading Recovery staffing needs. <input type="checkbox"/> Support Teacher Leader in the communication and interfacing of Reading Recovery with other programs (i.e. legislative initiative impacting literacy, RSA).

2. YEAR TWO (Field Year): IMPLEMENTATION (2024-2025)

This is the Teacher Leader’s Field Year, in which the Teacher Leader receives mentorship from University Trainer Donita Shaw.

	Teacher Leader	Site Coordinator
<i>Standards & Guidelines</i>	<input type="checkbox"/> Comply with current Reading Recovery Standards & Guidelines including selection of students to be served.	<input type="checkbox"/> Support implementation of Reading Recovery Standards & Guidelines.
<i>Time Allocation</i>		<input type="checkbox"/> Support Teacher Leader’s responsibilities to teach 2-4 Reading Recovery children and time to perform Teacher Leader functions the remainder of the day. This includes a significant amount of time for coaching visits to Reading Recovery teachers and potentially teaching a training class.
<i>Reading Recovery Books and Supplies</i>	<input type="checkbox"/> Maintain book allotment for trained teachers and provide children’s books and supplies for teachers-in-training.	<input type="checkbox"/> Purchase children’s books and supplies for Reading Recovery teachers as planned in the budget.

	Teacher Leader	Site Coordinator
<i>IDEC</i>	<input type="checkbox"/> Collect and maintain data on Reading Recovery children in accordance with guidelines for evaluation to be performed by the International Data Evaluation Center at The Ohio State University.	<input type="checkbox"/> Budget and pay the annual fee to the International Data Evaluation Center (IDEC) for data services. Payment will be made directly to IDEC at The Ohio State University.
<i>Reading Recovery Teachers</i>	<input type="checkbox"/> If staff vacancies warrant, then select certified experienced teachers with a record of good practice to train as Reading Recovery teachers. Train 8-12 new Reading Recovery teachers in the district. (Submit waiver exemption for less than 8 teachers). <input type="checkbox"/> Ensure trained Reading Recovery teachers receive 6 Professional Development sessions and a minimum of 1 Teacher Leader visit. <input type="checkbox"/> Maintain and monitor Reading Recovery teachers careful record keeping and data entry. <input type="checkbox"/> Communicate with the district administration, site administration, and parents regarding any changes in programming.	<input type="checkbox"/> If staff vacancies warrant, then make necessary arrangements for the Teacher Leader to train 8-12 Reading Recovery teachers from the district. <input type="checkbox"/> Make necessary staff allocations so the Reading Recovery teachers-in-training teach 4 individual children. <input type="checkbox"/> Advocate for Reading Recovery teachers by communicating with site administration the expectation of not pulling Reading Recovery teachers from the teaching of students to fulfill other duties. <input type="checkbox"/> Plan for full coverage of Reading Recovery in the district as defined in the Standards & Guidelines.
<i>Field Year Site Visits</i>	<input type="checkbox"/> Schedule two site visits from OSU Trainer to provide assistance to the Teacher Leader and Reading Recovery teachers.	<input type="checkbox"/> Budget for Reading Recovery instructional fees of \$675 (OSU Literacy Center) for supportive costs such as Teacher Leader assistance, professional development, report preparation, and guidance to district site coordinator.
<i>Teacher Leader Professional Development</i>	<input type="checkbox"/> Attend two professional development sessions (fall and spring), each being two days in length. These will be held at OSU-Tulsa.	
<i>Annual Reading Recovery Conference</i>	<input type="checkbox"/> Attend one annual Reading Recovery Conference such as Askew Institute (TX) or LitCon (OH)	<input type="checkbox"/> Budget for the Teacher Leader to attend one annual Reading Recovery Conference during each school year and more if funds are available.

	Teacher Leader	Site Coordinator
<i>Teacher Leader Institute</i>	<input type="checkbox"/> Attend the Reading Recovery Teacher Leader Institute each summer. Location varies.	<input type="checkbox"/> Budget for the Teacher Leader to attend the annual Reading Recovery Teacher Leader Institute.
<i>Awareness Sessions</i>	<input type="checkbox"/> Plan and present Awareness session for principals, parents, administrators, and others impacted by the implementation of Reading Recovery.	<input type="checkbox"/> Support Teacher Leader to prepare and present an awareness session to the audience the Teacher Leader chooses (i.e. administrative team, essential team, school board).
<i>Colleague Visits</i>	<input type="checkbox"/> Visit with Teacher Leaders at other sites as feasible.	<input type="checkbox"/> Encourage Teacher Leader to make colleague visits with other Teacher Leaders as feasible.

YEAR 3 AND BEYOND: CONTINUED IMPLEMENTATION (2025-2026 +)

	Teacher Leader	Site Coordinator
<i>Standards & Guidelines</i>	<input type="checkbox"/> Comply with current Reading Recovery Standards & Guidelines including selection of students to be served.	<input type="checkbox"/> Support implementation of Reading Recovery Standards & Guidelines.
<i>Time Allocation</i>		<input type="checkbox"/> Support Teacher Leader's responsibilities to teach two Reading Recovery children and time to perform Teacher Leader functions the remainder of the day. This includes a significant amount of time for coaching visits to Reading Recovery teachers and potentially teaching a training class.
<i>Reading Recovery Books and Supplies</i>	<input type="checkbox"/> Maintain book allotment for trained teachers and provide children's books and supplies for teachers-in-training.	<input type="checkbox"/> Purchase children's books and supplies for Reading Recovery teachers as planned in the budget.
<i>IDEC</i>	<input type="checkbox"/> Collect and maintain data on Reading Recovery children in accordance with guidelines for evaluation to be performed by the International Data Evaluation Center at The Ohio State University.	<input type="checkbox"/> Budget and pay the annual fee to the International Data Evaluation Center (IDEC) for data services. Payment will be made directly to IDEC at The Ohio State University.
<i>Reading Recovery Teachers</i>	<input checked="" type="checkbox"/> If staff vacancies warrant, then select certified experienced teachers with a record of good practice to train as Reading Recovery teachers. Train 8-12 new Reading Recovery teachers in the district. (Submit waiver exemption for less than 8 teachers).	<input type="checkbox"/> If staff vacancies warrant, then make necessary arrangements for the Teacher Leader to train 8-12 Reading Recovery teachers from the district. <input type="checkbox"/> Make necessary staff allocations so the Reading Recovery teachers-in-training teach 4 individual children.

	<input type="checkbox"/> Ensure trained Reading Recovery teachers receive 6 Professional Development sessions and a minimum of 1 Teacher Leader visit. <input type="checkbox"/> Maintain and monitor Reading Recovery teachers careful record keeping and data entry. <input type="checkbox"/> Communicate with the district administration, site administration, and parents regarding any changes in programming.	<input type="checkbox"/> Advocate for Reading Recovery teachers by communicating with site administration the expectation of not pulling Reading Recovery teachers from the teaching of students to fulfill other duties. <input type="checkbox"/> Plan for full coverage of Reading Recovery in the district as defined in the Standards & Guidelines.
<i>Site Visits</i>	<input type="checkbox"/> Schedule two site visits from OSU Trainer to provide assistance to the Teacher Leader and Reading Recovery teachers.	<input type="checkbox"/> Budget for Reading Recovery instructional fees of \$675 (OSU Literacy Center) for supportive costs such as Teacher Leader assistance, professional development, report preparation, and guidance to district site coordinator.
<i>Teacher Leader Professional Development</i>	<input type="checkbox"/> Attend two professional development sessions (fall and spring), each being two days in length. These will be held at OSU-Tulsa.	
<i>Annual Reading Recovery Conference</i>	<input type="checkbox"/> Attend one annual Reading Recovery Conference such as Askew Institute (TX) or LitCon (OH)	<input type="checkbox"/> Budget for the Teacher Leader to attend one annual Reading Recovery Conference during each school year.
<i>Teacher Leader Institute</i>	<input type="checkbox"/> Attend the Teacher Leader Institute each summer. Location varies.	<input type="checkbox"/> Budget for the Teacher Leader to attend the annual Teacher Leader Institute.
<i>Colleague Visits</i>	<input type="checkbox"/> Visit with other Teacher Leaders as feasible.	<input type="checkbox"/> Encourage Teacher Leader to make colleague visits with other Teacher Leaders as feasible.

Costs

Reading Recovery Instructional Fees (OSU Literacy Center) Include	Costs
2 Site Visits (1 per Semester) 2 Days of Fall Professional Development for the Teacher Leader at OSU-Tulsa 2 Days of Spring Professional Development for Teacher Leader at OSU-Tulsa 3 Meetings for Site Coordinators – Virtual/District Site/OSU-Tulsa Technical Field Support as needed Research and Teaching Support as needed Materials produced by OSU-Tulsa for the Site	\$675.00

OTHER ANNUAL REQUIRED COSTS FOR BUDGETING PURPOSES

Annual IDEC Site Fees (as of 2023) The Ohio State University	\$700.00
Annual IDEC Fee per Teacher Leader (as of 2023) The Ohio State University	\$90.00
Annual Teacher Leader Institute (TLI)	TBD
Annual Reading Recovery Conference	TBD