



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION FINANCE AND OPERATIONS COMMITTEE MEETING**

Tuesday, January 22, 2019

4:00 p.m.

Gateway Center – 2<sup>nd</sup> Floor Board Room

Chair: Mr. Jamell Cotto

**Action Items**

**A. INFORMATION ONLY**

1. The Superintendent approved an Agreement by and between the New Haven Board of Education and Center for Applied Linguistics, to provide professional development to teachers at Strong 21<sup>st</sup> Century Communications Magnet School on classroom assessment principles and practice, from January 28, 2019 to June 28, 2019, in an amount not to exceed \$12,812.00.  
**Funding Source:** School Improvement Grant, (SIG) – West Rock Program  
Acct.#2531-6279-56694-0028  
**Presenter:** Ms. Susan DeNicola  
**(Pages #5-13)**
2. The Superintendent approved a Non-Financial Agreement by and between the New Haven Board of Education and Gateway Community College, to provide Introduction to Corrections course for students from Coop High School, from January 24, 2019 to May 16, 2019, with no cost.  
**Presenter:** Ms. Val-Jean Belton  
**(Pages #14-28)**
3. The Superintendent approved an Agreement by and between the New Haven Board of Education and Sportsometry, to provide a sports after school program for students at West Rock STREAM Academy, from January 29, 2019 to June 30, 2019, in an amount not to exceed \$5,311.00.  
**Funding Source:** Magnet 16-19 Program  
Acct. # 2517-6230-56694-0049  
**Presenter:** Ms. Michele Bonanno  
**(Pages #29-35)**
4. The Superintendent approved an Agreement by and between the New Haven Board of Education and Little Scientists, LLC, to provide a science focused afterschool program for students at West Rock STREAM Academy, from January 29, 2019 to June 30, 2019, in an amount not to exceed \$9,450.00.  
**Funding Source:** Magnet 16-19 Program  
Acct. # 2517-6230-56694-0049  
**Presenter:** Ms. Michele Bonanno  
**(Pages #36-41)**
5. The Superintendent approved an Agreement by and between the New Haven Board of Education and Eli Whitney Museum to provide an afterschool program for students at West Rock STREAM Academy, from January 29, 2019 to June 30, 2019, in an amount not to exceed \$6,120.00.  
**Funding Source:** Magnet 16-19 Program  
Acct. # 2517-6230-56694

**Presenter:** Ms. Michele Bonanno  
**(Pages #42-48)**

6. The Superintendent approved an Agreement by and between the New Haven Board of Education and Center for Collaborative Classroom, to provide two days of professional development sessions to staff at Wexler Grant, from November 27, 2018 to June 19, 2019, in an amount not to exceed \$5,200.00.

**Funding Source:** **Commissioner's Network Grant – Wexler Grant Program**  
**Acct. # 2547-6293-56697-0032**

**Presenter:** Mr. David Diah  
**(Pages #49-57)**

## **B. ABSTRACTS**

1. To approve the Abstract, Head Start Supplemental Grant, in the amount of \$2,329,946.00 for 2018-2019.

**Funding Source:** **US Department of Health & Human Services**

**Presenter:** Ms. Mary Derwin  
**(Pages #58-62)**

2. To approve the Abstract, Support for Pregnant & Parenting Teens Program, in the amount of \$100,000.00 for 2018-19.

**Funding Source:** **CT Office of Early Childhood**

**Presenter:** Ms. Mary Derwin  
**(Pages #63-67)**

3. To approve the Abstract, School Improvement Grant (SIG 1003) – Wexler Grant, in the amount of \$113,949.00 for 2018-2019.

**Funding Source:** **CT Department of Education**

**Presenter:** Dr. Iline Tracey/Mr. David Diah  
**(Pages #68-73)**

4. To approve the Abstract, School Security Competitive Grant, in the amount of \$1,429,055.15 for 2018-2019.

**Funding Source:** **CT Department of Emergency Services & Public Protection**

**Presenter:** Mr. Joseph Barbarotta  
**(Pages #74-80)**

## **C. AGREEMENTS**

1. To approve an Agreement by and between the New Haven Board of Education and Area Cooperative Educational Services, (ACES), to provide literacy curriculum writing and revision services for grades 6-8, from January 23, 2019 to June 30, 2019, in an amount not to exceed \$20,000.00.

**Funding Source:** **Alliance Program**  
**Acct. # 2547-6108-56694-0000**

**Presenter:** Ms. Lynn Brantley  
**(Pages #81-90)**

2. To approve an Agreement by and between the New Haven Board of Education and Foundation for the Arts and Trauma, Inc., to provide the ALIVE program to students at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School, from January 14, 2019 to June 28, 2019, in an amount not to exceed \$43,803.38

**Funding Source:** School Improvement Grant, (SIG), Program  
**Acct. # 2531-6279-56694-0028**

**Presenter:** Ms. Susan DeNicola  
**(Pages #91-107)**

3. To approve Amendment #1 to Agreement # 95384040 with Calvin Hill Day Care Center-KLF Kindergarten, to increase the number of school day spaces from 9 by 2 to 11, for the period January 1, 2019 to June 30, 2019, and, to increase funding of \$54,000.00 by \$7,200.00 to \$61,200.00, with no change in funding source.

**Funding Source:** School Readiness & Child Day Care Program  
**Acct. # 2523-5384-56697**

**Presenter:** Ms. Denise Duclos  
**(Pages #108-113)**

4. To approve an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt, (HMH), to provide professional development training for teachers at West Rock STREAM Academy in Math Workshop and Math Intervention, from January 8, 2019 to June 30, 2019, in an amount not to exceed \$96,700.00.

**Funding Source:** School Improvement Grant, (SIG 1003)- West Rock Program  
**Acct. # 2531-6165-56694-0049**

**Presenter:** Ms. Yolanda Jones-Generette  
**(Pages #114-124)**

5. To approve an Agreement by and between the New Haven Board of Education and Clifford W. Beers Guidance Clinic, to provide professional development for teachers at West Rock STREAM Academy, on social emotional learning, from January 8, 2019 to June 30, 2019, in an amount not to exceed \$89,709.00.

**Funding Source:** School Improvement Grant, (SIG) – West Rock Program  
**Acct. # 2531-6165-56694-0049**

**Presenter:** Ms. Yolanda Jones-Generette  
**(Pages #125-142)**

6. To approve Amendment #1 to Agreement #96211146 with Dr. Dolores Cole, to change the dates of service from October 11, 2018 to September 11, 2018, with no change in funding amount or funding source.

**Funding Source:** Commissioner's Network Grant- Clinton Avenue Program  
**Acct. # 2547-6211-56694-0006**

**Presenter:** Ms. Kristina DeNegre  
**(Pages #143-147)**

7. To approve an Agreement by and between the New Haven Board of Education and Literacy How, Inc., to provide onsite workshops on Literacy and job embedded coaching for staff at Wexler Grant School, from October 1, 2018 to May 30, 2019, in an amount not to exceed \$79,897.00.

**Funding Source:** School Improvement Grant, (SIG) – Wexler Grant Program  
**Acct. # 2531-6167-56694-0032**

**Presenter:** Mr. David Diah  
**(Pages #148-157)**

8. To approve an Agreement by and between the New Haven Board of Education and Kids Kraze, to provide an afterschool program for students at Wexler-Grant School, from January 22, 2019 to June 19, 2019, in an amount not to exceed \$70,000.00.  
**Funding Source:** Commissioner's Network Grant – Wexler Grant Program  
**Acct. # 2547-6293-56697-0032**  
**Presenter:** Mr. David Diah  
**(Pages #158-169)**
9. To approve an Agreement by and between the New Haven Board of Education and ConnCAT, to provide an afterschool and school vacation week Youth Arts program, as well as adult education/community engagement workshops for students and families at Wexler Grant School, from January 22, 2019 to June 17, 2019, in an amount not to exceed \$80,000.00  
**Funding Source:** Commissioner's Network Grant – Wexler Grant Program  
**Acct. # 2547-6293-56697-0032**  
**Presenter:** Mr. David Diah  
**(Pages #170-197)**
10. To approve an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt d/b/a Math Solutions, to provide professional training to staff at Wexler Grant School, from November 27, 2018 to June 19, 2019, in an amount not to exceed \$23,050.00.  
**Funding Source:** Commissioner's Network Grant – Wexler Grant Program  
**Acct. #2547-6293-56697-0032**  
**Presenter:** Mr. David Diah  
**(Pages #198-213)**
11. To approve the First Option to Renew an Agreement by and between the New Haven Board of Education and Go To Cleaning Services, LLC, 117 Kendall Street, New Haven, CT for Facilities Maintenance, Custodial and Energy Management Services for the period of July 1, 2019 to June 30, 2020, in an amount not to exceed \$1,470,030.63.  
**Funding Source:** 2019-2020 Operating Budget  
**Acct. #190-47400-56694**  
**Presenter:** Dr. Carol Birks  
**(Pages #214-240)**
12. To approve First Option to Renew an Agreement by and between the New Haven Board of Education and Eco-Urban Pioneers, LLC, 670 Winthrop Ave., New Haven, CT for custodial services to assist with the upkeep of the NHPS buildings including part-time labor force and management supervision from July 1, 2019 to June 30, 2020, in an amount not to exceed \$4,603,654.66.  
**Funding Source:** 2019-2020 Operating Budget  
**Acct. #190-47400-56694**  
**Presenter:** Dr. Carol Birks  
**(Pages #241-260)**

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Susan DeNicola, Principal of Strong Communications Magnet School  
**Re:** Center for Applied Linguistics  
**Meeting Date:** January 22, 2019

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and the Center for Applied Linguistics (CAL) to provide professional development to teachers in classroom assessment principles and practice.

**Amount of Agreement and the Daily, Hourly or per Session Cost:**

There will be 2 workshop professional development sessions. Each session will cost \$6,406 for a total of \$12,812.00.

**Funding Source:**

School Improvement Grant (SIG) account # 2531-6279-56694-0028

**Key Questions:**

1. Please describe how this service is **strategically aligned** with school or District goals:

The District Accountability Smart Goal states, "In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 56.8 in 2016-2017 to 58.2 in 2017-2018. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved (PTA) for ELA from 53.0% in 2016-2017 to 56.6% in 2017-18. The professional development provided by the Center for Applied Linguistics is customized to focus on the an assessment framework to best use data to support instruction for English Learners.

2. What **specific need** will this contractor address?

In June 2018, 19% of EL students at Strong Magnet School achieved a Level 3 or 4 in ELA as measured by the Smarter Balanced Assessment. Strong Magnet School staff needs professional development in order to best support our EL population. Professional development by CAL will provide teachers with an assessment framework to effectively develop, score, and utilize data to inform instruction.

3. **Contractor selection:** quotes, RFP, or Sole Source?

Contractor selection was outlined in the School Improvement Grant. The Center for Applied Linguistics (CAL) is a sole source contractor.

4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor's resume).



New Haven School Change  
NEW HAVEN PUBLIC SCHOOLS

The specific skill set that the Center for Applied Linguistics brings to the project is mastery in training that improves teaching and learning for our EL population. CAL, with over 50 years of expertise in trainings, has earned an international reputation for the quality of its work in language-related information collection, analysis, and dissemination; linguistic research that addresses the needs of the classroom; direct technical services to language programs; professional development; and needs assessments and program evaluations.

5. Is this a **new or continuation service**? **If a continuation service**: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost?

This is a new service.

6. **Evidence of Effectiveness**: How will the contractor's performance be evaluated? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness:

The contractor's performance will be evaluated by teachers, coaches and the leadership team. It will also be evaluated by the implementation of learned strategies, resources and tools.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?

District staff cannot provide the training internally as the selected vendor is approved by the Connecticut Department of Education to give the professional development needed to improve achievement of ELs at Strong Magnet School. In addition, the professional development sessions are designed specifically for the needs of our school as assessed in collaboration with Strong Magnet School and district staff as well as SIOP experts.

8. Why do you believe this agreement is **fiscally sound**?

This agreement is fiscally sound because it was identified that professional development in teaching strategies to support ELs was needed in order to improve student achievement. The professional development sessions and coaching sessions will be specifically designed for the needs of our teachers. This training will help us to meet our goals outlined in the School Improvement Grant. Additionally, the amount allotted for this vendor is itemized in our budget as specific to our grant funding.

## AGREEMENT

**By And Between  
The New Haven Board of Education  
AND**

**Center for Applied Linguistics (CAL)**

**FOR DEPARTMENT/PROGRAM:**

**Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School**

This Agreement entered into on the 22<sup>nd</sup> day of January 2019 effective the 28<sup>th</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, the Center for Applied Linguistics located at 4646 40<sup>th</sup> Street NW, Washington, DC 20016-1859 (herein referred to as the “Contractor”).

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

The Center for Applied Linguistics (CAL) will provide two days of professional development workshops on the CAL Assessment Toolkit. The toolkit provides a comprehensive framework as well as techniques and strategies for assessment development and use. Participants will gain a deeper understanding of underlying principles of assessment (such as validity, reliability, item formats, cultural bias and sensitivity and more) and leave equipped with a variety of research-based practices for assessment development and adaptation, score interpretation, and using data to inform instruction. Portions of each day will be reserved for reflection and guided practice. In addition, please see attached detailed scope of service. The service will be provided at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School. K-4 teachers at Strong and coaches will receive the professional development. The service will be provided June 25-26, 2019.


**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$6406.00 per session** for up to a maximum of **2 sessions**. The maximum amount the contractor shall be paid under this agreement: Twelve thousand, eight hundred twelve dollars (\$12,812.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by School Improvement Grant (SIG) of the New Haven Board of Education, **Account Number:** 2531-6279-56694-0028. This agreement shall remain in effect from January 28, 2019 to June 28, 2019.

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contractors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor's breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

1/7/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

RODEN RODRIGUEZ, COO/CFO  
Contractor Printed Name & Title





Center for Applied Linguistics  
 4646 40<sup>th</sup> Street NW  
 Washington, DC 20016-1859  
 Phone: (202) 362-0700  
 Fax: (202) 362-3740  
[www.cal.org](http://www.cal.org)

November 27, 2018

Susan Bonanno  
 Strong 21st Century Communications Magnet School  
 Attn: Susan Bonanno  
 130 Orchard Street  
 New Haven, CT 06519  
 475-220-4800  
[Susan.bonanno@new-haven.k12.ct.us](mailto:Susan.bonanno@new-haven.k12.ct.us)

Dear Ms. Bonanno,

The Center for Applied Linguistics (CAL) is pleased to submit this proposal to offer professional development to teachers from Strong Magnet School as listed below:

Language & Literacy Professional Services	Dates	Participants
<b>Workshop 1</b>	Two consecutive days of	A maximum of 30 teachers from Strong Magnet School
<ul style="list-style-type: none"> <li>▪ CAL Assessment Framework Overview and instructional cycle</li> <li>▪ Constructs &amp; Principles of validity and reliability</li> <li>▪ Test specifications template (including possible adaptations for ELs)</li> <li>▪ Sample Inventory of Item Types and adaptations</li> <li>▪ Item Development Guidelines for summative and formative assessments</li> </ul>	<i>Foundations of Effective Classroom Assessment: Principles and Practices</i> , June 25–26, 2019	
<b>Workshop 2</b>		
<ul style="list-style-type: none"> <li>▪ Bias and Sensitivity Guidelines and Checklist</li> <li>▪ Rubric Guidelines and Checklist</li> <li>▪ Rubric templates</li> <li>▪ Score Interpretation for content teachers and informing instruction</li> <li>▪ Score Interpretation and communication with students and parents</li> </ul>		

Note: Facilitators and Strong Magnet School reserve the right to modify the scope and sequence of the workshops based on their assessment of participants' learning needs.

**Project Title**

Foundations of Effective Classroom Assessment: Principles and Practices

**Description of Services Provided**

Two days of professional development will be provided by a CAL facilitator – Tatyana Vdovina to teachers from Strong Magnet School. A maximum of 30 educators will attend the training each day.

**Professional Development Content**

The two-day institute will feature the CAL Assessment Toolkit developed by our subject matter experts based on decades of research and practice. The toolkit provides a comprehensive framework as well as techniques and strategies for assessment development and use. Participants will gain a deeper understanding of underlying principles of assessment (such as validity, reliability, item formats, cultural bias and sensitivity and more) and leave equipped with a variety of research-based practices for assessment development and adaptation, score interpretation, and using data to inform instruction. Portions of each day will be reserved for reflection and guided practice.

The audience will consist of district leads from EL coordinators and teachers.

**Dates/Schedule**

The training will take place on June 25–26, 2019. The full-day workshops will each last seven hours (6 contact hours with time for breaks and lunch) on a schedule provided by the district. The CAL presenter(s) will be informed of the daily schedule in a timely manner.

**Location**

The training will take place at a location selected by Strong Magnet School. Strong Magnet School will notify CAL of the exact location in a timely way.

**Materials**

Material	Number of Copies	How They Will Be Provided
Handouts	30	CAL will email the handouts for the workshop to Susan Bonanno.

**Training/Workshop Host**

Strong Magnet School agrees to ensure that the following is provided:

- Make all necessary arrangements for the training site including AV equipment (Smart Board or screen and LCD projector, speakers to hear DVD played over the laptop, internet access, and technical support).
- Provide 2 flip charts with chart paper and markers.
- Provide boxes of colored markers and scrap paper/sticky notes on each participant table.
- Provide appropriate space and set up for cooperative learning.
- Recruit participants.

**Enrollment**

The session will have a maximum of 30 participants.

**CAL Project Staff**

Role	Staff
Project Director	Annie Duguay
Workshop Facilitators	Tatyana Vdovina
Administrative Support	Marilyn Raphael

**CAL Capabilities Statement**

The Center for Applied Linguistics (CAL) is a private, non-profit organization involved in the study of language and the application of linguistics to educational, cultural, and social concerns. CAL's mission is to improve education through better understanding of language and culture. Established in 1959, CAL has earned an international reputation for the quality of its work in language-related information collection, analysis, and dissemination; linguistic research that addresses the needs of the classroom; direct technical services to language programs; professional development; and needs assessments and program evaluations. For current information about CAL projects and products, visit our Web site at [www.cal.org/solutions](http://www.cal.org/solutions)

**Strong Magnet School Project Representative**

Strong Magnet School has designated Susan DeNicola, to be the contact for matters related to services. Questions and correspondence should be directed to (address) 130 Orchard St. New Haven (phone) 475-220-4800 (email) susan.denicola@new-haven.k12.ct.us

**Strong Magnet School Administrative Representative**

Strong Magnet School has designated Susan Bonanno as the Administrative Representative who shall be responsible for the contractual and administrative aspects of the agreement. Questions and correspondence of an administrative nature should be directed to (address) 130 Orchard St. New Haven (phone) 475-220-4803 (email) susan.bonanno@new-haven.k12.ct.us

**CAL Project Representative**

CAL has designated Tatyana Vdovina as its Project Representative who shall be responsible for the programmatic aspects of the Agreement. Questions and correspondence of a programmatic nature should be directed to the Project Representative at the Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016-1859, (202) 384-1231, [tvdovina@cal.org](mailto:tvdovina@cal.org).

**CAL Administrative Representative**

CAL has designated Inge Siggelkow as the Administrative Representative who shall be responsible for the contractual and administrative aspects of the agreement. Questions and correspondence of an administrative nature should be directed to the Administrative



Representative at the Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016-1859, 202-355-1527, [contracts@cal.org](mailto:contracts@cal.org).

#### **Fee**

The firm, fixed price for the professional development is \$12,812. This price covers all professional services needed for the delivery of this professional development, including consultation, preparation and presentation, all workshop materials mentioned above, and all travel expenses.

Strong Magnet School agrees to pay the Center for Applied Linguistics this firm, fixed price of \$12,812 for the services described above.

#### **Payment**

CAL will invoice Strong Magnet School for \$12,812 on on the last day of services.

Invoices are payable within 30 days of receipt of an invoice from CAL. Please send payment to

Center for Applied Linguistics  
Accounts Receivable  
4646 40<sup>th</sup> Street NW  
Washington, DC 20016

This contract will be in effect from the date when the contract is signed until July 31, 2019.

#### **Cancellation Policy**

In the case of a cancellation or date change, Strong Magnet School will be responsible for reimbursement to CAL for all unrecoverable expenses (such as travel costs and planning time) incurred by CAL for the specific training engagement.

Cancellations or date changes received less than three (3) business days prior to the start of the training/workshop are subject to a late change fee of 50% of cost of cancelled or changed services.

If the assigned CAL facilitator(s)/coach(es) cannot provide the services as scheduled, CAL will make every effort to provide a qualified, alternative facilitator/coach for the scheduled dates. If this cannot be arranged, CAL will reschedule the training based on consultation with the district.

Notice of cancellation or date changes on the part of Strong Magnet School for training/workshops, technical assistance sessions, or coaching days must be received in writing by fax, email, or regular mail using the contact information in this Agreement.

#### **Inclement Weather/Emergency Situations**

Due to inclement weather or an emergency situation, if notice of cancellation is given at least 24 hours prior to the training workshop (and before the trainer has begun travel), there will be no charge for the on-site training costs and time. However, Strong Magnet School will be



responsible for any travel or training expenses incurred by the trainer that cannot be refunded and for their planning time to date.

CAL reserves the right to postpone or cancel training/workshops in weather/emergency situations. Weather/emergency related postponements or cancellations will be rescheduled as soon as possible based on the current training schedule.

#### **Copyright**

CAL is the owner and copyright holder of all materials developed by CAL staff and consultants for use in delivery of services under this Agreement. Conversion of the CAL materials to on-line products is not permitted without the express permission of CAL.

#### **Recording**

CAL does not permit videotaping or audio recording of training/workshops.

#### **Entire Agreement**

This Agreement constitutes the entire agreement and understanding between Strong Magnet School and CAL, and supersedes any prior oral or written agreements or understandings, if any. Any changes or modifications shall be accomplished by a written amendment to this Agreement executed by the duly authorized representatives of the parties.

If you agree with the above terms and conditions, please sign two copies of this Agreement, keep one copy for your records, and return one to me with a Purchase Order number on or before December 31, 2018. The proposed fees are valid if we receive a signed contract at least two months in advance of the first day of services. CAL reserves the right not to honor this agreement if a signed copy is not received at least one week in advance of the first day of services.

We appreciate your selection of CAL for professional services, and we look forward to working with you and your school staff.

Sincerely,

Annie Duguay  
Director, Language and Literacy  
Center for Applied Linguistics  
Email: [aduguay@cal.org](mailto:aduguay@cal.org)  
Tel. 202-384-1256; Fax: 202-362-3740  
Web: [www.cal.org/solutions](http://www.cal.org/solutions)



Original  Amendment  ID #1428

Education That Works For a Lifetime

State Contracting Agency: Board of Regents for Higher Education  
 On behalf of Gateway Community College

Street: 20 Church Street

City: New Haven State: CT Zip: 06510

Tel#: 203-285-2523

Hereby enters into a Contract with:

Contractor's Name: New Haven Board of Education - Cooperative Arts and Humanities Magnet High School

Street: 54 Meadow Street

City: New Haven State: CT Zip: 06519

Tel#: 475-220-1372 E – MAIL: Patricia.demaio.new-haven.k12.ct.us

**The term of this contract is from 1/24/ 2019 through 5/ 16 / 2019**

This Contract shall become effective as of the date of signature by the Contracting Agency's authorized official and, where applicable, the date of approval by the Connecticut Office of the Attorney General (OAG). Upon such execution, this contract shall be deemed effective for the entire term. No amendment to this contract shall be valid or binding upon the parties unless made in writing, signed by the parties, and, where applicable, approved by the OAG.

**State Contracting Agency agrees to make payment to the Contractor.  
 Total Contract shall not exceed SNO COST**

**Contractor should address all contract questions to:  
 Kelly Levinson, Fiscal Administrative Officer, 203-285-2523, [klevinson@gatewavct.edu](mailto:klevinson@gatewavct.edu)**

**Contractor should address all questions regarding the scope or performance of services to:  
 Donnell Hilton, 203-285-2374, [dhilton@gatewavcc.edu](mailto:dhilton@gatewavcc.edu)**

**Contracting Agency should address all contract questions to:  
 Pat DeMaio, Grant Manager, 475-220-1372, [patricia.demaio@new-haven.k12.ct.us](mailto:patricia.demaio@new-haven.k12.ct.us)**

FOR INTERNAL USE ONLY

EXPENSE CODING	FISCAL YR(s)	AMOUNT	NOTES
Banner Fund Code:	2019	No Cost	
Banner Org Code:			
Banner Account Code:			
Banner Program Code:			

**SECTION 1 - DESCRIPTION OF SERVICES**

1.1 Services.

(a) This Client Services Agreement (hereinafter the "Contract") is made by and between **Gateway Community College** (hereinafter the "Institution" or "State" or "State Contracting Agency"), a constituent unit of the State of Connecticut System of Higher Education with an address of **20 Church Street New Haven, Connecticut 06510**, and **New Haven Board of Education** (hereinafter the "Client Business" or the "Contractor") with a principal place of business at **54 Meadow Street New Haven, Connecticut 06510**.

(b) As indicated in the table(s) below, **Gateway Community College** shall provide those recruited or identified by the Client Business (hereinafter referred to as "Students") the following training course(s) for the Client Business during the semester stated per course:

Course # 1	
Name:	<b>Introduction to Corrections</b>
Number:	CJS 102
Description:	A study of the history, philosophy, and evolution of corrections. The course examines the following processes used by our courts: probation, parole, treatment programs, and rehabilitation models. Punishment and the functions of our jails and prisons are examined. Additional topics include plea-bargaining, speedy trial, sentencing, prisoner's rights, victimization, and juvenile justice.
Credit Hours:	3
Duration:	January 24, 2019 thru May 16, 2019 Tuesdays and Thursdays 7:15am to 8:35am
Location:	<b>Gateway Community College, 20 Church Street, New Haven, CT 06510, Room TBA</b>
Goal:	At the end of this course, <b>Cooperative Arts and Humanities High School</b> seniors will be able to: <ul style="list-style-type: none"> <li>• Explain the history, philosophy, and evolution of corrections.</li> <li>• Examine the following processes used by our courts: probation, parole, treatment programs, and rehabilitation models.</li> <li>• Examine punishment and the functions of our jails and prisons.</li> <li>• Demonstrate an understanding of topics; including plea-bargaining, speedy trial, sentencing, prisoners' rights, victimization, and juvenile justice.</li> </ul>
Course Session(s):	The course shall consist of up to 33 sessions with a minimum of 13 students and a maximum number of 30 Students.
Course Curriculum:	The Institution shall be responsible for providing the course curriculum.

**Course  
Materials:**

The Client Business shall purchase the books and materials needed for this course.

(c) During the term of this Contract, Students shall be entitled to the use of the Institution's educational resources and related facilities.

- 1.2 Professional Standards. In rendering services under this Contract, the Institution shall conform to high professional standards of work and business ethic. The Institution warrants that the services shall be performed: 1) in a professional and workmanlike manner; and 2) in accordance with generally and currently accepted principles and practices. During the term of this Contract, the Institution agrees to provide to the Contractor in a good and faithful manner, using its best efforts and in a manner that shall promote the interests of said Contractor, such services as the Contractor requests, provided in this Contract.
- 1.3 The Institution will provide a 3-credit course agreed upon by the two parties forth Spring 2019 semester.
- 1.4 The Institution will schedule basketball practices, Monday thru Friday from December 15, 2018 thru April 30, 2019 at the Contractor's site.

## **SECTION 2 - COST AND SCHEDULE OF PAYMENTS**

### 1. State Liability.

The State of Connecticut and the State Contracting Agency ("State" or "College") shall assume no liability for payment for services under the terms of this contract until the contract is fully executed by the State Contracting Agency, the Contractor, and if applicable, by the Attorney General of the State of Connecticut.

### 2. Total Contract Not to Exceed.

The College shall pay the CONTRACTOR a total sum not to exceed zero dollars for services performed under this agreement.

### 3. Invoicing and Payment

(a) The Contractor shall submit invoices in accordance with the schedule below: There will not be an invoice generated since there is no cost to the Contractor.

(b) Invoices shall, at a minimum, include the Contractor name, the Purchase Order Number, the Contractor's Federal Employer Identification Number, the billing period, and an itemization of expenses invoiced. The State of Connecticut does not pay taxes, therefore Contractor invoices should not reflect the inclusion of any taxes on services or work performed under this contract.

(c) Payment shall be made by the College to the Contractor within 45 days after receipt of properly executed and approved invoices.

## **SECTION 3 - OTHER TERMS AND CONDITIONS**



### 1. Claims Against The State:

The Contractor agrees that the sole and exclusive means for the presentation of any claim against the State arising from this Agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and the Contractor further agrees not to initiate legal proceedings in any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.

### 2. Indemnification and Insurance:

- (a) The Contractor shall indemnify, defend and hold harmless the State and its officers, representatives, agents, servants, employees, successors and assigns from and against any and all (1) claims arising, directly or indirectly, in connection with the Contract, including the acts of commission or omission (collectively, the "Acts") of the Contractor or contractor parties; and (2) liabilities, damages, losses, costs and expenses, including but not limited to, attorneys' and other professionals' fees, arising, directly or indirectly, in connection with claims, Acts or the contract. The Contractor shall use counsel reasonably acceptable to the State in carrying out its obligations under this section. The Contractor's obligations under this section to indemnify, defend and hold harmless against claims includes claims concerning confidentiality of any part of or all of the Contractor's bid, proposal or any records, any intellectual property rights, other proprietary rights of any person or entity, copyrighted or uncopied compositions, secret processes, patented or unpatented inventions, articles or appliances furnished or used in the performance.
- (b) The Contractor shall not be responsible for indemnifying or holding the State harmless from any liability arising due to the negligence of the State or any third party acting under the direct control or supervision of the State.
- (c) The Contractor shall reimburse the State for any and all damages to the real or personal property of the State caused by the Acts of the Contractor or any contractor parties. The State shall give the Contractor reasonable notice of any such claims.
- (d) The Contractor's duties under this section shall remain fully in effect and binding in accordance with the terms and conditions of the Contract, without being lessened or compromised in any way, even where the Contractor is alleged or is found to have merely contributed in part to the Acts giving rise to the claims and/or where the State is alleged or is found to have contributed to the Acts giving rise to the claims.
- (e) The Contractor shall carry and maintain at all times during the term of the Contract, and during the time that any provisions survive the term of the Contract, sufficient general liability insurance to satisfy its obligations under this Contract. The Contractor shall name the State as an additional insured on the policy and shall provide a copy of the policy to the College prior to the effective date of the Contract. The Contractor shall not begin performance until the delivery of the policy to the College. The College shall be entitled to recover under the insurance policy even if a body of competent jurisdiction determines that the College or the State is contributorily negligent.
- (f) This section shall survive the termination of the contract and shall not be limited by reason of any insurance coverage.

### 3. Sovereign Immunity:

The parties acknowledge and agree that nothing in this Contract shall be construed as a modification, compromise or waiver by the State of any rights or defenses of any immunities provided by Federal law or the laws of the State of Connecticut to the State or any of its officers and employees, which they may have had, now have or will have with respect to all matters arising out of this Contract. To the extent that this section conflicts with any other section, this section shall govern.

### 4. Forum and Choice of Law:

The parties deem the Contract to have been made in the City of Hartford, State of Connecticut. Both parties agree that it is fair and reasonable for the validity and construction of the contract to be, and it shall be, governed by the laws and court decisions of the State of Connecticut, without giving effect to its principles of conflicts of laws. To the extent that any immunities provided by Federal law or the laws of the State of Connecticut do not bar an action against the State, and to the extent that these courts are courts of competent jurisdiction, for the purpose of venue, the complaint shall be made returnable to the Judicial District of Hartford only or shall be brought in the United States District Court for the District of Connecticut only, and shall not be transferred to any other court, provided, however, that nothing here constitutes a

waiver or compromise of the sovereign immunity of the State of Connecticut. The Contractor waives any objection which it may now have or will have to the laying of venue of any claims in any forum and further irrevocably submits to such jurisdiction in any suit, action or proceeding.

#### 5. Termination:

- (a) Notwithstanding any provisions in this contract, the *College*, through a duly authorized employee, may terminate the contract whenever the *College* makes a written determination that such termination is in the best interests of the State. The *College* shall notify the Contractor in writing of termination pursuant to this section, which notice shall specify the effective date of termination and the extent to which the Contractor must complete its performance under the contract prior to such date.
- (b) Notwithstanding any provisions in this contract, the *College*, through a duly authorized employee, may, after making a written determination that the Contractor has breached the contract, terminate the contract in accordance with the following breach provision.
  - i. Breach. If either party breaches the contract in any respect, the non-breaching party shall provide written notice of the breach to the breaching party and afford the breaching party an opportunity to cure within ten (10) days from the date that the breaching party receives the notice. In the case of a Contractor breach, any other time period which the College sets forth in the notice shall trump the ten (10) days. The right to cure period shall be extended if the non-breaching party is satisfied that the breaching party is making a good faith effort to cure but the nature of the breach is such that it cannot be cured within the right to cure period. The notice may include an effective contract termination date if the breach is not cured by the stated date and, unless otherwise modified by the non-breaching party in writing prior to the termination date, no further action shall be required of any party to effect the termination as of the stated date. If the notice does not set forth an effective contract termination date, then the non-breaching party may terminate the contract by giving the breaching party no less than twenty four (24) hours' prior written notice. If the College believes that the Contractor has not performed according to the contract, the College may withhold payment in whole or in part pending resolution of the performance issue, provided that the College notifies the Contractor in writing prior to the date that the payment would have been due.
- (c) The College shall send the notice of termination via certified mail, return receipt requested, to the Contractor at the most current address which the Contractor has furnished to the College for purposes of correspondence, or by hand delivery. Upon receiving the notice from the College, the Contractor shall immediately discontinue all services affected in accordance with the notice, undertake all commercially reasonable efforts to mitigate any losses or damages, and deliver to the College all records. The records are deemed to be the property of the College and the Contractor shall deliver them to the College no later than thirty (30) days after the termination of the contract or fifteen (15) days after the Contractor receives a written request from the College for the records. The Contractor shall deliver those records that exist in electronic, magnetic or other intangible form in a non-proprietary format, such as, but not limited to, ASCII or .TXT.
- (d) Upon receipt of a written notice of termination from the College, the Contractor shall cease operations as the College directs in the notice, and take all actions that are necessary or appropriate, or that the College may reasonably direct, for the protection, and preservation of the goods and any other property. Except for any work which the College directs the Contractor to perform in the notice prior to the effective date of termination, and except as otherwise provided in the notice, the Contractor shall terminate or conclude all existing subcontracts and purchase orders and shall not enter into any further subcontracts, purchase orders or commitments.
- (e) The College shall, within forty-five (45) days of the effective date of termination, reimburse the Contractor for its performance rendered and accepted by the College in accordance with the terms of this contract, in addition to all actual and reasonable costs incurred after termination in completing those portions of the performance which the notice required the Contractor to complete. However, the Contractor is not entitled to receive and the College is not obligated to tender to the Contractor any payments for anticipated or lost profits. Upon request by the College, the Contractor shall assign to the College, or any replacement Contractor which the College designates, all subcontracts, purchase orders and other commitments, deliver to the College all records and other information pertaining to its performance, and remove from State premises, whether leased or owned, all of Contractor's property, equipment, waste material and rubbish related to its performance, all as the College may request.
- (f) For breach or violation of any of the provisions in the section concerning representations and warranties, the College may terminate the contract in accordance with its terms and revoke any consents to assignments given as

- if the assignments had never been requested or consented to, without liability to the Contractor or Contractor parties or any third party.
- (g) Upon termination of the contract, all rights and obligations shall be null and void, so that no party shall have any further rights or obligations to any other party, except with respect to the sections which survive termination. All representations, warranties, agreements and rights of the parties under the contract shall survive such termination to the extent not otherwise limited in the contract and without each one of them having to be specifically mentioned in the contract.
  - (h) Termination of the contract pursuant to this section shall not be deemed to be a breach of contract by the College.

#### 6. Nondiscrimination:

- (a) For purposes of this Section, the following terms are defined as follows:
  - i. "Commission" means the Commission on Human Rights and Opportunities;
  - ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
  - iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
  - iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
  - v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
  - vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
  - vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
  - viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
  - ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
  - x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in C.G.S. § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex,

gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S.

§ 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

#### 7. Executive Orders:

This Contract is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, all of which are incorporated into and are made a part of the Contract as if they had been fully set forth in it. The Contract may also be subject to Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services and to Executive Order No. 49 of Governor Dannel P. Malloy, promulgated May 22, 2015, mandating disclosure of certain gifts to public employees and contributions to certain candidates for office. If Executive Order 14 and/or Executive Order 49 are applicable, they are deemed to be incorporated into and are made a part of the Contract as if they had been fully set forth in it. At the Contractor's request, the *College* shall provide a copy of these orders to the Contractor.

#### 8. SEEC:

For all state contracts as defined in Connecticut General Statutes §9-612(g)(2), as amended by P.A. 10-1 having a value in a calendar year of \$50,000 or more or a combination or series of such agreements or contracts having a value of \$100,000 or more, the authorized signatory to this Agreement expressly acknowledges receipt of the State Election Enforcement Commission's notice advising state contractors of state campaign contribution and solicitation prohibitions, and will inform its principals of the contents of the notice. See Notice below.

### **NOTICE TO EXECUTIVE BRANCH STATE CONTRACTORS AND PROSPECTIVE STATE CONTRACTORS OF CAMPAIGN CONTRIBUTION AND SOLICITATION LIMITATIONS**

This notice is provided under the authority of Connecticut General Statutes §9-612(g)(2), as amended by P.A. 10-1, and is for the purpose of informing state contractors and prospective state contractors of the following law (*italicized words are defined below*):

#### **CAMPAIGN CONTRIBUTION AND SOLICITATION LIMITATIONS**

*No state contractor, prospective state contractor, principal of a state contractor or principal of a prospective state contractor, with regard to a state contract or state contract solicitation with or from a state agency in the executive branch or a quasi-public agency or a holder, or principal of a holder of a valid prequalification certificate, shall make a contribution to (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of Governor, Lieutenant Governor, Attorney General, State Comptroller, Secretary of the State or State Treasurer, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee (which includes town committees).*

In addition, no holder or principal of a holder of a valid prequalification certificate, shall make a contribution to (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of State senator or State representative, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee.

On and after January 1, 2011, no state contractor, prospective state contractor, principal of a state contractor or principal of a prospective state contractor, with regard to a state contract or state contract solicitation with or from a state agency in the executive branch or a quasi-public agency or a holder, or principal of a holder of a valid prequalification certificate, shall **knowingly solicit** contributions from the state contractor's or prospective state contractor's employees or from a *subcontractor or principals of the subcontractor* on behalf of (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of Governor, Lieutenant Governor, Attorney General,

State Comptroller, Secretary of the State or State Treasurer, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee.

### **DUTY TO INFORM**

State contractors and prospective state contractors are required to inform their principals of the above prohibitions, as applicable, and the possible penalties and other consequences of any violation thereof.

### **PENALTIES FOR VIOLATIONS**

Contributions or solicitations of contributions made in violation of the above prohibitions may result in the following civil and criminal penalties:

Civil penalties: Up to \$2,000 or twice the amount of the prohibited contribution, whichever is greater, against a principal or a contractor. Any state contractor or prospective state contractor which fails to make reasonable efforts to comply with the provisions requiring notice to its principals of these prohibitions and the possible consequences of their violations may also be subject to civil penalties of up to \$2,000 or twice the amount of the prohibited contributions made by their principals.

Criminal penalties: Any knowing and willful violation of the prohibition is a Class D felony, which may subject the violator to imprisonment of not more than 5 years, or not more than \$5,000 in fines, or both.

### **CONTRACT CONSEQUENCES**

In the case of a state contractor, contributions made or solicited in violation of the above prohibitions may result in the contract being voided.

In the case of a prospective state contractor, contributions made or solicited in violation of the above prohibitions shall result in the contract described in the state contract solicitation not being awarded to the prospective state contractor, unless the State Elections Enforcement Commission determines that mitigating circumstances exist concerning such violation.

The State shall not award any other state contract to anyone found in violation of the above prohibitions for a period of one year after the election for which such contribution is made or solicited, unless the State Elections Enforcement Commission determines that mitigating circumstances exist concerning such violation.

Additional information may be found on the website of the State Elections Enforcement Commission, [www.ct.gov/seec](http://www.ct.gov/seec). Click on the link to "Lobbyist/Contractor Limitations."

### **DEFINITIONS**

"State contractor" means a person, business entity or nonprofit organization that enters into a state contract. Such person, business entity or nonprofit organization shall be deemed to be a state contractor until December thirty-first of the year in which such contract terminates. "State contractor" does not include a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

"Prospective state contractor" means a person, business entity or nonprofit organization that (i) submits a response to a state contract solicitation by the state, a state agency or a quasi-public agency, or a proposal in response to a request for proposals by the state, a state agency or a quasi-public agency, until the contract has been entered into, or (ii) holds a valid prequalification certificate issued by the Commissioner of Administrative Services under section 4a-100. "Prospective state contractor" does not include a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any

purpose authorized by statute or charter, or an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

“Principal of a state contractor or prospective state contractor” means (i) any individual who is a member of the board of directors of, or has an ownership interest of five per cent or more in, a state contractor or prospective state contractor, which is a business entity, except for an individual who is a member of the board of directors of a nonprofit organization, (ii) an individual who is employed by a state contractor or prospective state contractor, which is a business entity, as president, treasurer or executive vice president, (iii) an individual who is the chief executive officer of a state contractor or prospective state contractor, which is not a business entity, or if a state contractor or prospective state contractor has no such officer, then the officer who duly possesses comparable powers and duties, (iv) an officer or an employee of any state contractor or prospective state contractor who has *managerial or discretionary responsibilities with respect to a state contract*, (v) the spouse or a *dependent child* who is eighteen years of age or older of an individual described in this subparagraph, or (vi) a political committee established or controlled by an individual described in this subparagraph or the business entity or nonprofit organization that is the state contractor or prospective state contractor.

“State contract” means an agreement or contract with the state or any state agency or any quasi-public agency, let through a procurement process or otherwise, having a value of fifty thousand dollars or more, or a combination or series of such agreements or contracts having a value of one hundred thousand dollars or more in a calendar year, for (i) the rendition of services, (ii) the furnishing of any goods, material, supplies, equipment or any items of any kind, (iii) the construction, alteration or repair of any public building or public work, (iv) the acquisition, sale or lease of any land or building, (v) a licensing arrangement, or (vi) a grant, loan or loan guarantee. “State contract” does not include any agreement or contract with the state, any state agency or any quasi-public agency that is exclusively federally funded, an education loan, a loan to an individual for other than commercial purposes or any agreement or contract between the state or any state agency and the United States Department of the Navy or the United States Department of Defense.

“State contract solicitation” means a request by a state agency or quasi-public agency, in whatever form issued, including, but not limited to, an invitation to bid, request for proposals, request for information or request for quotes, inviting bids, quotes or other types of submittals, through a competitive procurement process or another process authorized by law waiving competitive procurement.

“Managerial or discretionary responsibilities with respect to a state contract” means having direct, extensive and substantive responsibilities with respect to the negotiation of the state contract and not peripheral, clerical or ministerial responsibilities.

“Dependent child” means a child residing in an individual’s household who may legally be claimed as a dependent on the federal income tax of such individual.

“Solicit” means (A) requesting that a contribution be made, (B) participating in any fund-raising activities for a candidate committee, exploratory committee, political committee or party committee, including, but not limited to, forwarding tickets to potential contributors, receiving contributions for transmission to any such committee or bundling contributions, (C) serving as chairperson, treasurer or deputy treasurer of any such committee, or (D) establishing a political committee for the sole purpose of soliciting or receiving contributions for any committee. Solicit does not include: (i) making a contribution that is otherwise permitted by Chapter 155 of the Connecticut General Statutes; (ii) informing any person of a position taken by a candidate for public office or a public official, (iii) notifying the person of any activities of, or contact information for, any candidate for public office; or (iv) serving as a member in any party committee or as an officer of such committee that is not otherwise prohibited in this section.

“Subcontractor” means any person, business entity or nonprofit organization that contracts to perform part or all of the obligations of a state contractor's state contract. Such person, business entity or nonprofit organization shall be deemed to be a subcontractor until December thirty first of the year in which the subcontract terminates. “Subcontractor” does not include (i) a municipality or any other political subdivision of the state, including any entities or associations duly created

by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or (ii) an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

“Principal of a subcontractor” means (i) any individual who is a member of the board of directors of, or has an ownership interest of five per cent or more in, a subcontractor, which is a business entity, except for an individual who is a member of the board of directors of a nonprofit organization, (ii) an individual who is employed by a subcontractor, which is a business entity, as president, treasurer or executive vice president, (iii) an individual who is the chief executive officer of a subcontractor, which is not a business entity, or if a subcontractor has no such officer, then the officer who duly possesses comparable powers and duties, (iv) an officer or an employee of any subcontractor who has managerial or discretionary responsibilities with respect to a subcontract with a state contractor, (v) the spouse or a dependent child who is eighteen years of age or older of an individual described in this subparagraph, or (vi) a political committee established or controlled by an individual described in this subparagraph or the business entity or nonprofit organization that is the subcontractor.

#### 9. Contracting with State Employees or Related Family/Business

Section 1-84 (i) of the Connecticut General Statutes prohibits the BOR to engage in contracts over \$100 with State employees and certain related family or businesses as defined by Sections 1-79 (b) and (f), unless awarded through an open and public process. Contractor has disclosed to State whether it is an employee, related family member or associated business as defined by the statute. The Contractor and State each represent that they have fully complied with all applicable requirements of this statute, which is set forth below (emphasis added), or as it may be amended from time to time:

C.G.S. § 1-84 (i) No public official or state employee or member of the official or employee's immediate family or a business with which he is associated shall enter into any contract with the state, valued at one hundred dollars or more, other than a contract of employment as a state employee, or a contract with a public institution of higher education to support a collaboration with such institution to develop and commercialize any invention or discovery, or pursuant to a court appointment, unless the contract has been awarded through an open and public process, including prior public offer and subsequent public disclosure of all proposals considered and the contract awarded. In no event shall an executive head of an agency, as defined in section 4-166, including a commissioner of a department, or an executive head of a quasi-public agency, as defined in section 1-79, or the executive head's immediate family or a business with which he is associated enter into any contract with that agency or quasi-public agency. Nothing in this subsection shall be construed as applying to any public official who is appointed as a member of the executive branch or as a member or director of a quasi-public agency and who receives no compensation other than per diem payments or reimbursement for actual or necessary expenses, or both, incurred in the performance of the public official's duties unless such public official has authority or control over the subject matter of the contract. Any contract made in violation of this subsection shall be voidable by a court of competent jurisdiction if the suit is commenced not later than one hundred eighty days after the making of the contract.

C.G.S. § 1-79 (b) provides: "Business with which he is associated" means any sole proprietorship, partnership, firm, corporation, trust or other entity through which business for profit or not for profit is conducted in which the public official or state employee or member of his immediate family is a director, officer, owner, limited or general partner, beneficiary of a trust or holder of stock constituting five per cent or more of the total outstanding stock of any class, provided, a public official or state employee, or member of his immediate family, shall not be deemed to be associated with a not for profit entity solely by virtue of the fact that the public official or state employee or member of his immediate family is an unpaid director or officer of the not for profit entity. "Officer" refers only to the president, executive or senior vice president or treasurer of such business.

C.G.S. § 1-79 (f) provides: "Immediate family" means any spouse, children or dependent relatives who reside in the individual's household.

#### 10. Quality Surveillance, Examination of Records and Inspection of Work:

Pursuant to C.G.S. §§ 4e-29 and 4e-30, all services performed by the Contractor and all records pertaining to this contract shall be subject to the inspection and approval of the State and the State Contracting Agency at reasonable times.



11. Assignment:

This contract shall not be assigned by either party without the express prior written consent of the other.

12. Professional Standards:

In rendering services under this contract, the Contractor shall conform to high professional standards of work and business ethic. The Contractor warrants that the services shall be performed: 1) in a professional and workmanlike manner; and 2) in accordance with generally and currently accepted principles and practices. During the term of this contract, the Contractor agrees to provide to the BOR in a good and faithful manner, using its best efforts and in a manner that shall promote the interests of said BOR, such services as the BOR requests, provided in this contract.

13. Federal and State statutes and regulations:

In performing services pursuant to this contract, Contractor, its employees and representatives shall at all times comply with all applicable federal and state statutes and regulations, including, but not limited to, the Gramm-Leach –Bliley Act, the Family Educational Rights and Privacy Act (“FERPA”) and related State Contracting Agency Policies, in the protection of all personally identifiable and other protected confidential information and non-directory student data.

14. Entire Agreement:

This written contract shall constitute the entire agreement between the parties and no other terms and conditions in any document, acceptance or acknowledgment shall be effective or binding unless expressly agreed to in writing by BOR. This contract may not be changed other than by a formal written contract amendment signed by the parties hereto and approved by the Connecticut Attorney General.

15. Audit Requirements for State and Federal Grants:

(a). For State – Funded Grant Contracts where the Contractor has or will receive \$100,000 or more in any State grants(s) during the Contractor’s fiscal year. For purposes of this clause, the word “Contractor” shall be read to mean “nonstate entity,” as that term is defined in Conn. Gen. Stat. § 4-230. The Contractor shall provide for an annual financial audit acceptable to the BOR for any expenditure of State-awarded funds made by the Contractor. Such audit shall include management letters and audit recommendations. The State Auditors of Public Accounts shall have access to all records and accounts for the fiscal year(s) in which the award was made. The Contractor will comply with federal and State single audit standards as applicable.

(b). Audit Requirements for Federal Grants: For U.S. based, non-profit Contractors expending \$500,000 or more of federal awards in one year: The Contractor agrees to comply with the requirements of Office of Management and Budget (OMB) Circular A-133. Contractor further agrees to provide the BOR with copies of all independent auditors’ reports which cover the period of performance of this Contract. Contractor will provide a copy of its response to auditors’ reports and, in instances of non-compliance, a plan for corrective action. All records and reports prepared in accordance with the requirements of OMB Circular A-133 shall be made available for review or audit by appropriate officials of the Federal agency, BOR, or the General Accounting Office (GAO) during normal business hours.

(c). Audit Requirements for Federal Grants: For U.S. based, non-profit Contractors expending less than \$500,000 of Federal awards in one year: Contractor agrees that all records pertaining to this agreement will be made available for review or audit by appropriate officials of the Federal agency, BOR, or the GAO during normal business hours.

16. Family Educational Rights and Privacy Act (FERPA):

In all respects, Contractor shall comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). For purposes of this contract, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations, as amended from time to time. Nothing in this agreement may be construed to allow Contractor to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation or by this contract. Contractor agrees that it shall not provide any student information obtained under this contract to any party ineligible to receive data protected by FERPA. This section shall survive the termination, cancellation or expiration of the contract.

#### 17. Confidential Information

- (a) The Contractor acknowledges that it may have access to Confidential Information (as hereinafter defined). The Contractor agrees that it will use the Confidential Information solely for the purpose of performing its duties as a consultant and agrees that it will not divulge, furnish, publish or use for its own benefit or for the direct or indirect benefit of any other person or entity, whether or not for monetary gain, any Confidential Information.
- (b) For purposes of this Agreement, the term "Confidential Information" shall mean (i) all information related to the business operations, marketing plans, financial position and (ii) other business information and any other information disclosed to the Contractor. Confidential Information shall not include information which (i) is or becomes part of the public domain through no act or omission attributable to the Contractor, (ii) is released after prior written authorization or (iii) the Contractor receives from any third party who is unrelated to it and who is not under any obligation to maintain the confidentiality of such information.

#### 18. Summary of State Ethics Laws:

Pursuant to the requirements of section 1-101qq of the Connecticut General Statutes, the summary of State ethic laws developed by the State Ethics Commission pursuant to section 1-81b of the Connecticut General Statutes is incorporated by reference into and made a part of the contract as if the summary had been fully set forth in the contract.

#### 19. Whistleblower:

This contract may be subject to the provisions of Section 4-61dd of the Connecticut General Statutes. In accordance with this statute, if an officer, employee or appointing authority of the Contractor takes or threatens to take any personnel action against any employee of the Contractor in retaliation for such employee's disclosure of information to any employee of the contracting state or quasi-public agency or the Auditors of Public Accounts or the Attorney General under the provisions of subsection (a) of such statute, the Contractor shall be liable for a civil penalty of not more than five thousand dollars for each offense, up to a maximum of twenty per cent of the value of this contract. Each violation shall be a separate and distinct offense and in the case of a continuing violation, each calendar day's continuance of the violation shall be deemed to be a separate and distinct offense. The State may request that the Attorney General bring a civil action in the Superior Court for the Judicial District of Hartford to seek imposition and recovery of such civil penalty. In accordance with subsection (f) of such statute, each large state contractor, as defined in the statute, shall post a notice of the provisions of the statute relating to large state contractors in a conspicuous place which is readily available for viewing by the employees of the contractor.

#### 20. Disclosure of Records:

This Contract may be subject to the provisions of section 1-218 of the Connecticut General Statutes. In accordance with this statute, each contract in excess of two million five hundred thousand dollars between a public agency and a person for the performance of a governmental function shall (a) provide that the public agency is entitled to receive a copy of records and files related to the performance of the governmental function, and (b) indicate that such records and files are subject to the Freedom of Information Act (FOIA) and may be disclosed by the public agency pursuant to FOIA. No request to inspect or copy such records or files shall be valid unless the request is made to the public agency in accordance with FOIA. Any complaint by a person who is denied the right to inspect or copy such records or files shall be brought to the Freedom of Information Commission in accordance with the provisions of sections 1-205 and 1-206 of the Connecticut General Statutes.

**ACCEPTANCES AND APPROVALS**

**By the Contractor**

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Contractor (Corporate/Legal Name of Contractor)

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Signature (Authorized Official)

Date

---

(Typed/Printed Name and Title of Authorized Official)

**By the State Contracting Agency**

Statutory Authority C.G.S. 4a-52a, 10a-151b

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Contracting Agency Name

9/30/2017

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Signature (Authorized Official)

Date

**Victoria Bozzuto, Dean of Workforce Development and Continuing Education**

(Typed/Printed Name and Title of Authorized Official)

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**By the Office of the Attorney General** (approved as to form)

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Signature

Date

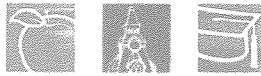
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(Typed/Printed Name)

Assistant / Associate Attorney General

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NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** West Rock STREAM Academy  
**Date:** January 4, 2019  
**Re:** Sportsometry Agreement  
**Proposed Meeting Date:** January 22, 2019

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Sportsometry to provide a comprehensive after-school science program for students in grades 2-4 at West Rock STREAM Academy. The activities include educational classes and programs that teach mathematics, physics and related cognitive skills using sports.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$5,311; \$113/session

**Funding Source & Account #:** Magnet 16-19 West Rock Authors Academy, 2517-6230-56694-0049

### Key Questions:

1. Please describe how this service is **strategically aligned** with school or District goals:

This contract supports the school goals of STREAM integration through the use of incorporating sports into the curriculum. District goals are supported by increasing student competencies in problem solving, critical thinking, and collaboration.

2. What **specific need** will this contractor address?

This contract will support the after school programming for students in grades 2-4 while integrating our magnet STREAM theme. Learning will occur through curricular integration with sports.

3. **Contractor selection:** quotes, RFP, or Sole Source?

Sole Source

4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor's resume).

This contractor has worked with New Haven Public School students in the past with the purpose to deepen the effectiveness of hands-on learning integrating our STREAM magnet theme.

5. Is this a **new or continuation service**? **If a continuation service**: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost?

New service

6. **Evidence of Effectiveness**: How will the contractor's performance be evaluated? **If a continuation service**, attach a copy of previous evaluations or archival data demonstrating effectiveness:

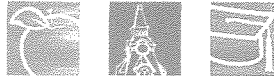
Performance will be evaluated by teacher and student feedback as well as program review by school administration and the schoolwide magnet team. Student engagement will be monitored through surveys.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?

N/A

8. Why do you believe this agreement is **fiscally sound**?

This agreement is fiscally sound because it meets the needs of the magnet grant requirements while providing a comprehensive service to the students of West Rock STREAM Academy.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**Sportsometry**

FOR DEPARTMENT/PROGRAM:

**West Rock STREAM Academy**

This Agreement entered into on the 4<sup>th</sup> day of January, 2019, effective (*no sooner than the day after Board of Education Approval*), the 29<sup>th</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Sportsometry located at, 101 Whitney Avenue, New Haven, CT 06510 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$113.00 session, for a total of 47 sessions

The maximum amount the contractor shall be paid under this agreement: Five thousand nine hundred and eighty-nine dollars (\$5,311). Compensation will be made upon submission of an itemized invoice which, includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by Magnet 16-19 West Rock Authors Academy Program of the New Haven Board of Education, **Account Number:** 2517-6230-56694 **Location Code:** 0049.

This agreement shall remain in effect from January 29, 2019 to June 30, 2019.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

In general, this program will consist of a comprehensive after-school sports program for students in grades 2-4 at West Rock STREAM Academy. Sportsometry provides educational services that include educational classes and programs that teach mathematics, physics and related cognitive skills using sports. The students participate in an after school, three-phase program. Each phase includes 5 sessions designed to draw connections between various sports and age-appropriate math topics such as spatial relationships, probability, angles and statistics. As in all afterschool programs, Sportsometry shall take attendance, and be responsible for effective programming.

*Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.*

*Exhibit B: Student Data and Privacy Agreement: Attached*

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

Annick M Wind  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

4/8/19  
Date

\_\_\_\_\_  
Date

Annick Windkur CEO  
Contractor Printed Name & Title



## Scope of Service and Budget

Sportsometry will provide overall project coordination and administration

- 47 sessions
- All sessions will be held at West Rock STREAM Academy
- First session to be held on January 29<sup>th</sup> 2019 and final Sessions will be completed before June 30, 2019
- Sportsometry will provide programing for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students at West Rock STREAM Academy.
- Sessions will include Math and Science enrichment supported by an athletic activity to reinforce the daily lesson
- Sessions will be held on Tuesday, Wednesday and Thursday from 3:30- 4:30
- Academic portion of each lesson will be held in a classroom and the sports piece of the lesson will be held in the gymnasium.
- Sportsometry will provide all sporting equipment and classroom supplies
- Session will not be held on early dismissal days or when New Haven Public Schools are closed.

## Budget

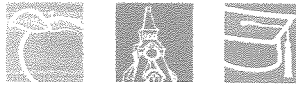
Total Cost---

\$113.00 per session

47 total sessions

47 X \$113.00= \$5311.00

Total Amount: \$5989.00



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

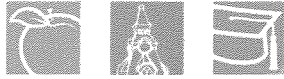
1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant to this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** West Rock STREAM Academy  
**Date:** January 4, 2019  
**Re:** Little Scientists Agreement  
**Proposed Meeting Date:** January 22, 2019

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**Executive Summary/ Statement:** Approval is requested for an agreement by and between the New Haven Board of Education and Little Scientists LLC to provide a comprehensive after-school science program for students in grades 2-4 at West Rock STREAM Academy. The experiments and activities will consist of hands-on, minds-on, inquiry and practice based science investigations that meet the New Haven, State of Connecticut and Next Generation Science Standards.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$9,450; \$175/session

**Funding Source & Account #:** Magnet 16-19 West Rock Authors Academy, 2517-6230-56694-0049

### Key Questions:

1. Please describe how this **service is strategically aligned** with school or District goals:  
This contract supports the school goals of STREAM integration and Design Thinking as well as introducing and supporting project based learning through hands-on experiments and learning. District goals are supported by increasing competencies in problem solving, critical thinking, and collaboration.
2. What **specific need** will this contractor address?  
This contract will support the after school programming for students in grades 2-4 while integrating our magnet STREAM theme. Learning will occur through curricular integration with inquiry and project based learning.
3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe:  
Sole Source.
4. What **specific skill set** does this contractor bring to the project?  
This contractor has worked with New Haven Public School students in the past in both in school and on-site workshops with the purpose to deepen the effectiveness of hands-on learning integrating our stream magnet theme.

5. Is this a **new or continuation service**?

New Service.

6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?**

Performance will be evaluated by teacher and student feedback as well as program review by school administration and the school wide magnet team. Student will be monitored through surveys.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?

N/A

8. Why do you believe this agreement is **fiscally sound**?

This agreement is fiscally sound because it meets the needs of the magnet grant requirements while providing a comprehensive service to the students of West Rock STREAM Academy.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**Little Scientists, LLC**

FOR DEPARTMENT/PROGRAM:

**West Rock STREAM Academy**

This Agreement entered into on the 4<sup>th</sup> day of January, 2019, effective (*no sooner than the day after Board of Education Approval*), the 29<sup>th</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Little Scientists, LLC located at, 25 Higgins Drive, Milford, CT 06460 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$175.00 session, for a total of 54 sessions.

The maximum amount the contractor shall be paid under this agreement: Nine thousand four hundred and fifty dollars (\$9,450). Compensation will be made upon submission of an itemized invoice which, includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by Magnet 16-19 West Rock Authors Academy **Program** of the New Haven Board of Education, **Account Number:** 2517-6230-56694 **Location Code:** 0049.

This agreement shall remain in effect from January 29, 2019 to June 30, 2019.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

In general, this program will consist of a comprehensive after-school science program for students in grades 2-4 at West Rock STREAM Academy. Little Scientists After-School Science Program includes the science curriculum, all durable and consumable materials, student booklets, and science notebooks. Students in each grade will be recruited through teacher leaders in each grade level. As in all afterschool programs, Little Scientists shall take attendance, and be responsible for effective practice based science investigations that meet the New Haven, State of Connecticut, and Next Generation Science Standards (NGSS).

*Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.*

*Exhibit B: Student Data and Privacy Agreement: Attached*

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

Dr. Heidi G-D

\_\_\_\_\_  
Contractor Signature

President  
New Haven Board of Education

1/8/19  
Date

\_\_\_\_\_  
Date

Dr Heidi Gold-Dworkin CEO  
Contractor Printed Name & Title

Revised: 10/2/18

Little Scientists® is proud to offer over 450 "hands-on" science subjects and lesson plans!\*

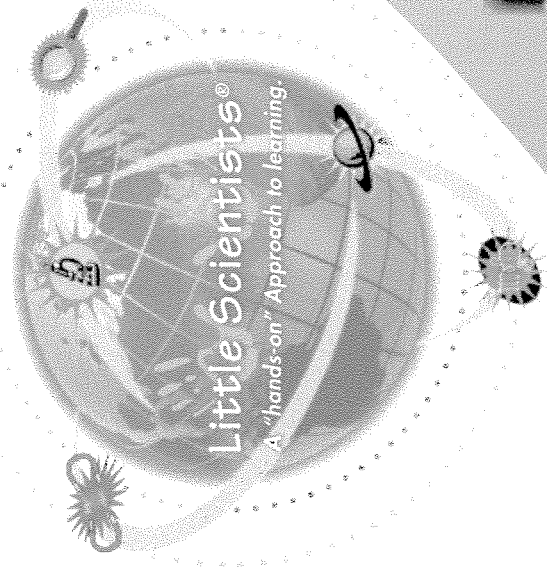
The Science of Shells Energy and Matter	The Science of Cells Atoms and Molecules	The Nervous System Wildlife
Sticks, Stones, and The Life Cycle of a Pioneering Plant	The Science of Light The Science of Sound The Science of Heat	Polymers How do Bees Help Flowers?
Science Science Classroom Classics	The Science of Air The Science of Water The Science of Earth	Animal Adaptations Genetics
All About Electricity	The Power of Gravity The Science of Plants The Science of Animals	Animals: Start is EGG
The Importance of Invertebrates	The Science of Chemistry	How do Animals Survive the Cold?
Spiders Arms and Ankles	What is Dissolution?	All About Death
The Changing Seasons	What is Density?	The Animal Kingdom
How Warm is Hot?	What is Temperature?	Sea, Water, and Steam
Hot Air Balloons Electricity, Magnets	What is Temperature?	Our Eyes
The Feet of a Flea Separation Science	What is Temperature?	Plants of the Seasons
What is Soluble?	What is Temperature?	All About Nature Plants, Earth, Water, Cycles, Erosion
Going East with Ernie	What is Temperature?	The Science of Solutions
Building a City	What is Temperature?	Respiration & Absorption of Light
Learning about Power	What is Temperature?	Digestion
What is Light?	What is Temperature?	The Salt March
Root and Nails	What is Temperature?	Reflection and Refraction
The Magic of Stars: Electricity	What is Temperature?	All About Rocks, Volcanoes and Ships
Salt Crystals	What is Temperature?	
Grouping seeds	What is Temperature?	

\*This is a partial listing of science class subject material.

www.Little-Scientists.com  
1-800-FACT-FUN

Educational Products and Services Price List

Little Scientists® Curriculum Unit	Pre-K-Grade 5 Grades 6-8	\$595.00 \$695.00
Little Scientists® Curriculum Unit Refill	Pre-K-Grade 8	\$175.00
Little Scientists® Classroom Mentoring	Pre-K-Grade 8	\$175.00
Little Scientists® Staff Development	Pre-K-Grade 8	\$225.00
Little Scientists® In-School Field Trip After-School Class	Pre-K-Grade 8	\$175.00
Little Scientists® Books Published by McGraw-Hill	The Way Things Move Exploring Light and Color Fun with Water and Bubbles Fun with Mixing and Chemistry Learning About the Changing Seasons	\$12.95
Little Scientists® Learn at Home Kits Make Your Own	Kaleidoscope Group Volcano Rock Collection Magnets Shell Collection	\$7.95
Little Scientists® Embedded Year Kits	Soggy Paper I (8 students)	\$9.95
	Soggy Paper II (4 students)	\$6.95
	Go with the Flow (8 students)	\$15.95
	Catch It (8 students)	\$3.50
	Dig In (6 students)	\$24.95
	Solar Energy (8 students)	\$17.95
Little Scientists® Company	T-Shirts (youth and adult size) Children's Lab Coats (youth size)	\$6.95 \$34.95



Background and Implementation

Little Scientists®, an international leader in elementary school hands-on science education, was founded by Dr. Heidi Gold-Dworkin, a Yale doctor of molecular biology and a member of the 1989 Nobel prize winning team.

Headquartered in Connecticut, Little Scientists® programs are now being implemented in public and private schools in the United States, Brazil and Japan. Little Scientists® has rewritten curriculum unit lessons to specifically align with the new NGSS.

Little Scientists® specializes in providing personalized service to teachers and schools, modeling of inquiry-based science, classroom mentoring, and professional development.

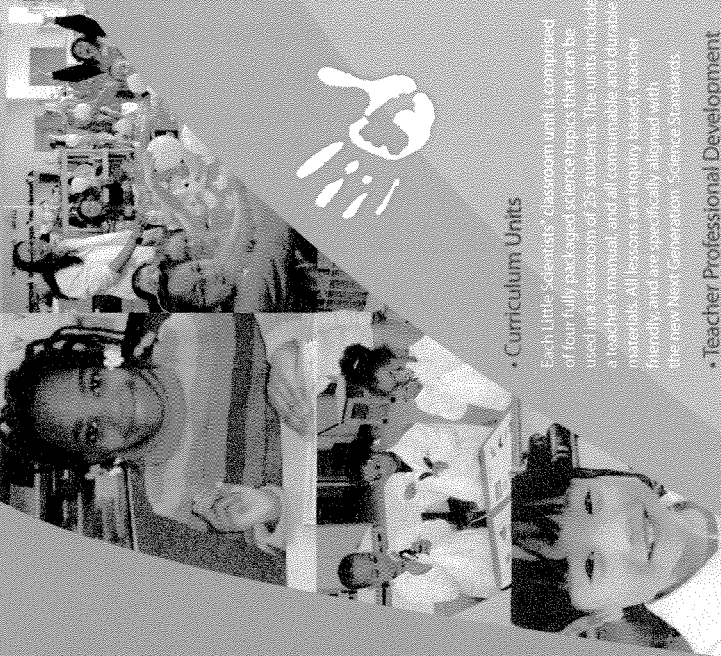
Our development team includes educators and scientists from Cornell, Yale, and MIT. Science lessons are designed to be teacher-friendly, exciting, easy to use, hands-on classes that motivate children and teachers alike. We meet local schools' needs with personal attention and service.

Little Scientists® classes increase cognitive, science, math, and literacy achievement for all students.



Curriculum Units  
After-School Classes  
Enrichment Classes  
In-School Field Trips  
Professional Development





# Little Scientists Curriculum Scope and Sequence for NGSS\*

A "hands-on" approach to learning.

Disciplinary Core Ideas	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Science and Engineering Practices	Physical Science	What is Light? <sup>1</sup>	What are Materials? <sup>1</sup>	What are Properties of Magnets? <sup>1</sup>	What is Energy? <sup>1</sup>	What is Chemistry? <sup>1</sup>
		What is Sound? <sup>1</sup>	What is Engineering? <sup>1</sup>	Force & Motion <sup>1</sup>	Light & Sound <sup>1</sup>	What is Gravity? <sup>1</sup>
Life Science	What is an Ecosystem? <sup>1</sup>	What are Plants? <sup>1</sup>	Life Cycle of Plants <sup>1</sup>	What is Heredity? <sup>1</sup>	What are the Structures of Organisms? <sup>1</sup>	What is Energy Flow in an Ecosystem? <sup>1</sup>
		What are Life Cycles? <sup>1</sup>	What is Diversity? <sup>1</sup>	What is Evolution? <sup>1</sup>	What are Senses? <sup>1</sup>	Why do we have Changing Seasons? <sup>1</sup>
Earth & Space Science	What is Weather? <sup>1</sup>	What is Our Sun? <sup>1</sup>	What are Landforms? <sup>1</sup>	Rocks & Minerals <sup>1</sup>	What are the Landforms on Earth? <sup>1</sup>	Weather & Climate <sup>1</sup>
		What is the Solar System? <sup>1</sup>	What is Water? <sup>1</sup>	What is Climate? <sup>1</sup>	How does Weather Affect Earth? <sup>1</sup>	How Can We Protect Earth's Resources? <sup>1</sup>
Engineering, Technology & Application of Science	Can we Build it? <sup>1</sup>					

This list represents those curriculum units that meet the NGSS; it is only a partial listing of available units. Please view the web site [www.Little-Scientists.com](http://www.Little-Scientists.com) for a complete list of Little Scientists Units or email us for custom requests.

\* Based on the Next Generation National Science Education Standards 4.2013 <http://www.nextgenscience.org/next-generation-science-standards>

<sup>1</sup> This Unit also addresses the Engineering, Technology & Application of Science core ideas

## • Curriculum Units

Each Little Scientists' classroom unit is composed of four fully packaged science topics that can be used in a classroom of 25 students. The units include a teacher's manual, and all consumable and durable materials. All lessons are inquiry based, teacher friendly, and are specifically aligned with the new Next Generation Science Standards.

## • Teacher Professional Development

Little Scientists' offers on site professional development, and classroom modeling & mentoring for teachers.

## • After School & Enrichment Classes

Little Scientists' classes are convenient. Our trained and experienced teachers travel to elementary schools, community centers, recreational facilities, preschools, day care centers, and other educational venues. Classes meet for a forty-five minute period, once a week, for multi-week sessions.

## • In-School Field Trips

Each Little Scientists' lesson starts on its own set a Little Scientists' certified teacher can make a one time presentation on any of our 450+ lessons (see table on back).

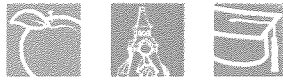
## • Learn-At-Home-Kits

All of our Learn-At-Home-Kits include an explanation of the science involved and all the supplies necessary for completing the project. The kits are ideal for home-schoolers and for individual science projects.

## • McGraw-Hill Books

Our illustrated Hands-On Activity Books reinforce basic scientific skills with science projects using affordable and readily available household materials.





NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** West Rock STREAM Academy  
**Date:** January 4, 2019  
**Re:** Eli Whitney Museum Agreement  
**Proposed Meeting Date:** January 22, 2019

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Eli Whitney Museum to provide a comprehensive after-school program for students in grades 2-4 at West Rock STREAM Academy. The workshops and experiments will consist of hands-on, minds-on, inquiry learning.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$340.00 per session for 18 sessions. Total cost of Agreement \$6,120.00

**Funding Source & Account #:** Magnet 16-19 West Rock Authors Academy, 2517-6230-56694-0049

### Key Questions:

1. Please describe how this service is **strategically aligned** with school or District goals:

This contract supports the school goals of STREAM integration with the use of STEM and STEAM curricula. Students will build and elaborate the projects to further their understanding of phenomena they are learning while increasing the manual dexterity.

2. What **specific need** will this contractor address?

This contract will support the after school programming for students in grades 2-4 while integrating our magnet STREAM theme. Learning will occur through curricular integration with inquiry and project based learning.

3. **Contractor selection:** quotes, RFP, or Sole Source?

Sole Source

4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor's resume).

This contractor has worked with New Haven Public School students in the past in both in school and on-site workshops with the purpose to deepen the effectiveness of hands-on learning integrating our STREAM magnet theme.

5. Is this a **new or continuation service**? **If a continuation service**: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost?

New service

6. **Evidence of Effectiveness**: How will the contractor's performance be evaluated? **If a continuation service**, attach a copy of previous evaluations or archival data demonstrating effectiveness:

Performance will be evaluated by teacher and student feedback as well as program review by school administration and the school wide magnet team. Student engagement will be monitored through surveys.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?

N/A

8. Why do you believe this agreement is **fiscally sound**?

This agreement is fiscally sound because it meets the needs of the magnet grant requirements while providing a comprehensive service to the students of West Rock STREAM Academy.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**Eli Whitney Museum**

FOR DEPARTMENT/PROGRAM:

**West Rock STREAM Academy**

This Agreement entered into on the 4<sup>th</sup> day of January, 2019, effective (*no sooner than the day after Board of Education Approval*), the 29<sup>th</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Eli Whitney Museum located at, 915 Whitney Avenue, Hamden, CT 06517 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$340 per session, for a total of 18 sessions.

The maximum amount the contractor shall be paid under this agreement: Six thousand one hundred and twenty dollars (\$6,120). Compensation will be made upon submission of an itemized invoice, which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by Magnet 16-19 West Rock Authors Academy **Program** of the New Haven Board of Education, **Account Number:** 2517-6230-56694 **Location Code:** 0049.

This agreement shall remain in effect from January 29, 2019 to June 30, 2019.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

In general, this program will consist of a comprehensive after-school program for students in grades K-4 at West Rock STREAM Academy. Eli Whitney After-School Program includes the science curriculum, all durable and consumable materials. As in all afterschool programs, Eli Whitney shall take attendance, and be responsible for effective programming. The workshops and experiments will consist of hands-on, minds-on, inquiry and practice.

*Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.*

*Exhibit B: Student Data and Privacy Agreement: Attached*

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

1/8/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Shay Hill, Assoc Dir.  
\_\_\_\_\_  
Contractor Printed Name & Title

BOARD OF DIRECTORS

2017 – 2018

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Alan Plattus  
Mary Schwab Stone  
Dan Velazquez  
Kerri Ward  
James Whitney  
Kiran Zaman

Scope of Services:

We are a Workshop: we build things. We are a Museum: we collect things. We collect essential experiments. We also collect the materials that experiments require. We collect tools and clever ways of building.

*Experiments* are a way of learning things. They require self-guided trial and error, active exploration, and testing by all the senses. *Experiments* begin with important questions, questions that make you think or that inspire you to create. So perhaps it's questions that we collect.

*Essential Experiments* are lessons you are much more likely to find in a workshop or a studio than in a classroom. Experiments can be messy, noisy, and time-consuming. The color and sound and feel of their learning is essential. In our Workshop, we educate your senses to be prepared to understand... to really understand... the ideas you encounter in a classroom and in the world.

With each of the *experiments* we bring to West Rock STEAM Academy, students, after materials are handed out and instructions given to construct, have the time to explore and build and test. For example, one of the experiments we offer to teach Force and Motion is the **Rubberband Car**.

Inspired by a spring car design of Leonardo da Vinci, students are given materials to construct a simple car: a chassis, 2 axles, 4 screw eyes, rubberbands, and four wheels. Everyone has exactly the same materials. *But why, when we begin to test them, does everyone's car perform differently?* Some go straight ahead, some veer to the right or left, some go forward and then yo-yo back towards the experimenter.

This is the first test. *Do you see what's wrong?* It's the first step in design thinking. Why does my car not work as well as my friend's car? The solution requires a child to look. Really look. And discern any difference in construction (or design) between their car and one that runs more accurately, or faster or further...

Then comes the second test. *How do I correct this?* This next step is one that must be repeated over and over until the problem they have found is solved. Design thinking is a process that requires patience, procedure and persistence.

This process is valid for *every age group and every project we offer*. With additional time for elaboration – a personal artistic component – every student has the opportunity to learn, have fun doing it, and own it.

We will work with groups of students for 2 hour sessions, for a cost of \$200 per session and a materials fee of \$7 per student/class.

The Whitney Workshop  
The Eli Whitney Museum  
915 Whitney Avenue  
Hamden, CT 06517  
VOX: 203.777.1833  
FAX: 203.777.1229



NEW HAVEN PUBLIC SCHOOLS

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18



# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** **Wexler-Grant Community School**  
**Re:** **Center for the Collaborative Classroom**  
**Meeting Date:** **November 27, 2018**

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and the Center for Collaborative Classroom, onsite workshop for all staff members who teach grades K-2. Based on the conversations with Wexler-Grant's Literacy Coach, Lori Kozlowski; Center for the Collaborative Classroom will partner with your school to support the implementation of Making Meaning Curriculum through a combination of virtual and in-person sessions, regular check-ins, and resources, local leaders can use to facilitate on-site learning over time. Professional learning opportunities are outlined in the tables that follow.

This plan begins with the assumption that effective professional learning is embedded in classroom practice and occurs every day as teachers try new and proven approaches, observe students, and reflect on outcomes. The Collaborative Literacy programs are designed to serve as a vehicle for high-quality professional learning. Teachers deepen their understandings about effective practice as they plan for, teach the lessons as intended, and reflect on each day of instruction.

## Goals

- Support teacher practice and deepen understanding of reading instruction in Making Meaning.
- Ensure successful implementation of Making Meaning.

## Assumptions

- Making Meaning will be implemented school-wide in Grades K-2.
- Teachers will engage in all professional learning focused on reading instruction using Making Meaning.
- Instructional Coaches will engage in the professional learning to support the implementation. Collaborative Classroom will share professional learning resources and session agendas.
- When possible, administrators will participate in professional learning alongside teachers.
- The Collaborative Classroom consultant will provide a blended approach for implementation support that includes professional learning, virtual sessions, professional learning resources, technology resources and on-line courses.
- The professional learning plan is a living document and contents will be modified as needed throughout the year.



for implementation of classroom literacy instruction while intentionally embedding social development.

2. What **specific need** will this contractor address? During the 2018-2019 School year, the Collaborative Classroom Consultant will focus on supporting teachers with effectively implementing the Making Meaning Curriculum which will replace what our district is currently using. This includes support in using all components of Making Meaning including the Collaborative Literacy Implementation Guide, Sample Calendars and Collaborative Literacy Resources. In-person professional learning will consist of supporting teachers with pacing and facilitating lessons. Consultant will also support the leadership team with engaging in learning walks to assess the effectiveness of implementation.
3. **Contractor selection:** quotes, RFP, or Sole Source? Quote
4. What **specific skill set** does this contractor bring to the project? See attached resume.
5. Is this a **new or continuation service**? **If a continuation service:** a) has cost increased? If yes, by how much? b) What would an alternative contractor cost? New Service
6. **Evidence of Effectiveness:** How will the contractor's performance be evaluated? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness: Ongoing learning walks conducted by leadership team will assess teachers' understanding and implementation of the Making Meaning Curriculum. Teachers will complete exit slips after each session which will focus on their content and implementation understanding.
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? No. Making Meaning is a new Curriculum.
8. Why do you believe this agreement is **fiscally sound**?  
The planned professional development provided is a series of workshops that includes a blend of support. These include In-person professional learning sessions, Lesson studies, learning walks and virtual sessions which are all needed for effective implementation.

# AGREEMENT

**By And Between  
The New Haven Board of Education  
AND**

**Center for Collaborative Classroom**

**FOR DEPARTMENT/PROGRAM:**

**[Wexler-Grant Community School]**

This Agreement entered into on the 27<sup>th</sup> day of November, 2018 effective (no sooner than the day after Board of Education Approval), the 27<sup>th</sup> day of November, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Center for Collaborative Classroom located at 1001 Marina Village Parkway, Suite 110 Alameda, CA 94501-1042 (herein referred to as the “Contractor”).

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

Center for the Collaborative Classroom will partner with Wexler- Grant to support the implementation of Making Meaning Curriculum through a combination of virtual and in-person sessions, regular check-ins, and resources, local leaders can use to facilitate on-site learning over time. Professional learning opportunities are outlined in the tables that follow.

This plan begins with the assumption that effective professional learning is embedded in classroom practice and occurs every day as teachers try new and proven approaches, observe students, and reflect on outcomes. The *Collaborative Literacy* programs are designed to serve as a vehicle for high-quality professional learning. Teachers deepen their understandings about effective practice as they plan for, teach the lessons as intended, and reflect on each day of instruction.

## Goals

- Support teacher practice and deepen understanding of reading instruction in *Making Meaning*.
- Ensure successful implementation of *Making Meaning*.

## Assumptions

- *Making Meaning* will be implemented school-wide in Grades K-2.
- Teachers will engage in all professional learning focused on reading instruction using *Making Meaning*.

- Instructional Coaches will engage in the professional learning to support the implementation. Collaborative Classroom will share professional learning resources and session agendas.
- When possible, administrators will participate in professional learning alongside teachers.
- The Collaborative Classroom consultant will provide a blended approach for implementation support that includes professional learning, virtual sessions, professional learning resources, technology resources and on-line courses.
- The professional learning plan is a living document and contents will be modified as needed throughout the year.

**Materials:** All Making Meaning materials will be sent to Wexler Grant Community School.

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$5,200 for training PD** focused on the successful implementation of Making Meaning during the **period of November 27, 2018 through June 19, 2019**. The maximum amount the contractor shall be paid under this agreement: Five thousand two hundred. dollars (5,200) Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **Commissioner's Network** of the New Haven Board of Education, **Account Number:** 2547-6293-56694-0032  
This agreement shall remain in effect from November 27th, 2018 to June 19<sup>th</sup>, 2019.

## PROFESSIONAL LEARNING PLAN

Professional Learning Focus	Participants	Price	Total
<p><b><u>November 27 , 2018</u></b>            In-person Professional Learning</p> <ul style="list-style-type: none"> <li>● Program and Lesson Features of <i>Making Meaning</i></li> <li>● Planning for Instruction</li> <li>● Lesson Experience</li> </ul>	All K-2 Teachers School-Based Coach Administrators	N/C	\$0
<p><b><u>Date TBD, Recommended January/February 2019</u></b>            Lesson Study</p> <ul style="list-style-type: none"> <li>● Pacing and Facilitating Lessons</li> </ul>	All K-2 Teachers School-Based Coach Administrators	\$2600/day	\$2600
<p><b><u>Date TBD, Recommended March 2019</u></b>            Learning Walks</p> <ul style="list-style-type: none"> <li>● Administrators will engage in learning walks to consider the elements of instruction and the facilitation of lessons. Administrators will engage with the Elements of Effective Implementation Tool and consider the impact of this experience in their role supporting teaching and learning.</li> </ul>	School/District Administrators	N/C	\$0
<p><b><u>Date TBD, Recommended June 2019:</u></b>            Lesson Study</p> <ul style="list-style-type: none"> <li>● Topic and outcomes to be determined</li> </ul>	TBD: District Coaches and/or Focus School Teachers	\$2600/day	\$2600

Submitted by: David Diah Phone: (203) 503-5600

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

1/2/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Kim Gilbert, Manager of Educational Partnerships  
Contractor Printed Name & Title

### **Online Resources on the Learning Hub – [cclearninghub.org](http://cclearninghub.org)**

Explore the digital resources available.

- [Create a Learning Hub Account](#)

### **Collaborative Classroom Social Media**

Be a part of the conversations via social media.

- [Center for the Collaborative Classroom Facebook page](#)
- [Collaborative Classroom Community Facebook page](#)
- [@collabclassroom Twitter](#)
- [CCC LinkedIn](#)

### **Collaborative Literacy Implementation Guide**

Implementation support is provided in the Coordinating Elements Across Programs section including tips for managing time across programs. Scheduling support is provided in the Sample Calendars and Scheduled section. Locate the grade-level specific Collaborative Literacy Implementation Guide in the Collaborative Literacy Resources Folder in the General Resources section of a grade level on the Learning Hub.

### **Collaborative Literacy User's Guides**

Learn how the print and digital components support planning, delivering, and assessing high-quality literacy. The guide provides three easy steps for getting started: get to know Collaborative Literacy, explore the CCC Learning Hub to access your digital resources, and get an overview of instruction. Locate the User's Guide in the program material boxes or in the Collaborative Literacy Resources Folder in the General Resources section of a grade level on the Learning Hub.

### **Making Meaning Online Course on the Learning Hub**

Participants will gain an understanding of the *Making Meaning* program. Each module takes 20-45 minutes to complete.

- Begin with the Introduction Module
- Use the Online Course Facilitation Support section of the Facilitator's Guide.
  1. Introduction Module
  2. Understanding Program Structure and Planning Instruction Module
  3. Lesson Facilitation Module
  4. Individualized Daily Reading Module
  5. Vocabulary Acquisition and Use Module
  6. Assessment Module
  7. Reading Assessment Preparation Guide Module

### **Making Meaning Facilitator's Guide**

Use the guide to support grade-level meetings or PLC conversations and professional learning sessions for specific content needs. Conduct the sessions across the school year as appropriate. The "Elements of Effective Implementation Tool" located in the appendices can be used by teachers for self-reflection and by school leaders and instructional coaches to identify areas of implementation and professional learning support. Access the guide and session presentations in the Facilitator's Guide and Presentations Folder in the General Resources section of a grade level on the Learning Hub.

#### Section 1: Introduction and Overview

Session 1: Program Introduction and Overview

Session 2: Modified Jigsaw

Session 3: Analyzing Instruction in Making Meaning

#### Section 2: Planning

Session 1: Overview of Goals and Standards

Session 2: Responding to Students' Needs

Section 3: Individualized Daily Reading (IDR)  
Session 1: Individualized Daily Reading Overview

Section 4: *Vocabulary Teaching Guide*  
Session 1: *Vocabulary Teaching Guide* Overview

Section 5: Assessment  
Session 1: Class Assessment  
Session 2: Individual Comprehension Assessment Part A  
Session 3: Individual Comprehension Assessment Part B  
Session 4: Grading Practices  
Session 5: *Vocabulary Teaching Guide* Assessments  
Session 6: Social Skills Assessment  
Session 7: *Reading Assessment Preparation Guide*

Appendix, Elements of Effective Implementation Tool

### ***Making Meaning* Grade Level Planning Tool**

Use the planning tool to support grade-level meetings or PLC conversations for each unit of instruction. Locate the planning tool in the Planning Resources Folder in the General Resources section of a grade level on the Learning Hub.

### **Collaborative Literacy and Common Core Standards**

Consider how *Collaborative Literacy* aligns with district/school goals. Locate the standards correlations in the Correlations Folder in the General Resources section of a grade level on the Learning Hub.

### **Inside the Collaborative Classroom website**

Examine videos, articles, downloadable resources, webinars and blogs.

### **Subscribe to Blogs**

Stay current by subscribing to the Collaborative Classroom blogs to hear from others in the field, learn more about teaching and learning with CCC curriculum and be a part of the conversation.

## **Complimentary Professional Learning Sessions**

Click [link](#) to access *Making Meaning* PL Resources

### **“Tab Your Manuals”**

Participants are provided guidance to identify and tab important sections of the Collaborative Literacy program materials including *Making Meaning*.

### **“Exploring Professional Supports: *Making Meaning*”**

Participants use this document to delve deeper into *Making Meaning*. In addition to identifying important sections of the program materials, the document provides guidance for reading and reflecting on practice.

### **“CL Essentials on CCC Learning Hub”**

Participants are provided guidance to locate important resources to support planning and instruction using the Collaborative Literacy program materials including *Making Meaning*.

### **“Explore the CCC Learning Hub: *Making Meaning*”**

Participants will familiarize themselves with the resources and Digital Teacher’s Manuals on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) and consider how you can use these to plan for instruction.

### **Deepening the Understanding of IDR**

Participants will work collaboratively within grade-level teams to familiarize themselves with the IDR



instructional supports in the *Making Meaning* program.

- In Session 1, the participants will focus on the supports offered across a unit of instruction.
- In Session 2, the participants will understand how the “Resource Sheet for IDR Conferences,” the “Stages of Reading Development” table, and the IDR Mini-lessons can support IDR instruction.
- [IDR Comprehension Questions by Grade/Unit](#)

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Head Start Supplemental Grant

**Grant Source and Agency:** Department of Health & Human Services

**Total Amount Requested:** \$2,329,946.      **Due Date of Application:**  
1/01/2019

**System Contact:** Mary Derwin

**Telephone #:** (475) 220-1395

**Description of Project:** This grant is a 4 month extension of the existing discretionary grant to the City of New Haven, award number 01CH2233-05-05. This supplemental grant covers budget period from January 1, 2019 through April 30, 2019. This grant award allows for continuity of high quality comprehensive early childhood education and support for children and families in the city of New Haven. It encompasses Head Start operations as well as training and technical assistance in the New Haven Public School sites. This program provides for 528 Head Start slots.

**TARGET: Schools/Unit:** New Haven Public Schools  
**No. of Students:** 528      **Grade Level(s):** Preschool  
**Eligibility Criteria:** Income eligibility as required by Head Start and residency requirements; as well as age.

**GRANT PERIOD:**

**From:** 1/01/2019

**To:** 4/30/2019

**New**

**Continuation**

**Previous Bd. of Ed. Approval:**

**Planning**

**Operational**

**Bd. of Ed. Information**

**Action**

**Information**

**Support**

**Competitive**



**Entitlement**

**Grant**

**PROPOSAL DEVELOPERS:**

Mary Derwin

**CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1**

ABSTRACT TIMETABLE	REVIEW
<p><b>Return to:</b> _____</p> <p><b>Received:</b> _____</p> <p><b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>1/22/19</u></p> <p><b>Board of Education Meeting Date:</b> <u>1/20/19</u></p> <p><b>Due Date to Grantor:</b> _____</p>	<p><b>Grants Manager</b> <u></u></p> <p><b>Finance Manager</b> <u></u></p> <p><b>Human Resource Manager</b> _____</p>

*2/2/19 Jan 8, 2019*

**Proposed Project Title:** New Haven Board of Education Federal Supplemental Grant Head Start

**Total Amount Requested:** \$2,329,946.

**Proposed Grant Receiving Agency:** NHPS Head Start

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
1		Administrators	\$ 39,289.
16		Teachers	\$ 386,540.
10		Management	\$ 196,910.
39		Paraprofessionals	\$ 583,638.
1		Clerks	\$ 14,691.
6		Others	\$110,073.
38		Part-time	\$167,004.
		Longevity	\$ 32,000.
		Ed Incentive	\$ 10,200.
		<b>SUBTOTAL</b>	<b>\$1,540,345.</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$
Student Transportation	\$ 131,220.
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$ 21,500.
Equipment	\$
Other	\$ 30,000.
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$ 182,720.</b>

**FIXED COSTS:**

Health Benefits	\$ 481,192.
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$ 92,028.
Workmen's Compensation	\$ 8,180.
<b>SUBTOTAL</b>	<b>\$ 581,400.</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$2,121,745.</b>

\*T/TA 25,481.

**Notes:**

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

The above listed personnel staffs the NHPS Head Start Program. This represents staffing at 7 school sites, 23 classrooms, and supporting central office staff, family service workers, and instructional coaches. 100% of Salaries are paid through this grant by Head Start funds.

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS.** **Other;** and

**All Non- Personnel items.** If additional space is needed, continue to next page.

**Contractual**

<i>CLASS Assessment Contract</i>	\$21,500	Contract with external assessors for onsite visits, classroom observations, written reports and feedback to 34 teaching teams.
<i>Transportation Contract</i>	\$131,220	Bus transportation for children to/from Mayo site.

**Other**

Compensation for part time staff and teaching assistants to attend a series of programmatic meetings/PD sessions beyond regular work hours. Meetings include all staff, certified teachers, principals, union and administration. Stipends also to be paid to staff for taking on leadership roles and additional professional development (TLC) responsibilities in order to build capacity and communication within the program. Goal is for clear communication, shared responsibility and to create a sense of urgency.

*Professional Development*                      \$30,000

*Subtotal*    \$30,000.

Grand Total                                        \$182,720.



## **VI. ADDITIONAL INFORMATION:**

### **Please Answer All Questions -- Use Additional Pages if Necessary**

#### **1. Please state specific goals for this grant or the grant period.**

As a supplemental grant, the goals are a continuation from the grant period 7/1/2018 – 6/30/2019.

- 95% of students will be ready to succeed by the end of kindergarten
- 95% of students will achieve math and literacy standards
- The achievement gap will be no more than 5% for defined student subgroups
- 95% of students will master the necessary social skills for success in school and life
- 95% of students entering 9<sup>th</sup> grade will graduate ready for college, post-secondary education, military or the workforce

#### **a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

(See attached)

#### **2. How does this grant address School Reform goals?**

New Haven Public Schools provide a developmentally appropriate classroom experience for 3 and 4 year old preschool students. School reform goals are addressed through rigorous implementation of a standard-based curriculum, differentiated instruction and the use of developmentally appropriate assessments aligned to state and local standards. Personalized learning and individualized instruction are used to meet the need of all learners. All work addresses the New Haven Public Schools district goals as well as the goals for the City of New Haven set forth in Mayor Harp's City's Transformation Plan. All instruction is aligned with the Head Start Early Learning Outcomes Framework and the CT Early Learning Development Standards. Their work is aligned to the NHPS and the City of New Haven's goals for Early Childhood.

#### **3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

Teaching staff will be better prepared to offer children a high quality learning experience thereby, ensuring children are more likely to succeed in kindergarten. Teaching staff will receive training in methods and techniques to support children's academic and social and emotional development. The program will be able to effectively monitor and report on child outcomes using a web based data collection system. Reports will be generated to document student progress and growth across all learning domains. Families and parents will be given strategies to support their children's learning through the implementation of the Ready Rosie family curriculum. An additional web based data warehousing system will be used to store data regarding students, families, and staff.

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Support for Pregnant & Parenting Teens Program

**Grant Source and Agency:** State of CT, Office of Early Childhood

**Total Amount Requested:** \$100,000      **Due Date of Application:**

**System Contact:** Mary Derwin & Sharon Bradford



**Telephone #:** (475) 220-1467  
(475) 220-7527

**Description of Project:** This project will focus on improving the health, education and social outcomes for teen pregnant and parenting students attending high schools & Adult Ed.

<b>GRANT PERIOD:</b>	
From: 10/01/2018	
To: 09/30/19	
<input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> <b>Continuation</b>	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> <b>Planning</b> <input checked="" type="checkbox"/> <b>Operational</b>	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> <b>Action</b> <input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Support</b> <input type="checkbox"/> <b>Competitive</b> <input type="checkbox"/> <b>Entitlement</b> <input checked="" type="checkbox"/> <b>Grant</b>	

**TARGET: Schools/Unit:** 10 High Schools  
**No. of Students:** 50      **Grade Level(s):** 9-12+Adult Ed ages 17 -20  
**Eligibility Criteria:** Pregnant parenting teens or teens who have had miscarriages

Mary Derwin  
Sharon Bradford

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ABSTRACT TIMETABLE	REVIEW
<p><b>Return to:</b> _____</p> <p><b>Received:</b> _____</p> <p><b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>1/22/19</u></p> <p><b>Board of Education Meeting Date:</b> <u>1/28/19</u></p> <p><b>Due Date to Grantor:</b> _____</p>	<p><b>Grants Manager</b> <u></u></p> <p><b>Finance Manager</b> <u></u></p> <p><b>Human Resource Manager</b> _____</p>

**Proposed Project Title:** Support for Pregnant & Parenting Teens Program

**Total Amount Requested:** \$100,000

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$ N/A
		Teachers	\$
		Management	\$ N/A
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipend	\$
		Longevity	
		<b>SUBTOTAL</b>	<b>\$ 0</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$3,884
Student Transportation	\$1,500
Staff Travel	\$1,020
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$ 85,909
Equipment	\$1,533
Other	\$6,154
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$100,000</b>

**FIXED COSTS:**

Health Benefits	\$ N/A
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$
Workmen's Compensation	\$
<b>SUBTOTAL</b>	<b>\$</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$ 0</b>

**Notes:**

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

- SPPT Registered Nurse Contractor will complete medical health assessments, monitor and track immunizations and appointments for moms and their babies, body changes in pregnancy and child birthing workshops-\$38 per hr. for 17 hrs. for 36 wks.-- \$23,256=23.256%
- Male Outreach Worker/Case Worker Contractor will recruit teen fathers, provide case management, conduct parenting and fatherhood involvement workshops, and provide individual and group counseling - \$35 per hr. for 17 hrs. per wk. for 36 wks.-- \$21,420=21.42%
- Case Manager/Workforce Development Contractor will provide initial program assessments monitor child care needs, linking to community resources as needed, monitoring academics and



attendance, and provide conflict resolution, life skills, positive social interactions and communication, and workforce/career development workshops with program participants=\$35 per hr. for 17 hrs. per wk. for 36 wks.-- \$21,420 = 21.42%

- Nuts About Health, Inc. (12 Nutrition & Physical Activity Workshops @ 301.08 per session)— \$3,613 =3.613%
- Youth @ Work (Summer SPPT Student Employment for 12 Students @ \$1,350 per student for 5 wks.)--\$16,200 =16.20%
- Equipment (2 lap top computers with sound @ \$1,398 & office shredder-\$134.99) –\$1,533 =1.533%
- Supplies & Materials (Printing paper, printer ink cartridges, paper pads, pens, pencils, clips, markers, composition books, disinfectant wipes, water, snacks, facial tissue, paper plates, cups, hand sanitizer , rubber bands, manila folders, highlighters, certificates of achievement, etc. )– \$3,884=3.884%
- Student Snacks (\$12 per wk. for 39 wks.-\$468 & 6 carton of 1 gal. bottles of water-\$65.94)-- \$534=.534
- Student Transportation (College & Career School Visits—CCSU \$400; UCONN \$400; Job Corp. \$300 & End of Yr. Trip \$400)--\$1,500=1.50%
- Staff Travel (Mileage reimbursement 1,872 mi. @ 54.5 cents per mi. for 9 mos.) –\$1,020=1.02%
- End of Yr. Activities & Senior Gifts (Admission Fees for Holiday Hill trip—\$1,192, costs for End of Yr. Family Dinner-\$1,500 & Senior Gifts tablets for 25 graduating seniors @ 74.65 ea.-\$1866; movie theater trip-\$512)--\$5,070=5.07%
- Personal hygiene items (1 case sanitary napkins).

**Proposed Project Title:** Support for Pregnant & Parenting Teens Program

**Total Amount Requested:** \$100,000

**Proposed Grant Receiving Agency:** New Haven Public Schools

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:** In-kind services will be provided by New Haven Family Alliance, Inc.(child support, visitation concerns, fatherhood involvement & linkages to DNA testing,& life skills; Planned Parenthood(breastfeeding, childbirth, birth control, Teen Talk and STDs workshops), Elizabeth Celotto Child Care Center (provides free child care-in-kind), and LULAC Child Care Center (provides free child care-in-kind). Southern Connecticut State University will provide three social work interns (in-kind)

**Linkage with other programs:**  None  Yes **Explain:** Family Centered Services will provide home visiting services during after school hours; Nuts About Health, Inc. will provide eight nutrition and physical activity workshops; New Haven Family Alliance, Inc. will provide assistance with any court involvement their the Juvenile Review Board, as well as fatherhood involvement; Elizabeth Celotto Child Care and L.U.L.A.C. Child Care will provide free child care to high school and Adult Ed in the high school diploma program; Youth @ Work will provide summer employment for high school students; and Southern Connecticut State University will provide three social work interns.

**Local Fiscal costs, (include renovation):**  None  Yes **Explain:**

**Future local personnel obligations:**  None  Yes **Explain:**

**PROJECT OR GRANT REQUIREMENTS**

Local Maintenance  Replication  Parent Involvement

In-Service Training  Advisory Committee  Linkage w/other Programs

Non-Public School Involved  Dissemination

**ADDITIONAL RESTRICTIONS OR CONCERNS**

This project grant requires New Haven Public Schools to pay for the salary of program coordinator/social worker. Also, 25% of in-kind services must come from other community programs.

**SUBMITTING ADMINISTRATOR:** Mary Dever 1/7/19  
Signature Date

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

**1. Please state specific goals for this grant or the grant period.**

The major goals of this program are to improve the health, education and social/emotional outcomes for pregnant and parenting teen students and their children and improve students' success as measured through completing high school, transitioning to secondary education or job training programs, ensuring their children meet appropriate developmental milestones, and reduce the incidence of second pregnancies.

**a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

N/A

**2. How does this grant address School Reform goals?**

This program will address School Reform goals by assisting students with improving and taking responsibility for their academic learning through academic support in order for them to graduate from high school and become college and/or career ready. The program will provide social/emotional support to enable pregnant and parenting teens to develop cognitive strengths. This program will also leverage community resources for them and their families to ensure positive family impact in order for our students and their children to become the next generation of leaders.

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

The target population is considered an at-risk population and many of them and their families experience poverty, urban trauma, unemployment, high school drop outs and lack of vital needs. For the aforementioned reasons, many of the teen parents experience social and emotional challenges. Teens who become pregnant and those who become parents experience a destabilizing time in their lives. Therefore, it is necessary to provide this population with the appropriate skills to cope and manage these difficult times through supportive services and filling the gaps with access to in-school and community resources.

Program staff will attend training workshops to better equip them with supplementary skills and techniques, and will advise them of ancillary community resources.

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** School Improvement Grant (SIG 1003)

**Grant Source and Agency:** CT State Dept. of Ed

**Total Amount Requested:** \$113,949

**Due Date of Application:**  
March 2018 (Note grant award is late due to state budget processes)

**System Contact:** David Diah

**Telephone #:** 475-220-1572

**Description of Project:** Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

- 1) To provide evidence-based professional training that builds teacher and leader capacity for content to support student achievement.
- 2) To purchase contractual services from consultants who are recognized professional development specialist providing training in literacy and math that are embedded and meet the guidelines of ESSA evidence-based strategies meeting the criteria of strong or moderate research.
- 3) To purchase materials/programs grounded in research that meet ESSA guidelines.

**TARGET: Schools/Unit:** Wexler Grant

**No. of Students:** 425 **Grade Level(s):** K-8

**Eligibility Criteria:** Title I/Focus school, and Evidence-based research strategies/interventions

**GRANT PERIOD:**

From: (November 1, 2018:

To: (May 30, 2019)

New

Continuation

**Previous Bd. of Ed. Approval:**

Planning

Operational

**Bd. of Ed. Information**

Action

Information

Support

Competitive

Entitlement

Grant

**PROPOSAL DEVELOPERS:**  
Dr. Iline Tracey

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**ABSTRACT TIMETABLE**

Return to: \_\_\_\_\_

Received: \_\_\_\_\_

Board of Education FINANCE & OPERATIONS Meeting Date 1/22/19

Board of Education Meeting Date: 1/28/19

Due Date to Grantor: \_\_\_\_\_

**REVIEW**

Grants Manager 

Finance Manager 

Human Resource Manager \_\_\_\_\_

Proposed Project Title: SIG 1003

Total Amount Requested: \$113,949

Proposed Grant Receiving Agency: NHPS

## SECTION II: FISCAL INFORMATION

### PERSONNEL

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Paraprofessionals	\$
		Clerks	\$
		Stipends	\$
		Others Pre Planning and seasonal	\$
		Longevity	\$
		<b>SUBTOTAL</b>	<b>\$</b>

### NON PERSONNEL

	COST
Supplies & Materials	\$504
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$79,897
Equipment	\$33,548
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONNEL</b>	<b>\$113,949</b>

### **FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$
Workmen's Compensation	\$
<b>TOTAL PERSONNEL</b>	<b>\$</b>

### Notes:

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

## SECTION IIA: BUDGET EXPLANATION

Please describe stipends, contracted services, equipment, other items and Salary: if the grant pays a percent of salary and benefits, please describe below, explaining percentages and amounts to be paid by grant and by NHPS. If additional space is needed, continue to next page:

\*\*This is a grant that covers contractual services, equipment and supplies/materials that meet the state and ESSA criteria of Title I and Focus, and evidence-based interventions.

### **Supplies and Materials:**

At home reading bags to enhance and improve students' Literacy - \$504.

### **Independent Contractors:**

Literacy How and the three Literacy How Mentors who will be providing coaching to Wexler Grant teachers during the 2018-19 school year and will provide training PD for K-8 teachers on rigorous Literacy Instructions with focus on planning, monitoring progress and job embedded coaching through May 30, 2019 (2.1) for up to a maximum of three *Literacy How Mentors* who will be providing weekly school-

based mentoring. This contract will be billed at \$900 per day per mentor visit plus the cost of materials over the course of the contract - \$79,897.

**Equipment:**

The equipment (Chrome Books and carts; HP desktops) is to allow students to access online programs such as HMH digital resources and also to enhance and improve students' literacy and reading - \$33,548.

Proposed Project Title: SIG 1003

Total Amount Requested: \$113,949

Proposed Grant Receiving Agency: NHPS

**SECTION III: SYSTEM OBLIGATIONS**

Project support from other programs:  None  Yes Explain:

Linkage with other programs:  None  Yes Explain: Support of interventions from Title I

Local Fiscal costs, (include renovation):  None  Yes Explain:

Future local personnel obligations:  None  Yes Explain:

**PROJECT OR GRANT REQUIREMENTS**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Local Maintenance              | <input type="checkbox"/> Replication        | <input type="checkbox"/> Parent Involvement       |
| <input checked="" type="checkbox"/> In-Service Training | <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved     |   | <input type="checkbox"/> Dissemination            |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

Professional development and programs must be grounded in evidence-based research and practices based on ESSA guidelines.

Schools must be Title I Turnaround or Focus.

SUBMITTING ADMINISTRATOR:

  
Signature

10/15/2018  
Date

Proposed Project Title: SIG 1003

Total Amount Requested: \$113,949 (Funding Agency: CSDE)

Proposed Grant Receiving Agency: NHPS

**SECTION IV: PROPOSED PERSONNEL**

List, individually, each position proposed by this grant application. **If no personnel**, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
		N/A					
		N/A	N/A	N/A			

**V. PROPOSED CONTRACTS**

List individually, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate N/A in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Literacy How, Inc	Professional development for staff in Literacy for content capacity building.		\$79,897

**VI. ADDITIONAL INFORMATION:**  
**Please Answer All Questions -- Use Additional Pages if Necessary**

- a. Please state specific goals for this grant or the grant period.**
- This is a four year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. Overarching goal is--Closing the achievement gap: learning is promoted for all students, but is particularly targeted to schools that are categorized by the state as turnaround and focused schools.
- At Wexler Grant, we will focus on three identified growth areas: Instructional practice, academic rigor and use of instructional time.
  - Our student achievement goals are:
    - #1. By June 2019, the percentage of students achieving level 3 or 4 in ELA on the Smarter Balanced Assessment will increase by 5 percentage points from 21.8% in June 2018 to 26.8% in June 2019. The ELA average percentage of targets achieved in 2018 of 60% will increase to 63.4% in 2019.
    - #2. By June 2019, the percentage of students achieving Level 3 or 4 in math on the Smarter Balanced Assessments will increase by 6 percentage points, from 4% in June 2018 to 10% in June 2019. The math average percentage of targets achieved in 2018 of 36.3% will increase to 41.6% in 2019.
    - #3. By June 30, 2019, the percentage of students identified as chronically absent will decrease by 5 percentage points from 25% in June 2018 to 20% in 2019.



- b. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:

2. How does this grant address School Reform goals?

This grant addresses the goal by providing students with research-based strategies and interventions to help them to be able to access learning via a focus on literacy and math skills. Certified and trained staff will be provided with research based instructional strategies and intervention based on ESSA guidelines and definition of evidence-based intervention. The intent of all training and programs is to raise student achievement by providing staff with embedded coaching.

1. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)

This proposal is significant to improving student achievement and staff performance. Teachers and leaders are trained by consultants to implement identified literacy and math strategies to support students learning and acquisition of skills. The materials that are used for literacy and math must meet the criteria of research-based and require training prior to implementation. As a result teachers are involved in training prior to the implementation of selected intervention programs. Students are falling behind based on the high numbers identified substantially deficient via assessments. The use of new materials and programs is to help to motivate and enhance, and accelerate the pace of learning.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**



NEW HAVEN PUBLIC SCHOOLS

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: SCHOOL SECURITY COMPETITIVE GRANT

Grant Source and Agency: State of Connecticut, Department of Emergency Services and Public Protection

Total Amount Requested: \$1,429,055.15 Due Date of Application: 5/30/2017

System Contact: Joseph Barbarotta

Telephone #: 475-220-1631

Description of Project: Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

Be Safer (Board of Education Security, Alarms, Fire Emergency Response) Program continuation to provide advanced security measures with video surveillance, key card access, motion detection, security equipment(wands,radios,metal detectors, security servicers) fire alarm monitoring to (13) schools.

TARGET: Schools/Unit: 13 No. of Students: 10,000+ Grade Level(s): PreK-12 Eligibility Criteria: Group #1

GRANT PERIOD: From: (07/01/2018): To: (06/30/2019): [ ] New [x] Continuation Previous Bd. of Ed. Approval: [ ] Planning [x] Operational Bd. of Ed. Information [ ] Action [ ] Information [ ] Support [ ] Competitive [ ] Entitlement [x] Grant

PROPOSAL DEVELOPERS: Joseph Barbarotta, Facilities Director Kevin Moriarty, IT. Director Thaddeus Reddish, Chief of Security

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ABSTRACT TIMETABLE Return to: Received: Board of Education FINANCE & OPERATIONS Meeting Date 1/22/19 Board of Education Meeting Date: 1/28/19 Due Date to Grantor:

REVIEW Grants Manager [Signature] Finance Manager [Signature] Human Resource Manager

**Proposed Project Title:** SCHOOL SECURITY COMPETITIVE GRANT

**Total Amount Requested:** \$1,429,055.15

**Proposed Grant Receiving Agency:** State of Connecticut, Department of Emergency Services and Public Protection

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

**NON PERSONNEL**

# FT	#PT		COST
N/A	N/A	Administrators	\$
		Teachers	\$
		Paraprofessionals	\$
		Clerks	\$
		Stipends	\$
		Others	\$
		Longevity	\$
		<b>SUBTOTAL</b>	<b>\$</b>

	COST
Supplies & Materials	\$
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$1,429,055.15
Equipment	\$
Other Professional Fees	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$1,429,055.15</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$
Workmen's Compensation	\$
<b>TOTAL PERSONNEL</b>	<b>\$</b>

**Notes:**

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

Please describe **stipends**, **contracted services**, **equipment** and **other** items. If the grant pays a percent of salary and benefits, please describe below, explaining percentages and amounts to be paid by grant and by NHPS. If additional space is needed, continue to next page:**The requested amount to be funded by the state is \$1,117,664.03 or 78.21% and The New Haven Public Schools match is \$311,391.13 or 21.79% Total Grant = \$1,429,055.15**

**All materials, labor, contracted vendors, equipment, professional services to be paid entirely by the Grant**

**Utility Communications is the vendor that will provide all the materials and labor for alarm systems, cameras, access controls, and portable entrance security devices real time interoperable communications.**

Proposed Project Title: SCHOOL SECURITY COMPETITIVE GRANT

Total Amount Requested: \$1,429,055.15

Proposed Grant Receiving Agency: State of Connecticut, Department of Emergency Services and Public Protection

**SECTION III: SYSTEM OBLIGATIONS**

Project support from other programs:  None  Yes Explain:

Linkage with other programs:  None  Yes Explain:

Local Fiscal costs (include renovation):  None  Yes Explain: See Below

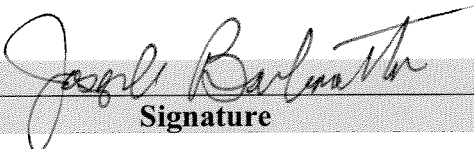
Future local personnel obligations:  None  Yes Explain:

**PROJECT OR GRANT REQUIREMENTS**

- Local Maintenance       Replication       Parent Involvement
- In-Service Training       Advisory Committee       Linkage w/other Programs
- Non-Public School Involved       Dissemination

**ADDITIONAL RESTRICTIONS OR CONCERNS**

Total amount requested is \$1, 429,055.15, of which State will fund 78.21 %( BOE will have a match of \$311,391.13) the State will fund \$1,117,664.03

SUBMITTING ADMINISTRATOR:  11/10/2019  
Signature Date

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

1. a. Please state specific goals for this grant or the grant period.  
The Grant will fund improved security measures to promote safety in the New Haven Public Schools. Application includes the BE SAFER (Board of Education security, Alarm, Fire Emergency response) program, which ties in life safety systems in the schools district with the City's 911 Communication office for emergency management services. Initial grant application includes four High Schools and nine K-8 schools as Phase 1. Phase 11 includes 17 schools and this application Phase 111 includes 13 schools listed below.
  1. Celentano
  2. Hill Central
  3. John Martinez
  4. Beecher
  5. Mauro Sheridan
  6. Davis
  7. Bishop Woods
  8. East Rock
  9. New Light
  10. Riverside/Aspire
  11. Ziegler
  12. High School in the Community
  13. Strong
  
2. How does this grant address School Reform goals?  
District wide security improvements to benefit all schools.
  
3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)

**These are life safety upgrades that are essential for the protection of all students and staff.**

<b>1</b>	<b>Celentano</b>						
		<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>	<b>State Match 78.21%</b>	<b>Local Match 21.79%</b>	
		Cameras (Surveillance)	C.	\$ 104,861.45	\$82,012.14	\$ 22,849.31	
		Access Control	E.	\$ 34,680.92	\$27,123.95	\$ 7,556.97	
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35	
		Real Time Interoperable Communications	J.	\$ 5,672.50	\$4,436.46	\$ 1,236.04	
		Alarm System	A.	\$ 30,338.30	\$23,727.58	\$ 6,610.72	
				<b>\$ 175,729.17</b>	<b>\$137,437.78</b>	<b>\$ 38,291.39</b>	
<b>2</b>	<b>Hill Central</b>						
		<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>			
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16	
		Cameras (Surveillance)	C.	\$ 108,864.01	\$85,142.54	\$ 23,721.47	
		Access Control	E.	\$ 21,326.49	\$16,679.45	\$ 4,647.04	
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35	
		Real Time Interoperable Communications	J.	\$ 5,182.50	\$4,053.23	\$ 1,129.27	
				<b>\$ 154,466.65</b>	<b>\$120,808.37</b>	<b>\$ 33,658.28</b>	
<b>3</b>	<b>John Martinez</b>						
		<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>			
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16	
		Cameras (Surveillance)	C.	\$ 99,427.01	\$77,761.86	\$ 21,665.15	
		Access Control	E.	\$ 21,529.29	\$16,838.06	\$ 4,691.23	
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35	
		Real Time Interoperable Communications	J.	\$ 3,961.25	\$3,098.09	\$ 863.16	
				<b>\$ 144,011.20</b>	<b>\$112,631.16</b>	<b>\$ 31,380.04</b>	
<b>4</b>	<b>Beecher</b>						
		<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>			
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16	
		Cameras (Surveillance)	C.	\$ 119,308.86	\$93,311.46	\$ 25,997.40	
		Access Control	E.	\$ 24,764.89	\$19,368.62	\$ 5,396.27	
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35	
		Real Time Interoperable Communications	J.	\$ 4,982.50	\$3,896.81	\$ 1,085.69	
				<b>\$ 168,149.90</b>	<b>\$131,510.04</b>	<b>\$ 36,639.86</b>	
<b>5</b>	<b>Mauro Sheriden</b>						
		<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>			
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16	
		Cameras (Surveillance)	C.	\$ 150,499.78	\$117,705.88	\$ 32,793.90	
		Access Control	E.	\$ 26,438.49	\$20,677.54	\$ 5,760.95	
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35	
		Real Time Interoperable Communications	J.	\$ 4,061.25	\$3,176.30	\$ 884.95	
				<b>\$ 200,093.17</b>	<b>\$156,492.87</b>	<b>\$ 43,600.30</b>	
<b>6</b>	<b>Davis</b>						
		<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>			
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16	
		Cameras (Surveillance)	C.	\$ 91,058.27	\$71,216.67	\$ 19,841.60	
		Access Control	E.	\$ 26,291.09	\$20,562.26	\$ 5,728.83	
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35	
		Real Time Interoperable Communications	J.	\$ 3,761.25	\$2,941.67	\$ 819.58	
				<b>\$ 140,204.26</b>	<b>\$109,653.75</b>	<b>\$ 30,550.51</b>	
<b>7</b>	<b>Bishop Woods</b>						
		<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>	<b>State Match 78.21%</b>	<b>Local Match 21.79%</b>	
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16	
		Cameras (Surveillance)	C.	\$ 91,107.84	\$71,255.44	\$ 19,852.40	
		Access Control	E.	\$ 23,670.79	\$18,512.92	\$ 5,157.87	
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35	
		Real Time Interoperable Communications	J.	\$ 4,782.50	\$3,740.39	\$ 1,042.11	
				<b>\$ 138,654.78</b>	<b>\$108,441.90</b>	<b>\$ 30,212.88</b>	

8	<b>East Rock</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Cameras (Surveillance)	C.	\$ 38,351.52	\$29,994.72	\$ 8,356.80
		Access Control	E.	\$ 24,731.09	\$19,342.19	\$ 5,388.90
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35
				<b>\$ 63,258.61</b>	<b>\$49,474.56</b>	<b>\$ 13,784.05</b>
9	<b>New Light</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16
		Cameras (Surveillance)	C.	\$ 31,268.11	\$24,454.79	\$ 6,813.32
		Access Control	E.	\$ 12,965.99	\$10,140.70	\$ 2,825.29
		Portable Entrance Security Devices	F.	\$ 176.00	\$137.65	\$ 38.35
		Real Time Interoperable Communications	J.	\$ 6,372.50	\$4,983.93	\$ 1,388.57
				<b>\$ 69,700.25</b>	<b>\$54,512.57</b>	<b>\$ 15,187.68</b>
10	<b>Riverside/Aspire</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16
		Cameras (Surveillance)	C.	\$ 62,430.85	\$48,827.17	\$ 13,603.68
		Access Control	E.	\$ 18,675.69	\$14,606.26	\$ 4,069.43
		Portable Entrance Security Devices	F.	\$ 352.00	\$275.30	\$ 76.70
		Real Time Interoperable Communications	J.	\$ 6,922.50	\$5,414.09	\$ 1,508.41
				<b>\$ 107,298.69</b>	<b>\$83,918.31</b>	<b>\$ 23,380.38</b>
11	<b>Zigler</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Alarm System	A.	\$ 18,917.65	\$14,795.49	\$ 4,122.16
		Cameras (Surveillance)	C.	\$ 13,498.89	\$10,557.48	\$ 2,941.41
		Access Control	E.	\$ 6,141.59	\$4,803.34	\$ 1,338.25
		Portable Entrance Security Devices	F.	\$ 352.00	\$275.30	\$ 76.70
		Real Time Interoperable Communications	J.	\$ 3,186.25	\$2,491.97	\$ 694.28
				<b>\$ 42,096.38</b>	<b>\$32,923.58</b>	<b>\$ 9,172.80</b>
12	<b>High School In The Community</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Alarm System	A.	\$ 19,917.65	\$15,577.59	\$ 4,340.06
		Cameras (Surveillance)	C.	\$ 3,312.35	\$2,590.59	\$ 721.76
		Access Control	E.	\$ 2,157.09	\$1,687.06	\$ 470.03
				<b>\$ 25,387.09</b>	<b>\$19,855.24</b>	<b>\$ 5,531.85</b>
13	<b>Strong</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>	<b>State Match 78.21%</b>	<b>Local Match 21.79%</b>
		Alarm System	A.	\$ 19,917.65	\$ 15,577.59	\$ 4,340.06
		Cameras (Surveillance)	C.	\$ 3,312.35	\$ 2,590.59	\$ 721.76
		Access Control	E.	\$ 2,157.09	\$ 1,687.06	\$ 470.03
				<b>\$ 25,387.09</b>	<b>\$ 19,855.24</b>	<b>\$ 5,531.85</b>
14	<b>Bishop Woods</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Alarm System	A.	\$ 19,917.65	\$ 15,577.59	\$ 4,340.06
		Cameras (Surveillance)	C.	\$ 3,312.35	\$ 2,590.59	\$ 721.76
		Access Control	E.	\$ 2,157.09	\$ 1,687.06	\$ 470.03
				<b>\$ 25,387.09</b>	<b>\$ 19,855.24</b>	<b>\$ 5,531.85</b>
15	<b>Wilbur Cross</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Alarm System	C.	\$ 38,561.80	\$ 30,159.18	\$ 8,402.62
		Cameras (Sueveillance)	E.	\$ 2,157.09	\$ 1,687.06	\$ 470.03
		Access Control	F.	\$ 10,260.00	\$ 8,024.35	\$ 2,235.65
				<b>\$ 50,978.89</b>	<b>\$ 39,870.59</b>	<b>\$ 11,108.30</b>
16	<b>Hillhouse</b>	<b>Budget Line Item</b>	<b>Category</b>	<b>Total Project Cost</b>		
		Alarm System	A.	\$ 95,082.41	\$ 74,363.95	\$ 20,718.46
		Cameras (Surveillance)	C.	\$ 45,956.01	\$ 35,942.20	\$ 10,013.81
		Access Control	E.	\$ 2,157.09	\$ 1,687.06	\$ 470.03
		Portable Entrance Security Devices	F.	\$ 20,520.00	\$ 16,048.69	\$ 4,471.31
				<b>\$ 163,715.51</b>	<b>\$ 128,041.90</b>	<b>\$ 35,673.61</b>







NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Lynn Brantley  
**Date:** November 26, 2018  
**Re:** Area Cooperative Educational Services  
**Proposed Meeting Date:** January 2, 2019

---

**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and ACES services for writing and revising curriculum for grades 6-8 to align with the standards tested in SBAC along with purchasing the supporting materials for the units.

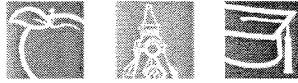
**Amount of Agreement and the Daily, Hourly or per Session Cost:** 20,000.00 total. 32.00 hourly

**Funding Source & Account #:** Acct. # 2547-6108-56694-0000

### Key Questions:

1. Please describe how this **service is strategically aligned** with school or District goals:  
This service is strategically aligned with the District goals of having students at grade level reading along with providing the underpinning skills to be Career and College ready.
2. What **specific need** will this contractor address? Assist Literacy Department in revising and rewriting curriculum per our curriculum revision cycle. The units to be added include; short stories, multi genre unit along with revisions to current units.
3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe: Sole Source
4. What **specific skill set** does this contractor bring to the project? SOW attached
5. Is this a **new or continuation service**?  
New service
6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?**  
The teachers from the ELA staff meet continually to refine and create the curriculum that best meets the needs of students' requirements for the Common Core State Standards. The evaluation of the service is the academic outcome on district and state required assessments.
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?  
No.

8. Why do you believe this agreement is **fiscally sound**? This item is essential to provide our 6-8 staff and students with the highest quality curriculum to ensure the strong academic outcomes of our students.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**  
**Area Cooperative Educational Services**

FOR DEPARTMENT/PROGRAM:  
**Literacy Department**

This Agreement entered into on the 7th of January, 2019, effective (*no sooner than the day after Board of Education Approval*), the 23<sup>rd</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Area Cooperative Educational Services located at, 350 State Street, North Haven, CT 06473 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$32.00 per hour, for a maximum of 450 hours along with \$5,600.00 for materials to support the curriculum.

The maximum amount the contractor shall be paid under this agreement: Twenty Thousand Dollars (\$20,000.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, dates of service and materials purchased.

**Fiscal support** for this Agreement shall be by Alliance **Program** of the New Haven Board of Education, **Account Number** Acct. # 2547-6108-56694 **Location Code:** 0000.

This agreement shall remain in effect from January 23, 2019 to June 30, 2019

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

**Exhibit A: Scope of Service** Attach contractor’s detailed Scope of Service with all costs for services including travel and supplies, if applicable.

**Exhibit B: Student Data and Privacy Agreement:** Attached

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education **prior to service start date**. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney’s fees,

in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 10/2/18



## EXHIBIT A

### Scope and Sequence New Haven Public Schools Grade 6-8 Revision of Curriculum

#### Phase 1: Preparing for Revision

- Develop communication plan for revision process, including the rationale and goals for completing the process.
- Gather literature on best practices and current research of effective middle school literacy instruction
- Gather documentation on the current literacy curriculum, including the Common Core State Standards and district benchmarks
- Gather district literacy data to be reviewed
- Assemble a Literacy Curriculum Revision Team

#### Phase 2: Revision Process

- Create norms for success as a curriculum revision committee
- Review, as a committee:
  - literature regarding best practices and current research of effective literacy instruction.
  - data and information from completed needs assessment
  - district literacy data.
  - district board policies regarding curriculum revision and literacy instruction
  - current literacy curriculum.
- Articulate a middle school (grades 6-8) literacy curriculum philosophy
- Create grade level/course expectations and instructional objectives that align with the curriculum goal statements and philosophy. Include things such as:
  - enduring understandings and big ideas along with compelling questions for each grade level.
- Create a “curriculum map” of newly revised curriculum to identify any potential gaps.
- Create an assessment plan, including formative and summative assessments, to measure student attainment of the newly revised curriculum.
- Present draft of the updated framework for the K-12 Social Studies Curriculum to district administration and select control feedback group for review and feedback. Make needed revisions.

#### Phase 3: Implementation

- Create a timeline for the implementation of the newly revised curriculum.
- Create a budget for purchase of curriculum resources if needed
- Purchase selected instructional resources.

- Create a plan for professional development for implementation of the newly revised curriculum.
- Create grade or course level teacher sessions (possibly coaching cohorts) to share new learnings, instructional lessons and units, assessments, student work, and materials that support the newly revised curriculum.

**Total Services Cost, Phase 1-3: maximum of 450 hours @ \$32/hour      \$14,400.00**

**Materials to Support Curriculum**

**Total Materials Cost:      \$ 5,600.00**

**Agreement Maximum:      \$20,000.00**



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18





PROFESSIONAL DEVELOPMENT & SCHOOL IMPROVEMENT

The **ACES Professional Development & School Improvement (PDSI)** unit provides a staff of experienced educators to tailor technical assistance to the specific needs of schools, districts and programs. ACES Professional Learning Specialists offer expertise in a variety of specialties including: curriculum development, instructional strategies, technology integration, data analysis, assessment, facilitation of district planning processes and more.

#### **CUSTOMIZED TECHNICAL ASSISTANCE:**

PDSI provides in-program direct services to educators in order to meet each district's individual goals and initiatives:

- Technical assistance for Common Core State Standards (CCSS), TEAM and EL initiatives
- Curriculum writing and revision
- Data development, collecting and reporting
- Strategic planning
- Evaluation
- Alternative Route to Certification (ARC) programs

#### **PROFESSIONAL LEARNING OPPORTUNITIES:**

PDSI plans, organizes, presents and/or and manages:

- In-house professional development training by certified Professional Learning Specialists
- CSDE sponsored workshops
- Cognitive Coaching
- Presentations by nationally known speakers
- Regional curriculum councils (Math, Language Arts, English Learners, Coaches & Principals)

**Professional Development &  
School Improvement**

205 Skiff St.

Hamden, CT 06517

Phone: 203.407.4453 • Fax: 203.407.4590

**FOR MORE INFORMATION, VISIT US**

**AT: [www.aces.org](http://www.aces.org)**

During the past three school years, ACES Professional Learning Specialists have provided the following curriculum development and implementation services to Connecticut school districts.

Common Ground High School	Curriculum Consultation	New Haven Public Schools	Curriculum development, Fair Haven MS
East Haven Public Schools	Writing of Social Studies Units for Grades 3-5	New Haven Public Schools	Curriculum Resources for HS ESL
East Haven Public Schools	Social Studies Curriculum Resource Revision and Lesson Study	Vernon Public Schools	Facilitation of K-8 Math Curriculum Writing
East Haven Public Schools	Curricular Resource Revision for Grades 3,4,5	Vernon Public Schools	HS Algebra & Geometry Curriculum Writing
Hamden Public Schools	Curriculum Resources for ELs	Waterbury Public Schools	NGSS Curriculum Mapping and Development
Hamden Public Schools	Facilitated Curriculum Revision and Feedback Math Curriculum and Implementation Support for Elementary and MS Math Teachers	Waterbury Public Schools	Middle School NGSS Curriculum Development
Meriden Public Schools	CTE Curriculum and Instructional Support Services	Wolcott Public Schools	ELA Curriculum: Grade 11-12 Writing, Grade 9-10 Implementation
Meriden Public Schools	Curriculum Alignment and Teacher Support	Region 13 Public Schools	Curriculum Review and Revision
New Haven Public Schools		Woodbridge Public Schools	Math Curriculum Development

**Professional Development &  
School Improvement**  
205 Skiff St.  
Hamden, CT 06517  
Phone: 203-407-4453 ♦ Fax: 203-407-4590

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Susan DeNicola, Principal of Strong Communications Magnet School  
**Re:** Foundation for the Arts and Trauma  
**Meeting Date:** January 22, 2019

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and the Foundation for the Arts and Trauma, Inc. to implement the ALIVE Program in Strong School with the purpose to preventively address the toxic stress of students, leading to reductions in the need for disciplinary measures, and improvements in measures of academic performance.

**Amount of Agreement and the Daily, Hourly or per Session Cost:**

\$112.75 per hour for up to 18.5 hours per week for 21 weeks, not to exceed \$43,803.38.

**Funding Source:**

School Improvement Grant (SIG): Account #: 2531-6279-56694-0028

**Key Questions:**

1. Please describe how this service is **strategically aligned** with school or District goals:

One of the District Accountability Goals is to close the achievement gap by improving literacy and math achievement across grade levels and classrooms. The wraparound services that the ALIVE program will provide to at-risk students will specifically target toxic stress in order to improve executive functioning and academic performance.

2. What **specific need** will this contractor address?

When a needs assessment was conducted with Strong Magnet School staff and district staff, it was identified that wraparound services were needed for at-risk students. The Foundation for the Arts and Trauma, Inc. will implement the ALIVE program that will be delivered by trained staff. The ALIVE program components are Miss Kendra's List, Red Bead Clubs, Stress Reduction Sessions, and Teacher Rejuvenation Sessions.

3. **Contractor selection:** quotes, RFP, or Sole Source?

Contractor selection was outlined in the School Improvement Grant. Foundation for the Arts and Trauma, Inc. is a sole source contractor.

4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the **contractor's resume**).

The Foundation for the Arts and Trauma, Inc. works with the Post Traumatic Stress Center to provide the expertise needed for the ALIVE program. The staff that will work with Strong



New Haven School Change  
NEW HAVEN PUBLIC SCHOOLS

Magnet School will be made up of trauma therapists and psychologists who are highly trained in the evaluation and treatment of psychological trauma.

5. Is this a **new or continuation service**? **If a continuation service**: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost?

This is a continuation service. Cost has not increased and as a sole source provider there is not an alternative contractor.

6. **Evidence of Effectiveness**: How will the contractor's performance be evaluated? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness:

Teachers, coaches and the leadership team will evaluate the contractor's performance. As a continuation service, please see attached data demonstrating effectiveness of the ALIVE program.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?

N/A

8. Why do you believe this agreement is **fiscally sound**?

This agreement is fiscally sound because it was identified that wraparound services for at-risk students is needed in order to improve social and emotional development of students and in turn their academic achievement. The support provided by the ALIVE program will help us to meet our goals outlined in the School Improvement Grant. Additionally, the amount allotted for this vendor is itemized in our budget as specific to our grant funding.

# AGREEMENT

**By And Between  
The New Haven Board of Education  
AND**

**Foundation for the Arts and Trauma, Inc.**

**FOR DEPARTMENT/PROGRAM:**

**Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School**

This Agreement entered into on the 7<sup>th</sup> day of January 2019 effective the 14<sup>th</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, the Foundation for the Arts and Trauma, Inc. located at 19 Edwards Street, New Haven, Connecticut 06511 (herein referred to as the “Contractor”).

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

The Foundation for the Arts and Trauma, Inc. will implement the ALIVE Program in Strong School with the purpose to preventively address the toxic stress of students, leading to reductions in the need for disciplinary measures, and improvements in measures of academic performance. The ALIVE program components that will be delivered by trained Foundation for the Arts and Trauma staff are Miss Kendra’s List, Red Bead Clubs, Stress Reduction Sessions, Professional Development, and Teacher Rejuvenation Sessions. Through Miss Kendra’s List students will be taught the norms of child safety. Red Bead Clubs are parent engagement activities where parents come to school to read a letter from their child and participate in open discussion and games. Stress Reduction Sessions for students who are in need, are facilitated by specialists who use exuberant play to help the student express their worries. Professional development on cognitive functioning of children and therapeutic value of play will be delivered to Strong teachers as well as Teacher Rejuvenation Sessions for stress reduction. In addition, please see attached detailed scope of service. The services will be provided at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School. K-4 students and teachers at Strong will receive the services provided. The services will be provided between January 14, 2019 and June 28, 2019.

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$112.75 per hour** for up to a maximum of **18.5 hours per week for 21 weeks**. The maximum amount the contractor shall be paid under this agreement: Forty-three thousand, eight hundred three dollars and thirty-eight cents. (\$43,803.38). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by School Improvement Grant (SIG) of the New Haven Board of Education, **Account Number:** 2531-6279-56694-0028  
This agreement shall remain in effect from January 14, 2019 to June 28, 2019.

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contractors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor's breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

David R. Johnson, PhD  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

12/1/18  
Date

\_\_\_\_\_  
Date

David R. Johnson, PhD  
Contractor Printed Name & Title

# Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

203-624-2146

[EIN: 51-0189834]

## **Proposal**

### **Trauma-Informed, Preventive Stress Reduction Program To Improve Student Behavior and Academic Performance**

December 10, 2018

#### **Description**

To implement the ALIVE Program in Strong School with the purpose to preventively address the toxic stress of students, leading to reductions in the need for disciplinary measures, and improvements in measures of academic performance. *ALIVE's vision is to create schools that support open conversations about the truth in our students' lives, and thereby liberate their energies and spirits for the important work of learning.*

#### **Budget**

Staff salaries: 18 hours per week at \$112.75 per hour, not to exceed \$43,686.00

Timeframe: January 14, 2019 through June 21, 2019.

#### **Rationale**

##### ***I. Toxic stress reduces students' capacities to concentrate on academic tasks.***

In the past two decades, advances in neuroscience research have exploded, giving us a much better conception of the role of various parts of the brain and the impact of disease and stress on the brain's functioning (Ward, 2004). Functions such as working memory, attention, concentration, cognitive flexibility, and inhibition are all utilized in the process of learning (Nelson, deHaan, & Thomas, 2006; Best, Miller & Naglieri, 2011). Executive functioning currently stands as one of the key factors in predicting academic and behavioral performance for elementary and middle school children, particularly in mathematics and reading achievement (Best, Miller, & Naglieri, 2011). Of particular importance are studies demonstrating the powerful negative impact of stressful life events on the developing brains of children (Beers & DeBellis, 2002; Cook et al., 2005; DeBellis et al., 2002; , Shin, Rauch, & Pitman, 2006). Traumatic stress interferes with the brain's capacity to attend to, process and transform, analyse, and communicate information. Poor academic performance may be mistakenly attributed to a lack of motivation or psychiatric illness instead of toxic stress. Programs that specifically target toxic stress have shown that they can improve executive functioning and academic performance

(Sajjani et al, 2014; Goldstein & Winner, 2010). Successful programs have used methods derived from trauma treatment (Johnson & Lubin, 2015), mindfulness meditation (Flook et al., 2010), yoga (Khalsa et al., 2012), and the arts (Goldstein & Winner, 2010).

Learning how to cope with adversity is an important part of healthy child development. When we are threatened, our bodies activate a variety of physiological responses, including increases in heart rate, blood pressure, and stress hormones such as cortisol. When a young child is protected by supportive relationships with adults, he learns to cope with everyday challenges and his stress response system returns to baseline. Tolerable stress occurs when more serious difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury, are buffered by caring adults who help the child adapt, which mitigates the potentially damaging effects of abnormal levels of stress hormones. When strong, frequent, or prolonged adverse experiences such as extreme poverty or repeated abuse are experienced without adult support, stress becomes toxic, as excessive cortisol disrupts developing brain circuits.

The consensus among scientists is stated well by the Harvard University Center for the Developing Child (2017): “*The basic principles of neuroscience indicate that providing supportive and positive conditions for early childhood development is more effective and less costly than attempting to address the consequences of early adversity later. Policies and programs that identify and support children and families who are most at risk for experiencing toxic stress as early as possible will reduce or avoid the need for more costly and less effective remediation and support programs down the road. From pregnancy through early childhood, all of the environments in which children live and learn, and the quality of their relationships with adults and caregivers, have a significant impact on their cognitive, emotional, and social development. A wide range of policies, including those directed toward early care and education, child protective services, adult mental health, family economic supports, and many other areas, can promote the safe, supportive environments and stable, caring relationships that children need.*”

- Beers, S. R., & De Bellis, M. D. (2002). Neuropsychological function in children with maltreatment-related posttraumatic stress disorder. *American Journal of Psychiatry*, 159(3), 483-486.
- Best, J. R., Miller, P. H., & Naglieri, J. A. (2011). Relations between Executive Function and Academic Achievement from Ages 5 to 17 in a Large, Representative National Sample. *Learning and Individual Differences*, 21(4), 327–336.
- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., & Van der Kolk, B. (2005). Complex trauma. *Psychiatric annals*, 35(5), 390-398.
- De Bellis, M., Keshavan, M.S., Shifflet, H., Iyenagar, S., Beers, S. (2002). Brain structures in pediatric maltreatment-related posttraumatic stress disorder: A sociodemographically matched study. *Biological Psychiatry*, 52(11), 1066-1078.
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- Goldstein, T.R., & Winner, E. (2010-2011). Engagement in role play, pretense and acting classes predict advanced theory of mind skill in middle childhood. *Imagination, Cognition, and Personality, 30*, 249-258.
- Johnson, D., & Lubin, H. (2015). *Principles and techniques of trauma-centered psychotherapy*. Washington DC: American Psychiatric Publishing.
- Khalsa, SB, Hickey-Schultz, L, Coehn, DK, Steiner, N, & Cope, S. (2012). Evaluation of the mental health benefits of yoga in a secondary school: A preliminary randomized contro led trial. *Journal of Behavioral Health Services and Research, 39*, 80-90.
- Nelson, C.A., de Haan, M., & Thomas, K. (2006). *Neuroscience of cognitive development: The role of experience and the developing brain*. Hoboken, NJ: John Wiley and Sons.
- Sajnani, N., Jowers-Dailley, K., Brillante, A., Puglisi, J., & Johnson, D. (2014). Animating learning by integrating and validating experience. In N. Sajnani & D. Johnson (Eds.), *Trauma-informed drama therapy: Transforming clinics, classrooms, and communities*, (pp. 206-247) Springfield, IL: Charles C Thomas Publishers.
- Shin, L.M., Rauch, S.L., & Pitman, R.K. (2006). Amygdala, medial prefrontal cortex and hippocampal function in PTSD. *Annals of the New York Academy of Sciences, 1071*, 67-79.
- Shonkoff, J. (2015). The lifelong effects of early childhood adversity, toxic stress. *Pediatrics, 129*, 212-246.
- Ward, A. (2004). *Attention: A neuroscientific approach*. Hove, New York: Psychology Press, Taylor and Francis.

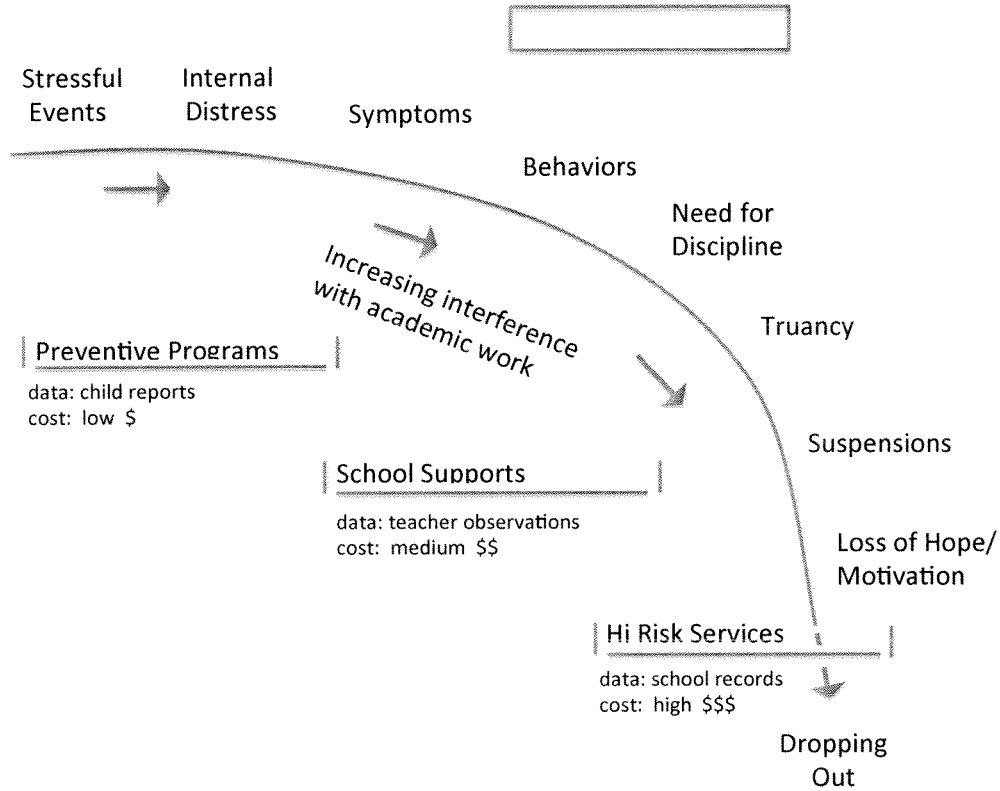
***II: Intervening preventively, that is, prior to the expression of symptoms and behaviors, is essential.***

Our nation’s current policy is to wait until highly stressed young children cannot hold on any longer and break down into symptoms of anxiety and depression, and disruptive behaviors in the classroom, and ***only then*** to provide expensive support services and treatments. ***ALIVE*** aims to reach these highly stressed students ***before*** they need to break down. This is accomplished through methods of early identification, in which every child is asked how they are doing, on a regular basis.

The following Figure illustrates these relationships. Intervening at all stages is critical, however, once the child has moved into later stages of dysfunction, the effort required to halt the downward trend increases exponentially.

Currently our teachers, principals, and social workers are spending much of their time attending to the many students who are disruptive during the school day. They are not however attending to those students who are going to be disruptive ***tomorrow***. The result is an unending cascade of upset students. By interrupting this pipeline, ALIVE can lower office referrals and therefore free up teachers and administrators time to attend to their actual duties.

FIGURE 1



**III. Annual cost per child must be kept low in order to achieve sustainability of the intervention.**

Too often school districts fund excellent programs for a small number of students, who are provided expert and intensive services costing from \$3,000 to even \$10,000 per student per year. Most times these students do well, and a call is made to “scale up” the program to a larger group. But school districts cannot sustain interventions that cost this much for the number of students who need the help. We estimate that nearly 40% of New Haven’s 21,000 students are not meeting their academic goals, in part due to toxic stress. Therefore, sustainable programs MUST cost less than \$500 per student per year, and utilize natural resources within the school district, rely less on experts, and provide less intense services. Thus preventive programming, which costs less and serves more students, is preferable. ALIVE for example costs \$190 per student per year.

## Program Components

### FOR ELEMENTARY SCHOOLS:

MISS KENDRA'S LIST: A list of child safety items is placed in every classroom and linked with a fictional figure of Miss Kendra who is a single mother who experienced stress but overcame it by contributing to society. The students are encouraged to write to Miss Kendra about their worries, and then receive a letter back from her. These letters emphasize *emotional literacy, a growth mindset, empathy, and penmanship*. Weekly classroom activities help the students learn more about and share experiences relating to child safety, consolidating their understanding.

RED BEAD CLUBS: These parent engagement activities follow from Miss Kendra, when students invite their parents to come to the school during class time to share in Miss Kendra activities, in which each person writes a letter to their family member about how strong they are, followed by open discussion and games. These activities have been heavily attended by parents. Parents who show particular interest are then recruited to join our volunteers as Miss Kendra Helpers.

STRESS REDUCTION SESSIONS: Staff specialists are attached to several classrooms where in partnership with the teacher, they select students in need of stress reduction and take them out of the classroom for brief, 15-20 minute sessions of exuberant play, in which the specialist helps the student express and vent their worries. The intent is to select students who are "brewing" prior to acting out, and provide a rapid de-escalation of their emotional burdens.

LINKS TO AFTER SCHOOL PROGRAMS: Our programs are designed to connect with after school programming, especially in maintaining the Miss Kendra environment of healthy, moral behavior and respect for others. We would be able to coordinate our programming with the After School Program staff if that seemed useful.



FOR ALL SCHOOLS:

**PROFESSIONAL DEVELOPMENT:** Included in our services are any professional development requested by the school personnel on topics of PTSD, stress, cognitive functioning of children, therapeutic value of play, and teaching strategies.

**TEACHER REJUVENATION SESSIONS:** For those teachers interested, stress reduction sessions are offered immediately after school.

**PERMISSIONS AND REFERRALS:** Either permission or opt-out forms are sent out at the beginning of the year to parents to inform them of these programs (on average, 5 parents opt out in a school of 400 students). For students who express higher levels of distress in a session or in a letter, they are immediately referred to the school's social support staff through appropriate channels. For students who report abuse, we work with the principal to arrange a report to DCF (on average, in a school of 400, 4-6 referrals to DCF are made during a school year). Supervisory staff are available to the Principal 5 days a week in case of emergencies or need for consultation, and a member of our staff attends SSST meetings.

**ALWAYS SCHOOL AND TEACHER CENTERED:** Our services are always shaped by the expressed needs of the administration and teaching staff, and all our programs can be modified for a given school or teacher.

***ALIVE is HIGH VOLUME (2017 data)***

- 1,948 Number of students served in 7 elementary schools.
- 901 Number of students served in 4 high schools.
- 81 Number of elementary school classrooms provided services
  
- 7,024 Number of Stress Reduction sessions conducted with 1,138 different students.
- 1,602 Number of Miss Kendra Child Safety classes conducted in the elementary schools.
  
- 15,436 Number of letters written to Miss Kendra from over 1,200 different students.
- 15,436 Number of letters written back to the students from Miss Kendra by our staff.
- 102 Number of Red Bead Clubs conducted in the elementary schools
- 197 Number of parents attending Red Bead Clubs
  
- 1420 Number of high school students screened for stressful life events.
- 232 Number of kindergarteners screened for stressful life events.

12 Number of staff counselors  
22 Number of volunteers  
1,500 Number of hours contributed by our volunteers

### ***ALIVE is EFFECTIVE***

Office referrals, suspensions, expulsions, and physical fighting have been significantly reduced, and school climate and academic performance have improved, as a result of the ALIVE Program.

### ***ALIVE is ENTHUSIASTICALLY SUPPORTED***

#### By Teachers:

“Miss Kendra’s list really touches children’s feelings and reciting the list and memorizing out loud every week empowered my students to be prepared for any confusions and real life problems. It also builds up their oral languages and presentation skills.”

“Students who went out for these sessions came back more composed and cooled down. They became more engaged and respectable. Thank you very much for your help!”

“I found the Red Bead club to be extremely helpful. Parents responded very positively to this session. It was wonderful. Parents wrote and showed some very ultimate and personal feelings.”

“This is a very well received and needed program nowadays. Children seem to bear a lot more on their young shoulders than we could ever imagine. These young children need an outlet in order to process what they have witnessed. This program allows for that.”

“The Red Bead Club was a great tangible reminder of inner strength and the strength at their loved ones.”

#### By Principals:

“I have witnessed first hand the transformative impact the ALIVE program has had on our students' emotional and academic development. The expertise of the PTSC clinicians allows students with severe trauma histories to access services within the school day without losing access to their education. The clinicians and the ALIVE program are an integral component of MBA's Student Centered school culture which helps teachers to focus on the individual needs of students, and in turn allows students to persist with academics.”

*- Judith Puglisi, Principal, Metropolitan Business Academy*

“During my first year as Principal of Strong School, there were high numbers of students displaying anger, frustration and aggressive behavior. Parents were called to come to the school quite often and students were missing instructional time due to their inability to focus and learn.

Since then I have noticed a significant drop in behavior referrals, suspensions, and overall disciplinary problems. Teachers have expressed the tight connections that students have made with the drama therapist working so closely in their room. The students feel a sense of relief when they get the opportunity to “play” with the therapist and the teacher notices a sense of calmness that students portrays after returning to the classroom. This allows the student to get back to learning.”

*-Susan DeNicola, Principal, Strong Elementary School*

“I cannot stress enough the value in having a program such as this in schools, in particular in my school. The individuals who worked with us from ALIVE recognized the value in establishing strong relationships with both teachers and students. The Foundation for Arts and Trauma adapted their program to meet the needs of our school, and were always very receptive to any feedback from leadership. We had a very positive working relationship and as a result our suspensions and discipline referrals decreased dramatically over time and our students were spending more time in class. ALIVE also provided an outlet for teachers as well. The centers therapists were there to listen to teachers, and help them de-stress following challenging situations. Teachers saw that there was someone readily available to help them and also to address their worries and frustration.”

*-Michael Crocco, Principal, Barnard Environmental Studies Magnet School*

“Over the past six years, the student population at High School in the Community has increasingly presented with an alarming number of social and emotional impediments to academic success. The past four years, I have worked directly with students who were sent to the office due to behaviors that disrupted their academic success as well as the overall learning environment. The average number of referrals from the classroom per day was eleven. Five months after ALIVE began suspensions and referrals had declined to eight a day. During the 2013-14 academic year, referrals dropped again to an average of four a day. The Foundation for Arts and Trauma has been invaluable to our school. The program has helped teachers maintain safe and productive learning environments. Office personnel are now able to make informed and supportive decisions with regard to the students we serve.”

*-Cameo Thorne, Student Services Coordinator, High School in the Community*

“Many of my teachers reported that once students began to see the ALIVE specialist, they saw a positive effect on student engagement and classroom culture, an ability to better regulate emotions, and even reported that students more readily worked in groups and were more comfortable taking risks in the classroom.”

*-Ann Brillante, Academy Leader, International Academy at Wilbur Cross High School*

“The Arts and Trauma Program provided a way for our students to give voice to their worries, and know our school was a safe place in which they could receive support.”

*-Grace Nathman, Principal, Quinpiac School*

“We have been fortunate to collaborate with ALIVE in the past year, and have found it to be one of the most valuable experiences for our students, and parents. One of the major aspects of the program is the trust and bonding among students and providers. Through many unique methods such as: Ms. Kendra and the Red Bead Club they have successfully connect to students and

parents at a very deep level, which allowed students and parents to open up about the traumatic experiences they may be dealing with.”

*-Roy Araujo, Principal, Truman School*

***ALIVE helps ALLEVIATE CHILDREN'S WORRIES***

Dear Miss Kendra,

When I get bullied I feel like i mean nothing to the world i'm just a piece of trash waiting to get swept up and be put in a trash can where i belong away from everyone and when i see people get bullied i help them and tell them stand up for your self and don't let them get to you and there's this song thats called little me by little mix that talks about bullying. When people get bullied the people who are bullying them there just hurt so they hurt others.

Love, Nuresh

Dear Miss Kendra,

I thank you for sending me that letter back I cry everyday thinking about my mom can you send me a bead for my strength because I bet you know how i feel, but my mom died when I was three weeks old, I need you, Miss Kendra. P.S. This is me. Draw me back when you send me a real picture Please please please please please!!!!

Robert

Dear miss KENDRA,  
I miss my DAD. he  
Died in APRIL 2013.  
he GOT SHOT. I MISS  
when he told me how to  
PLAY GOLF. we watch  
SPORT MOVIES. it is  
hard in school with  
OUT him. and it is  
hard at home WITH  
OUT him. did  
anyone die in  
our FAMILY?  
are you SAD.  
HOW DO I  
GET THROU  
THIS LOVE TRENCH?

From a first grader

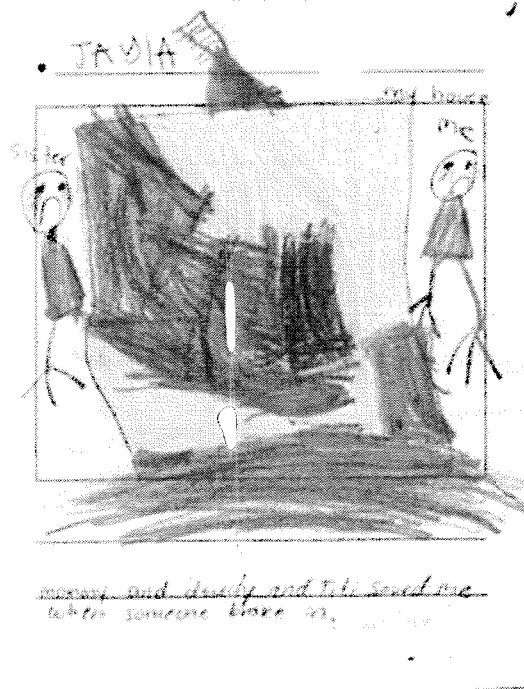
Dear Miss Kendra,

One time where I had to be strong was where my mom's old boyfriend Jimmie physically abused me and he picked me up by my neck, choked me, and threw me down the stairs, he punched a hole in my door he would steal money out of my moms purse and he threatened me if i told anybody he was abusing me he would kill me and my family and I felt that i had to stay strong and not tell anybody.

Sincerely, Charlie



Dear Mrs. Kennedy...  
 one time I was scared by gun violence...  
 at home when I lived at my old house...  
 and a lot of the kids who are at community...  
 center and two people (Mrs. Starks)...  
 showing with all the people outside...  
 they were running and running when...  
 we found out the two red were...  
 shooting at each other that was very scary...  
 for me because I was one of...  
 those kids who are shooting and running...  
 for their life but I made it and...  
 couldn't have made it without courage!



from a second grader

from a kindergarten

**ALIVE is NETWORKED with many PARTNERS**

**Private Partners**

- Community Foundation of Greater New Haven
- Carolyn Foundation
- Sauer Family Foundation
- Eder Family Foundation
- The Seedlings Foundation
- United Way of Greater New Haven

**Government**

- City of New Haven
- Board of Education, New Haven
- Commissioner of Education's Network, State of Connecticut

**Institutions**

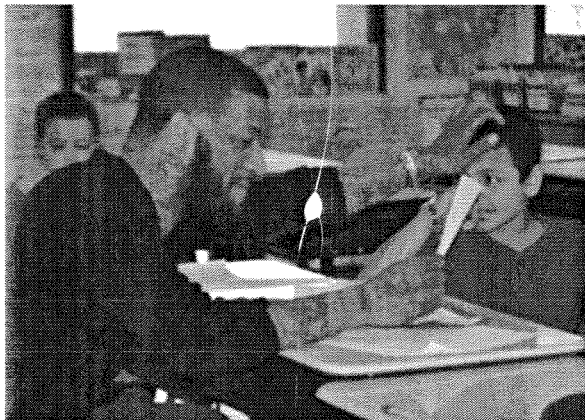
- Clifford Beers Child Guidance Clinic
- Gateway Community College
- University of New Haven
- University of Bridgeport
- Post Traumatic Stress Center

***ALIVE is ENGAGING PARENTS AND FAMILIES***

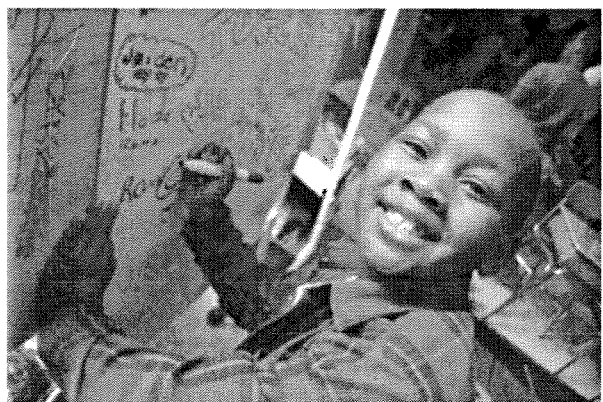
We have discovered that parents are interested in participating in a program that listens to them and their children, especially about the hard times they have experienced. Our Red Bead Clubs show them that their *suffering can be a source of knowledge and strength*, rather than only an obstacle.



A Red Bead Club at Truman School with 19 parents and 22 kindergarteners.



A father reading his letter to his son in a Red Bead Club.



Working on the We Are Strong poster.



A mother and daughter sharing their letters of strength.

***AND PARENTS HAVE BEGUN TO WRITE TO MISS KENDRA!!***

Dear Miss Kendra,

I separated from my wife and kids last year and since I left my two boys I miss them so much. There is not a day that I don't cry when I can't see them. I always thought that I would raise my kids in my own home, and be with them every day. I left my wife because she would not stop fighting and screaming and I didn't want my kids to be raised in that environment. I left because it was what I thought was the right thing to do, but there hasn't been a single day that I don't regret leaving. They ask me to stay and live with them again every day. They still cry when they ask me to stay and so do I when I tell them I cannot. This is my new life now....

I hope I and my kids can get used to being away from each other.

Thank you! Roy

Submitted by:

*David R. Johnson, Ph.D.*

David R. Johnson, Ph.D.

**NEW HAVEN PUBLIC SCHOOLS  
AMENDMENT TO AGREEMENT**

CONTRACTOR: Calvin Hill Day Care Center-KLF Kindergarten AMENDMENT #: 1

GRANT # if applicable: 16274-2019-83014-170002 AGREEMENT #: 95384040

**ATTACH COPY OF FULLY EXECUTED AGREEMENT**

GRANT NAME: School Readiness and Child Day Care DATE: 1/22/19

FUNDING SOURCE FOR AGREEMENT: CT Office of Early Childhood

ACCT # FOR AGREEMENT: 2523-900-5384-56697

ORIGINAL AMOUNT OF AGREEMENT: \$ 54,000.00

AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT: \$ 54,000.00

X ACTUAL OR \_\_\_\_\_ ESTIMATE

AMOUNT OF THIS AMENDMENT: \$ 7,200.00

X INCREASE OR \_\_\_\_\_ DECREASE

AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT: \$ 61,200.00

FUNDING SOURCE & ACCT # FOR AMENDMENT: as above

DESCRIPTION AND NEED FOR AMENDMENT: This amendment increases the number of school day spaces from 9 to 11 for the period January 1 to June 30, 2019.

**ALL OF THE TERMS AND CONDITIONS OF ORIGINAL AGREEMENT REMAIN IN FULL FORCE AND EFFECT**

CONTRACTOR'S SIGNATURE: *Susan Taddei* *RM* 12.11.18  
Susan Taddei (Date)

Executive Director  
(Title)

NEW HAVEN BOARD OF EDUCATION:

\_\_\_\_\_  
Darnell Goldson, President

\_\_\_\_\_  
(Date)

*16*  
*1/2/19*

**NEW HAVEN SCHOOL READINESS AGREEMENT  
BETWEEN  
NEW HAVEN BOARD OF EDUCATION  
AND**

**Calvin Hill Day Care CTR-KLF Kindergarten  
AGREEMENT NO. 95384040**

The New Haven Board of Education ("Board") and Calvin Hill Day Care CTR-KLF Kindergarten of 150 Highland Street, New Haven, CT 06511 (hereinafter "Provider") desire to enter into an Agreement ("Agreement") to provide school readiness and child day care services for three and four year-old children residing in New Haven, under the provisions of Connecticut General Statutes §§10-160 through and including 10-16r, as amended.

**Effective Dates**

This agreement shall be in effect from September 1 2018 to June 30, 2019. The Board has the right to terminate this agreement at any time upon providing fifteen (15) days written notice.

**Funding**

Pending Receipt of Award  
School Readiness and Child Day Care Grant  
2523-900-5384-56697

The Board's funding of the School Readiness and Child Day Care programs is expressly conditioned upon its receipt of funding from the State of Connecticut ("State") for this program. Notwithstanding provisions to the contrary, if funds are not made available by the State, the Board has the right to terminate this agreement immediately by giving written notice to the Provider that the State has not funded the program. In such event, the Board will not be obligated to make any payments to any member of the Provider staff, or to the Provider agency, or families receiving services, for any amount exceeding the funds made available to it for purposes of the program and services described herein and the Provider agrees that neither it nor its agents or assigns will file claims for damages against the Board attributable to any loss of funding.

The Board will provide funding to Provider in an amount not to exceed \$ 54,000.00 for provision of the following:

<u>9</u> TOTAL	“Spaces” for <b>school day/school year</b> services to be paid at the rate not to exceed \$6,000 per child, per year, or \$600.00 per month for prorated slots, for a total not to exceed <u>\$54,000.00</u>
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The Provider will be reimbursed on the basis of the number of spaces, which are reported to be filled on the Priority School Readiness Monthly Report.

The Board will not honor a request for payment from the Provider for a cost that is not considered an eligible expense as defined by the Grant, for an amount deemed by the Board to be unreasonable or unnecessary, an account that exceeds the total amount to be provided hereunder, an amount that is unsupported by proper and sufficient documentation, any sum not incurred during the term of this agreement, is in violation of any applicable statute or regulation, or is improperly submitted under the terms of this agreement.

The Provider agrees to adhere to the New Haven Early Childhood Council's Policies and Procedures as well as the State School Readiness General Policies and Program Operations.

**Description of Services**

The Provider agrees to abide by the description of services articulated in the local application for funding submitted to the New Haven Early Childhood Council. Consistent with criteria outlined in Connecticut General Statutes §§10-160 through and including 10-16r, as amended, and additional criteria outlined by the Council, the Provider agrees to:

*Pls  
6/14/18*

- 1) Fulfill the following:
  - Develop a plan for collaboration
  - Encourage parent involvement, education and outreach
  - Provide information about and referrals to health services
  - Provide information about nutrition services
  - Encourage family literacy
  - Provide open access to all New Haven children and families
  - Plan for transition to kindergarten
  - Provide professional development for staff
  - Follow the School Readiness sliding fee scale
  - Conduct an annual evaluation of program effectiveness
- 2) Include children with disabilities to the greatest extent possible by providing adaptations and accommodations, as required by Federal and State law, to ensure their participation with peers without disabilities.
- 3) Serve a minimum of 75% of School Readiness funded families who meet the income criteria of being at or below 75% of the State median income.
- 4) Meet required quality standards for participation. The Provider will develop and implement a plan and timeline to become accredited by the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC) within 3 years of initial receipt of School Readiness funds or meet Head Start Performance Standards; and, to maintain NAEYC accreditation or Head Start compliance.
- 5) Meet the State OEC required staffing standard by June 30, 2020 (CGS Sec 10-16p) which requires a minimum of 50% of classrooms lead by teachers with a Bachelor's Degree in Early Childhood or related field or, certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education and, 50% of classrooms lead by teachers with an Associates Degree in Early Childhood Education or related field. By July 1, 2023, all lead teachers must meet the Bachelor's Degree requirements stated above.
- 6) Provide a non sectarian program.
- 7) Assist all families who may be eligible for Care4Kids in applying for the program.
- 8) Comply with all applicable federal and state laws, regulations regarding student and family records, reports, confidentiality and referral requirements.

**Provision Against Assignment**

The Provider may not at any time assign any responsibilities of this contract to any other person, persons, or agency without prior written approval of the Board.

**Record Keeping and Access**

The Provider shall maintain books, records, documents, program and individual service records and other evidence of its accounting and billing procedures and practices that sufficiently and properly document all direct and indirect costs incurred.

The records shall be available during the hours of the Provider's program operation and at all other reasonable times for monitoring, inspection, review or audit by employees or agents of the Board and/or the supervising state agencies. The Provider shall retain all records concerning this contract for a period of seven (7) years after completion and submission of the Provider's annual financial audit to the Board. A copy of the annual audit will be submitted to the New Haven Public School Finance Department by December 15<sup>th</sup> of the effective year of this Agreement for the previous fiscal year.

The Board reserves the right to conduct unannounced visits to funded sites to confirm reported data.

### **Reporting Requirements**

The Provider will submit timely, complete and accurate monthly reports in the format required by the New Haven Early Childhood Council. The monthly reports shall include, but not be limited to, the following:

- Priority School Readiness Monthly Report;
- Site Data Report;
- Monthly Withdrawal Report
- Monthly Financial Expenditure Report;
- Monthly verification of the program information in the CT Registry
- Monthly verification of information in the Early Childhood Information System
- Accounting for collection and use of parent fees and Care for Kids funds consistent with the terms of this Agreement;
- Licensing and accreditation status report; and
- Other information as requested by the Board or the Early Childhood Council.

Any reports, publications, news releases or other public statements applicable to the School Readiness and Child Day Care Grant program shall contain notice that the program is funded through the State School Readiness Initiative and copies of all documents relating to the program shall be sent to the School Readiness Office.

### **Complaints**

Whenever any complaint is filed with any state, federal or local agency concerning an alleged act of commission or omission at the program site, the Provider must notify the Board immediately but in no event later than twenty-four hours, of the details of the complaint. Such notification shall include the date and time of the alleged act of commission or omission and the nature of the complaint. The Provider must also notify the Board of the results of any investigation conducted by Provider personnel or by the investigating outside agency, and any action taken by the Provider to correct the situation.

### **Termination of Participation in Program**

Prior to terminating or suspending a child from a School Readiness funded space, the Provider must notify the School Readiness Office in writing of the situation, the proposed reason for the termination/suspension and the actions taken to address the reason for the termination/suspension. The Board and Early Childhood Council reserve the right to eliminate the funded space in cases where it deems the termination is not in keeping with the intent of the School Readiness Program.

### **Compensation**

Compensation shall be made on a monthly basis, upon receipt and approval of monthly program and financial reports. Reports are to be submitted to the School Readiness Project Director. Failure to submit reports by the due dates (assigned at the start of the fiscal year) may jeopardize future funding.

If the Provider does not meet its monthly funded capacity, it must submit a plan by November 1 for approval by the Early Childhood Council as to how it will increase enrollment to its funded capacity. At the recommendation of the Council, the Board may amend this Agreement to reduce the Provider's funded capacity or its grant allocation.

No contract for employment is intended or implemented by this Agreement and no fringe benefits will be paid to the Contractor hereunder. The Contractor's relationship to the Board is that of independent contractor.

### **Termination and Default**

If the Provider fails to fulfill its obligations under this contract, the Board may:

1. Withhold payments until the obligation is fulfilled to the satisfaction of the Board;
2. Temporarily or permanently discontinue services under the Agreement;
3. Require that unexpended funds be returned to the Board;
4. Assign appropriate personnel to execute the Agreement until such time as corrections have been made to the satisfaction of the Board;
5. Require that this contract be assigned to an agency or person designated by the Board to bring the program into contractual compliance.
6. Terminate this Agreement; or
7. Take such other action, as the Board believes necessary.

In the event of any termination, all property and documents, data, studies and reports purchased or prepared by the Provider under this Agreement shall be disposed of in accordance with the State Office of Early Childhood's directives. The Provider shall be entitled to any compensation for expenses reasonably and necessarily incurred under this Agreement. Notwithstanding the above, the Provider shall not be relieved of liability to the Board for damage sustained by the Board by virtue of any breach of the contract by the Provider, and the Board may withhold any reimbursements of the Provider for the purposes of set-off until such time as the exact amount of damages due is agreed upon or otherwise determined.

### **Hold Harmless**

The Provider shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect, act of omission by the Provider or its employees or agents. Further, the Provider covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Provider's breach of this agreement or based upon the conduct of the Provider, or its agents or its employees or arising out of in connection with their activities under this agreement.

The Board may cancel this agreement for any reason upon thirty (30) days written notice sent to the Provider by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Provider for all services rendered by the Provider through the last day of the thirty (30) day notice period.

### **Licensing And Insurance**

The Provider will be required to provide proof of liability insurance coverage and, where applicable, proof of licensing by the State Department of Public Health.

### **Statement of Non-Discrimination**

The Provider agrees that in performance of this Agreement and in the composition of its staff and governing bodies, it will not discriminate against any person or group of persons on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, sexual orientation, mental retardation, learning disability, or on any other unlawful grounds.

### **Non-Renewal**

In the event that this Agreement is canceled or if the Board does not offer the Provider a new Agreement for the same or similar service upon its expiration, the Provider will assist in the orderly transfer of clients served under this Agreement to a new program and will assist in the orderly cessation of operations under this agreement and return of all property purchased with School Readiness funds.



**Modification of Terms**


This Agreement may not be modified or amended except by written agreement signed by the parties.

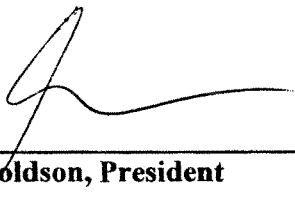
We the undersigned agree to the terms and conditions outlined herein.

**IN WITNESS WHEREOF**, the parties have executed two (2) counterparts of this Agreement as of the day and year first above written.

**PROVIDER**

**NEW HAVEN BOARD OF EDUCATION**

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Darnell Goldson, President

Susan Taddei  
Type Name

Date 6-5-18

Date 7/9/18



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** West Rock STREAM Academy  
**Date:** December 17, 2018  
**Re:** West Rock STREAM Academy and Houghton Mifflin Harcourt (HMH)  
**Proposed Meeting Date:** January 2, 2019

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt (HMH) to provide 2 days of job-embedded coaching on the facilitation of Math Workshop and a professional development session on Do the Math intervention program.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$96,700.00 total cost

**Funding Source & Account #:** School Improvement Grant (1003)- 2531-6165-56694-0049

### Key Questions:

1. Please describe how this service is strategically aligned with school or District goals:

This contract supports the district goal and school goal of increasing teacher capacity to deliver high quality math instruction and provide math intervention in order to increase student achievement in math in order to increase scores on math Smarter Balanced Assessments (SBA).

2. What specific need will this contractor address?

West Rock STREAM Academy's CSDE Mid-Year Audit and accompanying Teacher Survey revealed the need to provide professional development for teachers in Math Workshop in order to increase their content area knowledge and expertise with implementing the workshop model in math. These two sources, along with Math SBA results demonstrate the need to implement a research-based math intervention program at all grade levels..

3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe:

Sole Source

4. What specific skill set does this contractor bring to the project?

This contractor has worked with New Haven Public Schools extensively and is recommended by the CSDE and NHPS Math Supervisor. The contractor possesses an understanding of the needs of the school and has created a differentiated proposal to meet our needs.

5. Is this a **new or continuation service**?

This is a continuation service. a) Cost has not increased. b) This is a sole source provider.

6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?**

Performance will be evaluated by classroom walkthroughs and student achievement on NHPS District assessments and SBA scores.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?

Internal staff members do not possess the depth of knowledge and level of expertise needed in the topic of de-escalation and trauma-informed responses.

8. Why do you believe this agreement is **fiscally sound**?

This agreement is fiscally sound because it meet the ESSA requirements of the CSDE SIG Grant and meets the needs of the West Rock STREAM Academy community to increase overall achievement in math.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**  
**Houghton Mifflin Harcourt (HMH)**

FOR DEPARTMENT/PROGRAM:  
**West Rock STREAM Academy**

This Agreement entered into on the 13<sup>th</sup> day of December, 2018 effective (*no sooner than the day after Board of Education Approval*), the 8<sup>th</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Houghton Mifflin Harcourt located at 125 High St., Boston, MA 02110 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$3,750 per day, for a total of 25 days and an additional \$2,950 for an all-day Do the Math workshop.

The maximum amount the contractor shall be paid under this agreement: Ninety-Six Thousand, Seven Hundred dollars and 00/100 cents (\$96,700.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by CSDE School Improvement Grant (SIG 1003) **Program** of the New Haven Board of Education, **Account Number:** 2531-6165-56694 **Location Code:** 0049

This agreement shall remain in effect from January 8<sup>th</sup>, 2019 to June 30<sup>th</sup>, 2019.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

- 1) To provide evidence-based professional development and training that builds teacher and leader capacity for content to support student achievement
- 2) To purchase contractual services from consultants who are recognized professional development specialists providing training in math that is embedded and meet the guidelines of ESSA evidence-based strategies meeting the criteria of strong or moderate research

*Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.*

*Exhibit B: Student Data and Privacy Agreement: Attached*

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contractors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

January 2, 2019

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Lisa A. Jacobson  
Director, Bids and Contracts, Houghton Mifflin Harcourt

\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 10/2/18



# Proposal for Partnership with West Rock Stream Academy New Haven, CT

*Professional Learning for Improvement in Mathematics*

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October 11, 2018 to:  
Yolanda Jones-Generette, Principal

**Contacts:**

June Clark  
Senior Account Executive  
June.Clark@hnhco.com  
410.937.7609

Jeff Ronkoske  
Inside Partnership Executive  
Jeff.Ronkoske@hnhco.com  
847.226.3739

The purpose of this proposal is to create a plan for improving the effective teaching and student learning of mathematics in West Rock Stream Academy. We believe that a partnership with you that focuses on your district goals, student data, and a thorough understanding of your instructional needs to meet Connecticut state standards, will lead to building the capacity required for student achievement in mathematics.

### What We Heard

West Rock is interested in offering a professional development opportunity to K-4<sup>th</sup> grade teachers focusing on:

- A Math Workshop Instructional Model
- Job-Embedded coaching to sustain the impact
- Do The Math modules will be used for the math intervention
- Collaborative planning could take place in 1-hour morning block and during 45 minute grade level planning time
  
- Math block is 50-60 minutes

HMH Math Solutions proposes to collaborate with West Rock leadership to design this engagement to specifically address these needs.

### Why Math Solutions?

Math Solutions has been partnering with schools and districts to improve math instruction for more than 30 years. Founded by Marilyn Burns in 1984 and always focused exclusively on mathematics education, Math Solutions has the depth of professional development expertise to transform math instruction in your school/district. Over the years, we have supported thousands of schools and districts to build learning environments where teachers are more knowledgeable and confident about math instruction and students are more engaged and excited about learning math.

While many companies provide generic professional learning services, Math Solutions is the sole expert in *mathematics* professional learning. Math Solutions draws upon years of classroom-grounded research and extensive knowledge of curricula and state standards, to provide the highest-quality face to face courses, coaching, and resources, all developed and delivered by experts in math education.

Math Solutions has identified the four Guiding Principles to be essential to improving instruction and student outcomes. These Guiding Principles are the foundation of all the professional learning we provide and ensure that educators:

- Know the math they need to teach— know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- Understand the conditions necessary for learning, so they may understand deeply the unique conditions necessary for student learning in mathematics— what they need to provide and what students must make sense of for themselves
- Recognize each student's strengths and weaknesses, content knowledge, reasoning strategies, and misconceptions.
- Have the expertise to make math accessible for all students, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

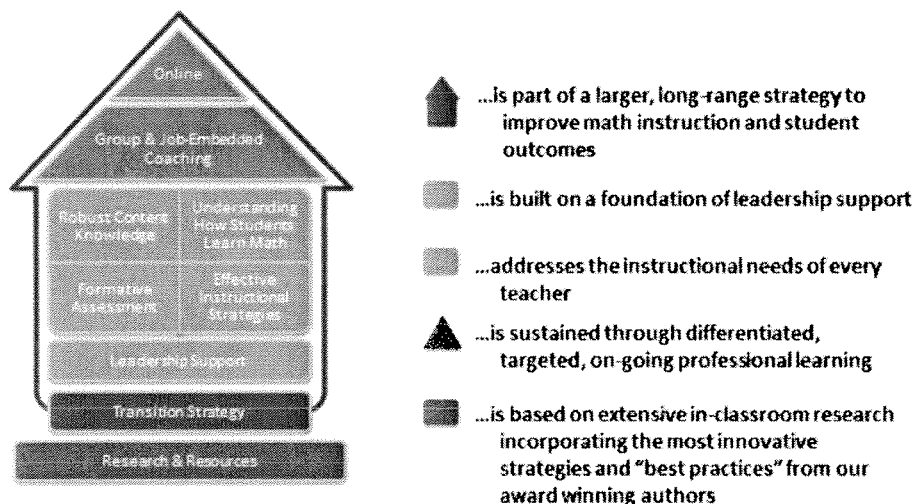
Based on these Guiding Principles, Math Solutions has identified key areas of instructional focus to reach math achievement goals: learning environment, reasoning and sense making, focus and coherence, and formative assessment. Math Solutions will help you recognize what a classroom that encompasses these key areas actually looks like with observable examples for both teachers and students. 30 years of experience has also resulted in a wealth of knowledge of individual state (or common) standards. Math Solutions has worked throughout the country with many curricula as well. Deep understanding of standards and the current curricula in your school or district, aligned with your professional learning goals is key to success.

More information about Math Solutions is in **Appendix I**.

Recent academic research (Learning Forward) tells us that a successful professional development plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

These components are included in this proposal for West Rock Stream Academy as illustrated below:

## Math Solutions Professional Learning



### Description of Proposed Professional Learning Services for West Rock Stream Academy

The scope of work below describes a proposal for professional learning that supports your teachers, instructional coaches, and building level leaders. Before implementation, we will meet and collaborate with you to ensure your goals are fully integrated in your *Professional Learning Plan*.

#### Job-Embedded Coaching

**School Year 2018-2019**

**Dates TBD**

**5 days/month for 5 months**

**The job-embedded coaching will include coaching for *Do The Math* and Tier I instruction**

Math Solutions coaching and model lessons help your teachers cement theory into solid classroom practice. Group coaching builds individual skills and leadership capacity through collaboration. It is the fastest way to synchronize your team, share experience and expertise, and collaborate on plans and protocols. Individual coaching builds skills and leadership capacity through differentiation. With job-embedded coaching and model lessons, educators work side by side, enabling them to integrate new skills immediately into their practice.

Instructional coaching lessons support teachers to implement the strategies introduced in professional learning experiences. Teachers work side-by-side with a Math Solutions consultant to review highly-effective instructional practices and collaborate with colleagues to implement mathematics tasks that align to the Connecticut Core Standards. Participating teachers have the opportunity to discuss the effect of instructional strategies on student learning as observed in the classroom and analyze the connection between tasks, active student engagement, reasoning and problem solving.



The most effective coaching occurs over time. Key to its effectiveness is the involvement of the principal, including a schedule that provides adequate time for teacher learning. Inherent in these experiences is a 'gradual release of responsibility' from the coach to the classroom teacher.

**Model lessons** are one aspect of job-embedded coaching. The model lesson cycle typically includes the following:

- Lesson Pre-Brief—Math Solutions consultant and teachers co-plan the lesson he/she will teach. The Math Solutions consultant might teach or co-teach the lesson with the teacher.
- The Lesson—Math Solutions consultant teaches the lesson to a class of students, while teachers observe with a specific focus identified during the lesson planning sessions.
- Lesson Debrief—Math Solutions consultant facilitates as teachers collaborate to debrief the lesson with a focus on student learning and student misconceptions, identifying specific aspects and strategies used that supported student learning. Finally, the team reflects on next instructional steps for students. In addition to model lessons, job-embedded coaching may include:
  - Support for implementing effective teaching practices aligned to the Common Core Standards
  - Strategies for differentiating instruction to meet the needs of all students, especially struggling students and those needing intervention
  - Opportunities to focus on developing and deepening content knowledge
  - Collaborative instructional planning and observation of participant lessons to refine instruction
  - Cultivation of leadership skills to drive innovation and instructional change

## Do The Math Getting Started

### Implementation Service Implementation Training

#### Do The Math Getting Started Professional Learning Full-Day In Person

This professional learning helps elementary teachers get started using the program in their classrooms. Participants learn how to effectively use Do The Math. Topics include navigating program materials, experiencing the pace of a Do The Math module with tips for implementing instructional strategies, assessing student progress, and learning how to differentiate instruction.

## Investment Summary

<b>Costs Below Include:</b>	
<b>Assessment</b>	Collaborative needs assessment meeting with Educational Consultant Education Notes meeting to analyze school data and identify specific PD goals
<b>Development</b>	Educational Specialist/Instructor Team assigned to design and develop PD content Customized PD schedule Customized agenda created by Educational Specialist Team Comprehensive logistics meeting with Course Management Coordinator
<b>Reporting</b>	Evaluation Report; provides analysis and overview of participant evaluations Collaborative follow-up meeting with Educational Consultant to discuss next steps
<b>Travel and Expenses</b>	Airfare Ground transportation Lodging Meals All other travel expenses
<b>Materials</b>	Course-related books for all participants Sample manipulatives Other instructional materials used during the session Shipping costs for all materials as well as additional orders placed with PD
<b>Delivery</b>	On-site & online professional development sessions delivered over time
<b>Publications</b>	30% discount on Math Solutions publications for one year

<b>Date</b>	<b>Description</b>	<b>Cost</b>
<b>School Year 2018-2019 Dates TBD</b>	<b>Job-Embedded Coaching</b> 25 days 5 days/month for 5 months	<b>\$93,750</b>
	<b>Do The Math</b> <b>Getting Started Professional Learning Full-Day In-Person</b> 302604 ISBN # 9780545074100 1 day	<b>\$2950</b>
<b>TOTAL</b>		<b>\$96,700</b>

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## Appendix I

### About Math Solutions

Founded in 1984 by renowned math educator Marilyn Burns, Math Solutions, a division of Houghton Mifflin Harcourt (HMH), is the nation's leader in developing effective teachers of mathematics. With more than 30 years of experience working with thousands of school districts nationwide, our team of educational experts creates solutions for accelerated sustainable improvement in teacher effectiveness, student learning, and test results. The company is headquartered in Sausalito, California, and can be found at [www.mathsolutions.com](http://www.mathsolutions.com).

### Our Mission

Math Solutions is dedicated to improving students' learning of mathematics by providing educators with the highest quality professional development services, products, and resources.

### Method of Approach

Math Solutions Directors of Professional Learning and Instructors collaborate with district and school leadership during each professional development engagement to ensure the improvement of school level practices and student learning. Drawing from academic research and more than 30 years of experience, Marilyn Burns has identified four goals for educators that are essential to improving the teaching of mathematics:

- Teachers' understanding of the math they teach
- Understanding of how students best learn math
- Development of effective strategies for teaching mathematics
- Formative assessment to guide instruction

### Math Content Knowledge

As we implement the professional learning of adult educators, we identify what math content is of vital importance for teachers to understand by grade level and state standards. This content is different from the mathematics that a mathematician – instead, it's knowing mathematics deeply and flexibly enough to convey concepts, reasoning and the real-world application of the mathematics to students.

### How Students Learn

In addition to being clear about what math content knowledge a teacher needs to understand, we also support teachers by helping them to understand how children learn mathematics—knowing what is important to *tell* children and what is *best not to tell* children. It implies asking thoughtful questions for the part of mathematics that we don't tell children. It also involves knowing what conditions are needed for learners to make sense of mathematics. Developing this understanding requires a career-long effort on the part of a teacher.

### Effective Instructional Strategies

Given a deep and flexible understanding of the math content and a developing understanding of how children learn mathematics, we introduce teachers to effective instructional strategies, including choosing and scaffolding accessible tasks, asking questions that build and reveal understanding, and providing tools that help students make sense of mathematics and solve problems.

### Formative Assessment

Assessment, or determining what students know, is a central element in the process of teaching and learning. Assessment generally falls into two categories—summative (assessment *of* learning) and formative (assessment *for* learning). Tests given at the end of teaching units and standardized tests are examples of summative assessments. Formative assessment is intended to provide teachers and students with information about what students *understand*, as well as unveiling student misconceptions. This type of assessment is used to guide instructional decisions on a daily

basis, in order to improve student learning; it includes open questions and tasks, listening to students, observing students, and examining student work.

### Math Solutions Support and Implementation Team

“It takes a village” for Math Solutions to create the most engaging and effective professional development experience for your teachers and administrators. The Math Solutions team will design professional development around your unique needs and deliver it in a format that works for you and includes:

An **Executive Director of Math Partnerships** who will listen to your current needs in math instruction, share ideas about how Math Solutions has supported schools and districts with similar needs, and work with the Math Solutions content team (below) to customize a plan to reach your goals.

Your **Director of Professional Learning** is an expert at designing and delivering professional development. He/she will manage all aspects of your project from start to finish, ensuring that it meets your goals. He/she will be engaged in every aspect of your project and will work with you throughout the process to ensure it is meeting your needs, and will refine the plan if needed. Your Director of Professional Learning will have an in-depth conversation with you to assess the needs of current math instruction and make recommendations for professional learning to help you reach your goals.

**Content Design Team Managers** work with your Director of Professional Learning to design the actual PD experiences for your teachers/coaches/administrators. Math Solutions’ Content Design team draws from the expertise of more than 150 consultants, academic thought leaders and authors, to ensure that your project is designed by the top minds in math education.

The **Director of Recruiting and Consultant Development** will work with your Director of Professional Learning to match the needs of your project with the skills of more than 150 consultants. The Director of Recruiting and Consultant Development has been a part of the Math Solutions content team for more than 10 years and is a former Presidential Award winner for Excellence in Mathematics and Science teaching.

Your **Professional Learning Consultant** is selected from more than 150 instructors and is matched to your project based on your needs and their expertise. The team consists of top mathematics educators in the country who have earned more than 60 national and local recognition awards, including the Presidential Award for Excellence in Mathematics and Science Teaching. Ninety-eight percent of Math Solutions participants reported that the Math Solutions instructors were knowledgeable and skilled in facilitating adult learning. Resumes of Instructors are available upon request.

**Course Managers** provide all logistical and contractual support so your courses and coaching experiences run as smoothly as possible. Math Solutions delivers thousands of PD engagements each year and has learned what is necessary to provide an effective learning environment for your teachers and administrators. Your Course Manager will walk you through those details and provide you with an easy checklist that outlines the specific technology and room requirements for your engagement. He/she will work with our warehouse to ensure that all your course materials are delivered on time and to the appropriate location. If necessary, he/she will work with your purchasing and contracting departments to keep the invoicing process seamless. The Course Manager will communicate course location details with your instructor and coordinate all travel logistics. He/she also will ensure that the logistics are taken care of so your participants can focus on learning.



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** West Rock STREAM Academy  
**Date:** December 17, 2018  
**Re:** West Rock STREAM Academy and Clifford W. Beers Guidance Clinic (CBC)  
**Proposed Meeting Date:** January 2, 2019

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Clifford W. Beers Guidance Clinic (CBC) to provide evidence-based professional development and coaching on social emotional learning, trauma-informed decision making and de-escalation through an on-site clinician.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$89,709.00 total cost

**Funding Source & Account #:** School Improvement Grant (1003)- 2531-6165-56694-0049

### Key Questions:

1. Please describe how this **service is strategically aligned** with school or District goals:

This contract supports the district and school goal of increasing teacher capacity to meet the social and emotional needs of students to ensure preparedness for academic learning by making trauma-informed decisions.

2. What **specific need** will this contractor address?

West Rock STREAM Academy's CSDE MidYear Audit and accompanying Teacher Survey revealed the need to provide professional development for teachers in social emotional learning in order to increase their capacity to address challenging behaviors and make trauma-informed decisions. CBC will provide an on-site clinician to help address social emotional learning needs through screenings, classroom interventions, and group counseling.

3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe:

Sole Source

4. What **specific skill set** does this contractor bring to the project?

This contractor has worked with New Haven Public Schools extensively and is recommended by the CSDE. The contractor possesses an understanding of the needs of the school and has created

a differentiated proposal to meet our needs.

5. Is this a **new or continuation service**?

This is a continuation service. a) Cost has not increased. b) This is a sole source provider.

6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?**

Performance will be evaluated by classroom walkthroughs and the review of school disciplinary data.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?

Internal staff members do not possess the depth of knowledge and level of expertise needed in the topic of de-escalation and trauma-informed responses.

8. Why do you believe this agreement is **fiscally sound**?

This agreement is fiscally sound because it meets the ESSA requirement of the CSDE SIG Grant and meets the needs of the West Rock STREAM Academy community to meet the social emotional learning needs of their students.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**  
**Clifford W. Beers Guidance Clinic, Inc.**

FOR DEPARTMENT/PROGRAM:  
**West Rock STREAM Academy**

This Agreement entered into on the 13<sup>th</sup> day of December, 2018 effective (*no sooner than the day after Board of Education Approval*), the 8<sup>th</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Clifford W. Beers Guidance Clinic, Inc. located at 93 Edwards St, New Haven, CT 06511(herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$140.18 per hour, for a total of 595 hours for an on-site clinician and \$185.36 per hour, for a total of 34 hours for a program supervisor.

The maximum amount the contractor shall be paid under this agreement: Eighty-Seven Thousand, Seven Hundred Nine dollars and 00/100 cents (\$89,709.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by CSDE School Improvement Grant (SIG 1003) **Program** of the New Haven Board of Education, **Account Number:** 2531-6165-56694 **Location Code:** 0049

This agreement shall remain in effect from January 8<sup>th</sup>, 2019 to June 30<sup>th</sup>, 2019.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached).*

This contract supports the district and school goal of increasing teacher capacity to meet the social and emotional needs of students to ensure preparedness for academic learning by making trauma-informed decisions. CBC will provide an on-site clinician to help address social emotional learning needs. The clinician will provide screening, consult with and coach teachers, and provide in-class and small group interventions.

*Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.*

*Exhibit B: Student Data and Privacy Agreement: Attached*

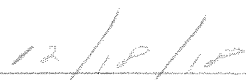
**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contractors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

  
Date

\_\_\_\_\_  
Date

  
Contractor Printed Name & Title



**The New Haven Board of Education  
AND  
Clifford W. Beers Guidance Clinic, Inc.**

**ATTACHMENT**

**DETAILED SCOPE OF SERVICE**

Services provided by Clifford Beers Clinic for the period of January 1, 2019 through May 31, 2019 will include the following:

**Services Provided by On-Site Clinician**

**A. Consultations & Coaching with Teachers**

1. Consultations by the Onsite Clinician include:
  - a. Discussing specific, classroom-disruptive behavioral issues that teachers are facing and
  - b. Discussing more general procedures and guidelines for how to effectively address serious emotional/behavioral outbursts.
2. Consultations provide the Clinician the opportunity to discuss social and emotional learning (SEL) strategies and principles with the teacher that can help to mitigate the impact of disruptive situations when they occur and create an environment that reduces the frequency of those types of events in the future.
3. Consultations occur in various school settings:
  - a. During group grade-level meetings
  - b. Individual consulting conversations with teachers following classroom observation
4. The Clinician provides ongoing support for teachers on trauma and best practices in the classroom, including the following:
  - a. Understanding trauma, symptoms of trauma, best practices and resources information
  - b. Impact of trauma on the body, brain and behaviors. This training includes practicing trauma-informed responses
  - c. Understanding triggers and learning strategies for intervening in trauma informed manner with activated youth and staff.
  - d. Understanding secondary trauma and vicarious trauma and techniques to mitigate its impact on you and your staff
  - e. Creating classrooms and schools that support students and staff impacted by trauma
  - f. Understanding and reflecting on how culture and race intersect with trauma and students in schools

## B. Work in Classroom including short term interventions

The Clinician will work in classrooms, model appropriate interventions, observe teacher/student interactions and offer guidance to the teacher. Classroom activities will include:

### Push-In

The Clinician will work in close collaboration with teachers to identify students or particular periods when the embedded clinician can offer in classroom support to ensure that all students have the ability to participate in the general classroom activity with the implementation of agreed upon designed modification for specific students.

The presence of the embedded clinician in the classroom is aimed at minimizing the disruption in the academic work of the student. It also allows the embedded clinician to observe classroom interactions and offer coaching and support to staff on how to address specific students' challenges.

### Pull-Outs

The embedded Clinician will also be available, on occasion, for pull-outs when students require more one on one attention. These instances will be done in manner that will not keep students out of the classroom more than it is necessary for them to return safely to the regular classroom.

## C. Performance Tools

The Onsite Clinician will screen students using the following screening tools:

1. ) Trauma Exposure Checklist (TEC) developed by Clifford Beers which details over 30 specific trauma events that the student may have witnessed or had happen to them at some point in their life (e.g. "Have you ever been slapped, punched, hit very hard, or kicked by someone in your family?", "Have you ever seen a parent, caregiver, someone in your family or close to you be arrested by the police?", "Has anyone ever touched you in your sexual private parts, forced you to do other things that involved sexual private parts or see sexual things?")
2. Child PTSD Symptom Scale (CPSS; Foa et al., 2001). standardized self-report measure designed to assess the presence and severity of symptoms of post-traumatic stress disorder present in children and adolescents (i.e. symptoms related to avoidance/numbing (e.g. trying to avoid things that remind them of the traumatic event; not feeling close to those around them), hyper-arousal (e.g. feeling irritable; being easily startled) and re-experiencing (e.g. having unwanted thoughts about the event; feeling as if the event was happening again).

## D. Group Sessions

The Onsite Clinician will provide group sessions for students including the following:

Students who qualify based on their CPSS scores will be offered the opportunity to participate in BounceBack services provided by the CB clinician. BounceBack is a school-based group program provided by a clinician to students in elementary school that have experienced stressful and traumatic events. The program consists of 10 group sessions that are held for one hour each week for 10 weeks. In addition, the clinician provides 1-2 group parent sessions and 2-3 individual student sessions with the intention to teach students how to cope with the traumatic events they have experienced. Each group consists of 4-7 students, and session content includes coping skills, feelings identification, relaxation exercises, positive activities, social support, and problem solving.

### **Services Provided by Program Supervisor**

A Program Supervisor will provide supervision of the Clinician, training and on-site support.

### **Contractor Employees and Sites of Delivery**

The services will be delivered by employees of the Contractor. The program will be overseen by Christine Montgomery, VP, School and Community Based Services and Ilaria Filippi, Director of Trauma Informed Schools. A Program Supervisor will provide supervision of the Clinician, training and on-site support. A Clinician will provide consultations and coaching onsite, work in classrooms, conduct screenings and conduct groups.

Supervision sessions will be conducted at the Contractor's offices at 5 Science Park, New Haven, CT, 06511. The remainder of the services will be provided on-site at West Rock Stream Academy, 311 Valley Street, New Haven CT 06515.

### **COMPENSATION**

The Board shall pay the contractor for satisfactory performance of services required under this Agreement. The maximum amount the Contractor shall be paid under this agreement is \$89,709.

Cost breakdown for each of the activities described in the Scope of Services are as follows:

Clifford Beers Clinic Budget									
Budget FY 2019									
January 1, 2019 - May 31, 2019									
On site Clinician					Hours	Rate	Total		
Consultations & Coaching with Teachers					153.00	\$140.18	\$21,448		
Work in Classroom (including short interventions)					289.00	\$140.18	\$40,512		
Classroom Screening					17.00	\$140.18	\$2,383		
Group					136.00	\$140.18	\$19,064		
							\$83,407		
Program Supervisor					34.00	\$185.36	\$6,302		
<b>TOTAL EXPENSE</b>							<b>\$89,709</b>		

Compensation will be made upon submission of an itemized invoice that includes a detailed description of work performed and dates of service.

# Seth Wallace, L.M.S.W.

25 Lyon St  
New Haven, CT 06511

(617) 650-4988  
seth.wallace@yale.edu

Highly motivated social worker and project coordinator with a background in emotional intelligence and culturally responsive practice. Fifteen years of experience working with the LGBTQ community. Strong commitment to serving marginalized youth and adults, with success in program development and experience with individual and group sessions, community work, and professional education.

## Education and Licensure

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2017	<b>Connecticut State Licensed Master Social Worker</b>
2014 – 2017	<b>Southern Connecticut State University, New Haven, CT</b> Child and family therapy concentration, GPA: 3.93
2006 – 2010	<b>Connecticut College, New London, CT</b> B.A., Psychology, <i>summa cum laude</i> , GPA: 3.79

## Relevant Experience

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### Clinical and Professional Diversity Consulting

*September 2015 - Present*

- Personalized training and consulting for educators, physicians, clinicians, and other professionals
- Clients include Yale University Medical School, School of Management, and School of Forestry; UConn Medical School and Law School; CT Judicial Branch; GLSEN; and Southern Connecticut State University.

### Yale Office of LGBTQ Resources, New Haven, CT

*Assistant Director*

*September 2015 - Present*

- Independently facilitates a weekly support group for transgender and gender questioning people.
- Conducts individual psychotherapy sessions, including occasional family sessions.
- Case management and communication with relevant university offices, clinicians, and more.
- Develops and facilitates educational trainings for Yale University staff and students.

### Yale Center for Emotional Intelligence, New Haven, CT

*inspirED Project Coordinator*

*April 2015 - Present*

- Writes and teaches social and emotional learning curriculum for educators and students nationwide.
- Maintains a youth advisory board, a grant program, ongoing curriculum and resource development.
- Developed and facilitates Youth Engagement Leadership Labs, which train hundreds of students, educators, and administrators in school climate and project-based learning.
- Acts as a liaison for partner schools and organizations, including Facebook, My Brother's Keeper, Center for Academic and Social and Emotional Learning, the Born This Way Foundation, and more.

### RULER for Families Project Coordinator

*June 2014 – April 2015*

- Designed an online emotional intelligence platform for school professionals and parents.
- Developed and facilitated emotional intelligence skill-building workshops for parents and families.

### Yale Child Study Center: Technology and Innovation Laboratory, New Haven, CT

*Research Assistant*

*July 2013 – May 2014*

- Supported multiple studies examining the use of everyday technologies in the diagnosis of and social skills therapies for autism in children and adults.
- Administered screening and diagnostic assessments to participants with autism.

### Yale University Depression and Cognition Program, New Haven, CT

*Lab Manager*

*August 2010 – June 2013*

- Managed a multi-year intervention for mood and anxiety disorders among adolescent girls.
- Responsible for administering psychosocial assessments and surveys.
- Organized and co-facilitated weekly mindfulness and cognitive behavioral therapy groups.

### The Bridge Center Equine Assisted Programs, Bridgewater, MA

*Equine Therapy Instructor*

*May 2005 - July 2006*

## Selected Awards & Honors

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2016	New Haven Pride Center David Knapp Scholarship
2015	New Haven Pride Center Dorothy Awards: Rising Star
2009	Connecticut College LGBTQ Resource Center Leadership and Advocacy Award
2009	Connecticut College Social Sciences, Humanities, and Arts Research Program Grant

## Selected Publications & Presentations

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1. **Wallace, S.** (2017). Building a Better Future for LGBTQ Students. Keynote presentation at the GLSEN Safe Schools Summit, Southington, CT.
2. Kim, E. S., Vaccarino Gearty, G., Wang, Q., **Wallace, S.**, Wall, C. A., Perlmutter, M., Shic, F., & Volkmar, F. (2013). Development of an untethered, mobile, low-cost head-mounted eye tracker. Paper presented at Eye Tracking Research and Applications symposium, Safety Harbor, Florida.
3. **Wallace S.**, Marroquin, B., Vine, V., & Nolen-Hoeksema, S. (2011). Emotional clarity moderates the relationship between affect intensity and depressive symptoms. Poster presented at the 45th annual meeting of the Association for Behavioral and Cognitive Therapies, Toronto, Canada.
4. **Wallace, S.**, & Singer, J. A. (2011). When I paint my masterpiece: Identity configurations in modified individuals. Paper presented at the Seventh International Congress of Qualitative Inquiry, Champaign-Urbana, Illinois.

## Clinical Assessment and Protocol Experience

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- Wechsler Abbreviated Scale of Intelligence (WASI)
- Psychosocial assessment
- Suicidal risk assessment
- Kiddie Schedule for Affective Disorders and Schizophrenia (K-SADS-PL)
- Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)
- Mindfulness-Based Stress Reduction (MBSR)
- Cognitive Behavioral Therapy (CBT)
- The Life Story Interview
- Grounded Theory Analysis

## Technical Skills

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Microsoft Word, Microsoft Powerpoint, Microsoft Excel, Keynote, Lightroom, Qualtrics.

# West Rock STREAM Academy

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## Preliminary Progress Report

**10/31/2018**



Submitted by:  
Clifford W. Beers Guidance Clinic, Inc.  
Ilaria Filippi, LMFT  
Director of Trauma Informed Schools  
5 Science Park, New Haven, CT 06511  
203-777-8648 x 2271

## **OVERVIEW**

Clifford Beers (CB) is proud to report on the progress of services that have been provided to the students and staff of West Rock STREAM Academy (WRSA) thus far during the 2018/19 academic year. The program is funded by a New Haven Public School, School Improvement Grant aimed at addressing the mental health needs of children at WRSA. The design and implementation of the program aims at providing mental health support to students, as well as professional development and support for the staff. The first portion of the program was focused on planning and early implementation of screening and support for educators in the form of professional development and consultations. Due to funding restrictions, the program was not able to include a dedicated care coordinator to support the families.

Though we are still only a few months into the school year there are many things we can report on with regard to the services that we have been delivering and those that we plan to deliver at WRSA this year. This progress report will be organized into four sections outlining what we have been able to accomplish to this point, how these services will evolve over the course of the year, and the types of outcomes we may expect to see as a result of the services being provided by CB for students at WRSA. Specifically, the four sections of this report are:

### **SECTION I: TRAININGS**

Section I will provide an overview of the types of trainings we have been providing as well as specific details on the trainings that have occurred.

### **SECTION II: TEACHER CONSULTATIONS**

Section II will describe the individual and group consultations that we have been providing to teachers from WRSA, and review feedback we have received from teachers on their satisfaction with the services we have been providing.

### **SECTION III: CLINICAL SCREENINGS AND INTERVENTIONS**

Section III will introduce the measures we have used for our classroom-wide clinical screening of students; provide data based on the measures that have already been collected; discuss the type of work the CB clinician has been doing with the students; the interventions we plan to incorporate as the year progresses; and present student outcome findings from other schools where we have introduced similar interventions.

### **SECTION IV: FUTURE DIRECTIONS**



Section IV will further elaborate on the services we plan to provide during the remainder of the year, and how we expect those services will have positive impacts for WRSA.

## **SECTION I: TRAININGS**

The New Haven Trauma Coalition at Clifford Beers offers trainings to schools and educators in the area to keep schools trauma-informed. Some of the trainings offered include a series of trauma trainings, Self-Care, De-escalation, and Resilience. On October 10, 2018, Clifford Beers trained 20 educators at West Rock in Vicarious Trauma and Self-Care.

Trainees were given surveys to complete after receiving the training to assess their satisfaction. 100% of the 20 trainees were (highly) satisfied in all areas of the training, including the amount of knowledge of the trainer, the responsiveness of the trainer, the effectiveness of the trainer, overall satisfaction with the training, expectations for the training being met, the amount of information provided, as well as the level of information provided during the training.

Feedback from the Vicarious Trauma and Self-Care training included one trainee stating that the training was “informative, positive, and encouraging.” Another trainee noted that the training contained “good, helpful information for self-care.” In addition to providing feedback, the satisfaction surveys also allow trainees to note any future trainings they would be interested in. Staff at West Rock expressed interest in receiving more self-care training and learning more activities for self-care, as well as training to deal with children’s behaviors and learning de-escalation techniques.

On October 17, 2018 approximately 20 educators were trained on the Shape System an assessment system that rates the schools current response to Mental Health and identifies resources that the school can use to improve/enhance their responses. On October 25, 2018 approximately 20 educators were also trained on Building Trauma Informed Spaces. On October 31, 2018 staff were trained on Culture and Trauma.

## **SECTION II: TEACHER CONSULTATIONS**

As of the time this report is being written, the CB clinician has provided consultations to 12 teachers. In total there have been 37 specific consultation sessions, 15 of which occurred in group settings during grade-level meetings and 22 individual consulting conversations that occurred following classroom observations.

Social and emotional learning (SEL) is the process through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions. Whether discussing specific, classroom-disruptive behavioral issues that teachers are facing, or more general procedures and guidelines for how to effectively address serious emotional/behavioral outbursts, these consultations provide the CB clinician with the opportunity to discuss SEL strategies and principles that can help to mitigate the impact of those situations when they occur and create an environment that reduces the frequency of those types of events in the future.

Feedback from WRSA teachers on their impressions of the services provided by the CB staff member thus far have been very positive. Based on satisfaction surveys completed by 10 WRSA teachers during the month of October 2018, 100% of the respondents either agreed or strongly agreed with each of the following statements:

- *I believe that having a CB clinician at our school is beneficial for our staff.*
- *I believe that having a CB clinician at our school is beneficial for our students.*
- *I find the CB clinician to be knowledgeable about classroom behavior management and trauma-informed practices.*
- *I have learned at least one new strategy for working with my students from the CB clinician.*
- *I have seen improvements in my students' performance (attendance, behavior, etc.) since implementing strategies I have learned from the CB clinician.*

In addition, the teachers who responded to these surveys wrote in many comments supportive of the CB clinician presence and impact at the school. For example, one teacher wrote that, "I think it is wonderful having this resource at our school, especially seeing that a good number of students have been impacted by trauma and it impacts their behavior at school," while another wrote, "[the CB clinician] is a great addition to our staff! He is knowledgeable and helpful to staff and students!" A third teacher noted, "I feel it is necessary for our school to have a CB clinician and appreciate what they do and the impact they have."

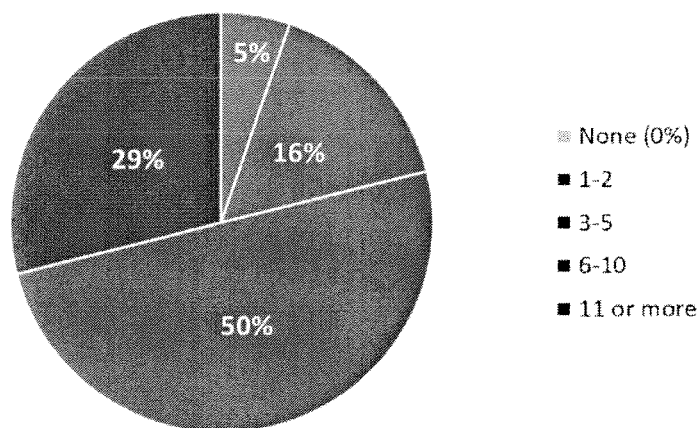
### **SECTION III: CLINICAL SCREENINGS AND INTERVENTIONS**

It is now well understood that children exposed to chronic stress and trauma are at greater risk for developing mental health disorders and school failure. If a student is anxious, depressed, distracted by events that happened the night before, or worried about what will happen when they get home, he or she will not be able to focus on school work. To try and manage their

symptoms, students may engage in negative behaviors, like fighting, or being verbally aggressive, while other students will try and manage symptoms by disengaging, sleeping in class or acting like the class clown. By screening and identifying trauma and other symptoms in the WRSA students, CB staff can identify those at greater risk for school failure and be able to provide the necessary support.

Toward these aims, the CB clinician has already screened 38 WRSA students using a Trauma Exposure Checklist (TEC) developed by CB and the Child PTSD Symptom Scale (CPSS; Foa et al., 2001). The TEC details over 30 specific traumatic events that the student may have witnessed or had happen to them at some point in their life (e.g. “Have you ever been slapped, punched, hit very hard, or kicked by someone in your family?”, “Have you ever seen a parent, caregiver, someone in your family or close to you be arrested by the police?”, “Has anyone ever touched you in your sexual private parts, forced you to do other things that involved sexual private parts or see sexual things?”). Based on the TEC responses that we have collected so far, students at WRSA have on average been exposed to 8.5 traumatic events in their lives (SD=3.5), with the majority reporting between 6-10 events and no students reporting having experienced none of the listed traumatic events (see chart to the right for the full distribution).

**Number of Traumatic Events Reported by Students (N=38)**



The CPSS is a standardized self-report measure designed to assess the presence and severity of symptoms of post-traumatic stress disorder present in children and adolescents (i.e. symptoms related to avoidance/numbing (e.g. trying to avoid things that remind them of the traumatic event; not feeling close to those around them), hyper-arousal (e.g. feeling irritable; being easily startled) and re-experiencing (e.g. having unwanted thoughts about the event; feeling as if the event was happening again). According to the creators of the instrument, a score of 15 or more on the CPSS indicates clinically relevant levels of symptoms, suggestive of a PTSD diagnosis, while scores of 13 or higher being considered ‘borderline’ and still likely to require clinical intervention. Based on the CPSS measures that we have been able to collect so far, students at WRSA are reporting an average score of 15.2 (SD=10.9) with over half of the students having scores in the clinically relevant (52.6%, n=20), or borderline (57.9%, n=22) range.

All students that report a score of 13 or higher on the CPSS, indicating that their PTSD symptoms are in the borderline or clinical range, are eligible for participation in an evidence-based group program called 'BounceBack' (described in further detail in Section IV). However, all students can participate in workshops run by the CB clinician and/or received individual interventions when needed. So far this year, 110 WRSA students have had the opportunity to participate in at least one of the 8 workshops the CB clinician has conducted, and 6 students have received at least one individual intervention session.

#### **SECTION IV: FUTURE DIRECTIONS**

As mentioned in the previous section, students who qualify based on their CPSS scores will be offered the opportunity to participate in BounceBack services provided by the CB clinician. BounceBack is a school-based group program provided by a clinician to students in elementary school that have experienced stressful and traumatic events. The program consists of 10 group sessions that are held for one hour each week for 10 weeks. In addition, the clinician provides 1-2 group parent sessions and 2-3 individual student sessions with the intention to teach students how to cope with the traumatic events they have experienced. Each group consists of 4-7 students, and session content includes coping skills, feelings identification, relaxation exercises, positive activities, social support, and problem solving.

In other schools where we have offered this program (or a version of this program designed for older children) we have seen tremendous academic, behavioral and clinical improvements. For example, academically, we saw 46% of participating students improved their GPA from their previous year by an average of 0.42 points. Behaviorally, there was a 35% reduction in the number of suspensions among the participating students from the previous year to the current year. This included a statistically significant [ $t(170)=-2.16, p<0.05$ ] reduction in the average number of suspensions per participating student from 2016-17 ( $M=0.61, SD=1.45$ ) to 2017-18 ( $M=0.40, SD=0.95$ ). Furthermore, looking at our clinical impacts we found that 65% of participating students reported a reduction in PTSD symptoms (based on the CPSS), including 36% of the students who reported clinical levels of PTSD symptom expression at baseline moving into the non-clinical range over the course of the year. Last, participating students on average reported statistically significant symptom reductions over the course of the year in overall PTSD symptom scores [ $M=17.0$  to  $M=11.9, t(80)=-4.64, p<0.001$ ]. We look forward to similarly exploring and sharing outcomes for WRSA students as they continue to receive services over the course of this academic year.

The embedded CB clinician will also continue to support educators in the classroom during challenging times as a push in provider and will also be able to provide pull outs in the event that a student is not able to remain in the classroom safely without distracting the rest of the students.

Workshops will continue to be offered to students with the goal of increasing their emotional awareness and self-regulation. For those students requiring more traditional mental health services, the CB clinician will be able to provide linkages to CB outpatient services including psychiatric services, and specialized services for children with developmental disorders.

Staff consultations will build on the trainings provided in the first part of the grant and will continue offer support at critical times. Meanwhile, families in need of support will be able to access services through the Clifford Beers Trauma Coalition given that this funding was not able to cover for a dedicated care coordinator.

In conclusion, working in other New Haven Schools, we learned that embedding a clinician and a care coordinator, while offering professional development and consultation for educators and other school staff have been effective solutions to improve school performance; Our data shows that we have been able to have a positive impact on students' mental health, grades, absences and suspensions. We look forward to having a positive impact on the lives of the WRSA students and families.



MOVING FORWARD

December 18, 2018

Yolanda Jones-Generette  
West Rock Stream Academy  
311 Valley Street  
New Haven, CT 06515

Re: 2018-2019 Agreement between Clifford W. Beers Guidance Clinic, Inc. and New Haven Public Schools, West Rock Stream Academy

Dear Ms. Jones-Generette,

Clifford Beers is the only provider in the region that can provide the full complement of services contemplated by the proposed agreement between Clifford Beers and NH Public Schools at the West Rock Stream Academy. Clifford Beers is the leader in trauma training and trauma-informed care in schools. We have trained school personnel throughout the state in how to identify trauma; screening and assessing for trauma; practice with responsive strategies; the impact of trauma on physical development; de-escalating tense, threatening and or dangerous situations; and restoring relationships. We are the region's trainers for CBITS and are the only regional provider equipped to provide evidence-based interventions for trauma in schools. We are the only provider with previously demonstrated outcomes and a dedicated quality analytics and research department to provide in-depth analysis, reporting, and quality assurance and improvement. We have been providing services at West Rock for several years and would be able to offer necessary consistency and continuity.

For the reasons stated herein, we are only provider able to fulfill the terms of the contract. Please feel free to contact me with any questions.

Sincerely,

Michael Riso  
Chief Financial Officer  
Clifford W. Beers Guidance Clinic, Inc.

**NEW HAVEN PUBLIC SCHOOLS  
AMENDMENT TO AGREEMENT**

CONTRACTOR: Dr. Dolores Cole AMENDMENT #: 1

GRANT # if applicable: 093-000 11000-12547-2019-82010-170003 – SDE00007 AGREEMENT #: 96211146

ATTACH COPY OF FULLY EXECUTED AGREEMENT

GRANT NAME: Commissioner's Network Grant – Clinton Avenue DATE: 08/01/2018

FUNDING SOURCE FOR AGREEMENT: Special Funds - Commissioner's Network Grant – Clinton Avenue

ACCT # FOR AGREEMENT: 2547-900-6211-56694-0006

ORIGINAL AMOUNT OF AGREEMENT: \$ 19,800.00

AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT: \$19,800.00

X ACTUAL OR \_\_\_\_\_ ESTIMATE

AMOUNT OF THIS AMENDMENT: \$ 0.00

N/A INCREASE OR N/A DECREASE

AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT: \$ 19,800.00

FUNDING SOURCE & ACCT # FOR AMENDMENT: 2547-900-6211-56694-0006

**DESCRIPTION AND NEED FOR AMENDMENT:** Per the Connecticut State Department of Education Dr. Cole began her services on September 21, 2018. The services are a continuation of services from the previous year. In year three of the grant it is the school's responsibility, through the grant, to pay for Dr. Cole's services for a determined allotment of days. Per the grant, Clinton Avenue School was granted 45 working days with Dr. Cole. In order to fulfill this obligation Dr. Cole began her work on 09/21/2018 due to the fact that the grant money was distributed to our school account at the beginning of September. The original contract should have stated 09/11/2018 to 06/2019 **NOT** 10/11/2018 due to the fact that the grant money was allotted in September 2018.

**ALL OF THE TERMS AND CONDITIONS OF ORIGINAL AGREEMENT REMAIN IN FULL FORCE AND EFFECT**

CONTRACTOR'S SIGNATURE: *Dolores S Cole* 1/3/19  
(Name) (Date)

*Leadership Advisor*  
(Title)

NEW HAVEN BOARD OF EDUCATION:

\_\_\_\_\_  
President

\_\_\_\_\_  
(Date)

# CONTRACTORS COPY

## AGREEMENT

By And Between  
The New Haven Board of Education

AND

AGREEMENT NO. 96211146

Dr. Dee Cole

FOR DEPARTMENT/PROGRAM:

Clinton Avenue School

This Agreement entered into on the 21st day of September, 2018 effective (no sooner than the day after Board of Education Approval), 11<sup>th</sup> day of October 2018, by and between the New Haven Board of Education (herein referred to as the "Board") and Dr. Dee Cole, 796 Prospect Avenue, West Hartford, Ct 06107, (herein referred to as the "Contractor").

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

In order to continue to build capacity among staff and provide support/guidance in implementing rigorous instruction around the CCS ELA standards with focus and fidelity we will continue to work with Dr. Dee Cole, Leadership Advisor.

This individual will work with the Clinton Avenue School leadership and staff around rigorous classroom instruction and the implementation of effective interventions primarily in Literacy Instruction. The Leadership Advisor will continue to assist in gathering and analyzing student instructional data and assessment outcomes and to assist the leadership team and coaches in making instructional decisions school-wide. This individual will also participate in data team meetings with all grade levels, attend grade level and vertical team meetings when necessary, staff meetings, and work specifically with identified teachers to support instruction.

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$440.00 per day for 45 sessions - \$6,600.00 increments of 15 days** for up to a maximum of **forty-five day(s)**. The maximum amount the contractor shall be paid under this agreement: Nineteen thousand eight hundred dollars (\$19,800.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by Commissioner's Network Grant Program of the New Haven Board of Education, **Account Number:** 2547-900-6211 – 56694-0006

This agreement shall remain in effect from October 11, 2018 to June 30, 2019.



**Exhibit A: Scope of Service** Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.


**Exhibit B: Student Data and Privacy Agreement:** Attached

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
Contractor Signature

  
President  
New Haven Board of Education

12/7/18  
Date

12/10/18  
Date

Dolores S. Cole EdD. Executive Coach  
Contractor Printed Name & Title



## NEW HAVEN PUBLIC SCHOOLS

### EXHIBIT B

#### STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Wexler-Grant Community School  
**Re:** Literacy How, Inc  
**Meeting Date:** November 27, 2018

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and Literacy How, Inc, onsite workshop for all staff members. Based on the conversations with Wexler-Grant and New Haven leadership; Literacy How, Inc will provide a partnership model that will enable their highly-qualified consultants to work closely with Wexler-Grant leaders, instructional coaches, teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term sustainable success. In alignment, Literacy How will begin to build the teachers' understanding of comprehensive literacy by using a common language of instruction for students. Additionally, they will highlight the following principles of Wexler's professional development: grounded in a theoretical framework for how reading skills are acquired;

- comprehensive, addressing and interweaving all five components of the reading process;
- language-based (i.e., explicitly instructing students in the structure of language and the meaningful parts of words) and code-based (i.e., teaching the foundational skills of phonemic awareness and phonics);
- personalized to each students' learning profile and asset-oriented, so that teachers focus on the student's strengths and the conditions under which learning is enabled.
- diagnostic (i.e., teachers use frequent formative assessments), prescriptive (i.e., teachers determine the best matched intervention/instruction to meet the student's individual needs) and scaffolded (i.e., teacher's prompts diminish as students gain proficiency).

**Amount of Agreement and the Daily, Hourly or per Session Cost:** Literacy How training PD on rigorous Literacy Instructions with focus on planning, monitoring progress and job embedded coaching through May 30, 2019 (2.1). Totaling \$79,897

This contract will be billed at \$900 per day per mentor visit (total 29 visits for each of the three mentors: 87 total visits) plus the cost of materials over the course of the contract (estimated at \$1,597 for Literacy How Professional Learning Series books and other activities and handouts needed). The maximum amount the contractor shall be paid under this agreement: Seventy-nine thousand, eight hundred ninety-seven dollars (\$79,897).

**Funding Source: School Improvement Grant Account Number: 2531-6167-56694-0032**

## Key Questions:

1. Please describe how this service is strategically aligned with school or District goals:

This service is strategically aligned to our school-wide goals based on student growth over time. The Connecticut State Department of Education requires that we base our progress on individual growth targets and trajectories on ESSA-required goals of academic achievement



New Haven School Change  
NEW HAVEN PUBLIC SCHOOLS

and progress towards English Language. The workshop is designed to introduce teachers to a research-based perspective for implementation of classroom literacy instruction with a focus on all components of comprehensive literacy instruction: phonemic awareness, phonics and spelling, vocabulary and morphology, syntax, and text comprehension and written expression. The foundation of all of these components is oral language

2. What **specific need** will this contractor address? During the 2017-2018 School year, classroom observations from a variety of stakeholders revealed that most lessons are taught in isolation and are not part of coherent sequence. With a commitment to strive towards instructional excellence through a foundation focusing on literacy, Wexler-Grant will utilize resources from the SIG grant to improve student learning and ultimately achievement. The goal of the Literacy How is to provide a schema conveying all domains of literacy required for a child to become literate.

The five components of comprehensive literacy instruction:

- **Phonemic awareness (PA)**—an awareness of and the ability to manipulate the individual sounds (phonemes) in spoken words;
  - **Phonics (P)**—the study and use of sound/spelling correspondences and syllable patterns to help students read written words;
  - **Fluency (F)**—reading text with sufficient speed, accuracy and expression to support comprehension;
  - **Vocabulary (V)**—the body of words and their meanings that students must understand to comprehend text; (the Literacy How reading model includes **Morphology** with Vocabulary); and
  - **Text comprehension (TC)**—the ability to make meaning requiring specific skills and strategies, vocabulary, background knowledge and verbal reasoning skills.
3. **Contractor selection:** quotes, RFP, or Sole Source? RFI
  4. What **specific skill set** does this contractor bring to the project? See Attached Contract outline
  5. Is this a **new or continuation service**? **If a continuation service:** a) has cost increased? If yes, by how much? b) What would an alternative contractor cost? New Service
  6. **Evidence of Effectiveness:** How will the contractor's performance be evaluated? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness: Teaches will be surveyed to gather their understanding of the PD and the contractor will schedule onsite check in's to ensure the continual sustainability of the PD.
  7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? NA
  8. Why do you believe this agreement is **fiscally sound**?



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Facilitated by more than one of Literacy How, Inc's expert facilitators, the workshop is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Participants are actively engaged in project design, job-embedded coaching, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and Literacy How, Inc Team.

# AGREEMENT

**By And Between  
The New Haven Board of Education  
AND**

**[Literacy How, Inc.]**

**FOR DEPARTMENT/PROGRAM:**

**[Wexler-Grant Community School]**

This Agreement entered into on the 1<sup>st</sup> day of October, 2018 effective (no sooner than the day after Board of Education Approval), the 1<sup>st</sup> day of October 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Literacy How, Inc located at 100 Broadway, North Haven CT 06473 (herein referred to as the “Contractor”).

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

The president of *Literacy How* and the three *Literacy How* Mentors who will be providing coaching to Wexler Grant teachers during the 2018-19 school year will provide an all-day workshop for K-8 teachers from the school. The three *Literacy How Mentors* will be providing weekly school-based mentoring and biweekly or monthly professional development for all K-8 classroom teachers to cover the period from October 1, 2018 through May 30, 2019. The workshop is designed to introduce teachers to a research-based perspective for implementation of classroom literacy instruction with a focus on all components of comprehensive literacy instruction: phonemic awareness, phonics and spelling, vocabulary and morphology, syntax, and text comprehension and written expression. The foundation of all of these components is oral language (see *Literacy How Reading Wheel* (<http://www.literacyhow.com/our-model/components-of-comprehensive-literacy-instruction/>)).

During the workshop, we will begin to build the teachers’ understanding of comprehensive literacy by using a common language of instruction for students. Additionally, we will highlight the following principles of our professional development: grounded in a theoretical framework for how reading skills are acquired;

- comprehensive, addressing and interweaving all five components of the reading process;
- language-based (i.e., explicitly instructing students in the structure of language and the meaningful parts of words) and code-based (i.e., teaching the foundational skills of phonemic awareness and phonics);

- personalized to each students' learning profile and asset-oriented, so that teachers focus on the student's strengths and the conditions under which learning is enabled.
- diagnostic (i.e., teachers use frequent formative assessments), prescriptive (i.e., teachers determine the best matched intervention/instruction to meet the student's individual needs) and scaffolded (i.e., teacher's prompts diminish as students gain proficiency).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$79,897 for training PD on rigorous Literacy Instructions with focus on planning, monitoring progress and job embedded coaching through May 30, 2019 (2.1)** for up to a maximum of **three Literacy How Mentors who will be providing weekly school-based mentoring and biweekly or monthly professional development for all K-8 classroom teachers to cover the period from October 1, 2018 through May 30, 2019.** This contract will be billed at \$900 per day per mentor visit (total 29 visits for each of the three mentors: 87 total visits) plus the cost of materials over the course of the contract (estimated at \$1,597 for Literacy How Professional Learning Series books and other activities and handouts needed). The maximum amount the contractor shall be paid under this agreement: Seventy-nine thousand, eight hundred ninety-seven dollars (\$79,897). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **SIG Grant** of the New Haven Board of Education, **Account Number: 2531-6167-56694 Location Code: 0032**  
This agreement shall remain in effect from October 1st, 2018 to May 30<sup>th</sup>, 2019.



**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

Margie B. Gillis  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

12/17/18  
Date

\_\_\_\_\_  
Date

Margie B. Gillis President  
Contractor Printed Name & Title

## **Agreement between *Literacy How* and Wexler Grant School**

During the 2018-2019 Academic Year, *Literacy How* will work with educators and administrators at **Wexler Grant School** and provide the following:

### **1. Needs Assessment**

The president of *Literacy How, Inc.* (hereafter called "*Literacy How*") met with the Principal during the summer of 2018. A plan was developed for the school year with the goal to target practices that sustain results in literacy centering on professional development for K-8 teachers. Throughout the proposed project the *Literacy How* President, the *Literacy How* Mentor, and the *Principal*, will strive for clear and direct communication among the participating teachers in order to embed evidence-based practices into existing teacher practices to provide demonstrable benefits to students. The attached *Roles and Responsibilities* document will serve as a guiding document to articulate these expectations.

### **2. School Planning Meeting**

The *Literacy How* president met with school personnel after the Needs Assessment to review the strengths and needs of the school's literacy program, including curricular goals, assessment instruments, instructional materials, remedial programs, coordination of services and professional development needs. A plan was developed for the school year with the goal to target improvements in the literacy program centering on professional development for K-8 teachers. The plan includes the following components:

- Articulation of the core components to be covered in the professional development.
- Inventory of current assessment measures in order to make specific recommendations for the enhancement of tier one instruction and to determine use of informal diagnostic and progress monitoring assessments to drive instruction.
- Recommendations for professional resources for teachers.
- Implementation of the Scientific Research-based Interventions, including intervention for the at-risk reader.

Through *Literacy How Inc.*, three *Literacy How* Mentors will provide training for K – 8<sup>th</sup> grade teachers. Each mentor will be assigned three grades: K-2; 3-5; 6-8 and will support all of the teachers in those three grades. Each mentor will provide at least twenty-eight full-days of embedded professional development (PD). This PD is designed to help teachers acquire a research-based perspective for implementation of classroom literacy instruction with a focus on all components of comprehensive literacy instruction: phonemic awareness, phonics and spelling, vocabulary and morphology, syntax, and text comprehension and written expression. The foundation of all of these components is oral language (see *Literacy How Reading Wheel*: <http://www.literacyhow.com/our-model/components-of-comprehensive-literacy-instruction/>).

### **3. *Professional Development for Teachers***

The *Literacy How* Mentors will support the Internal Literacy Coach in assisting teachers with linking new concepts with their current instructional practices (i.e., Core State Standards and New Haven School District curricula). Embedded PD will be provided to K-8<sup>th</sup> grade classroom teachers and PD workshops will be provided to those teachers as well as ancillary personnel serving students' literacy acquisition (i.e., reading specialists, special educators, speech-language pathologists, ELL teachers). The workshops will give teachers opportunities to deepen their understanding of the underlying theory and research. To make the PD relevant and immediately transferable, teachers will be encouraged to bring student work samples and assessment results to help identify students' instructional needs and to determine appropriate interventions based on those needs.

### **4. *Professional Development for the Internal Literacy Coach***

It is expected that the principal will support a coaching model to include an infrastructure of pre-conferencing, co-teaching/observation and reflection. The principal will release the Literacy Coach to work with the *Literacy How* Mentors while they are in the school. This *Literacy Coach* will receive guidance in the scope, sequence and methods of professional development for teachers while observing and working with the *Literacy How* Mentors. In addition, this individual will help facilitate the professional development model in the building and will coordinate collaboration time that will take place at the school.

## **5. Administrative Support and Consultation**

The principal will be an integral part of implementation and as such, is strongly encouraged to attend at least part of every PD that the *Literacy How* mentors conduct. *Literacy How* Mentors will also meet individually with the principal to discuss the progress of the PD and additional steps that would facilitate optimal instruction and student achievement (e.g., selecting supplementary instructional materials; implementing informal assessment tools in the classroom). These meetings will occur at the school and include the principal, the *Literacy Coach* and the *Literacy How* Mentors. As the school's instructional leader, the principal's involvement is critical to the success of professional development. These regular meetings will give the principal the opportunity to increase familiarity with current reading research, to learn more about the content and rationale of the PD, and to meet and share challenges and solutions. These meetings will also serve as the primary vehicle to discuss the progress of the integration of PD into classroom instruction and additional steps that would facilitate optimal instruction and student achievement.

The *Literacy How* Mentors will also assist the principal in the use of the *Literacy How Literacy Protocols* as evidence of application of knowledge learned. These protocols include domain-specific information for each core component of comprehensive literacy so that principals know what to look for in terms of explicit and systematic instruction. Every effort will be made to use the protocol provided with each classroom teacher at least three times over the year. It is also expected that the *Literacy How Environmental Checklist* will be used in coordination with classroom visits to ensure essential student scaffolds are in use in every classroom.

**LETTER OF AGREEMENT**

During the 2018-19 academic year, Wexler Grant School agrees to contract with *Literacy How, Inc.* for the Mentors to provide the above Package of Services.

For these services, we will be paid the sum of \$79,897 for three Literacy How Mentors to provide weekly school-based mentoring and biweekly or monthly professional development for all K-8 classroom teachers to cover the period from November 1, 2018 through May 30, 2019. Coaching days are billed at \$900 per day for 28 days per coach. In addition, we will charge \$4,297 for administrative support and materials (Literacy How Professional Learning Series books).

We applaud your commitment to teachers and students and look forward to working with you in the future.

\_\_\_\_\_  
Margie B. Gillis, Ed. D.  
President, *Literacy How, Inc.*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Accepted

\_\_\_\_\_  
Date

This letter supersedes all prior or contemporaneous agreements, understandings, negotiations or representations, whether oral or written, expressed or implied, on these same subjects and may only be modified by an agreement signed by you and by *Literacy How*. You agree that *Literacy How* may assign this letter to any affiliate organized to operate the Mentor's work. *Literacy How* does reserve the right to re-budget funds between categories.

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Wexler-Grant Community School  
**Re:** Kids Kraze  
**Meeting Date:** November 27, 2018

---

**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and The Kids Kraze, an after school program from Wexler- Grant students. Kids Kraze will provide a variety of activities that promote healthy learning in a safe environment, while having fun and creating memories and lasting friendships. The goal is to provide on-site afterschool programming for up to 40 students in Grades K through 3, five days per week between 2:30 PM and 5:30 PM (on half days 12:00- 5:30). The Kids Kraze will provide homework support and enrichment in culinary, karate and Spanish. These enrichment courses will stimulate student engagement and interdisciplinary connections. The Kids Kraze will work in collaboration with other community partners and Wexler Grant's faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

The Kids Kraze/ Wexler Grant basketball team will be organized and operated by 2 coaches appointed by Wexler Grant administration. The team will focus on leadership, commitment and social inclusion.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** The Kids Kraze will provide after school programming for 108 days and for 20 weeks from January 22, 2019 – June 19, 2019 (including 20 hours of staff meeting and training time). Totaling \$70,000

**Funding Source: Commissioner's Network Grant Account Number:** 2547-6293-56697-0032

## Key Questions:

1. Please describe how this service is **strategically aligned** with school or District goals:

This service is strategically aligned to our school-wide goals based on improving academic performance in literacy and math, as well as attendance and culture and climate. The after school program will improve student follow through in academics outside the classroom with structured time for homework support and independent reading. The Kids Kraze mission is to engage our participants in a variety of activities that promote healthy learning in a safe environment, while having fun and creating memories and lasting friendships. This mission will help improve attendance and culture and climate because of the emphasis on community and friendships.

## Afterschool Program Details

Students will be grouped by grade in groups of up to 10 students for homework completion, reading and literacy games. During the enrichment blocks, grades K and 1 will become one group and grades 2 and 3 will become one group.



New Haven School Change  
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- Program hours: 2:30 - 5:30 p.m. Monday through Friday
  - 40 participants – grades K through 3
  - Staff: child ratio – 2:10 (1 senior counselor, 1 junior counselor)
  - Location of service – on-site
  - The basketball program will meet 3 days a week and will consist of 20-25 students
2. **Contractor selection:** quotes, RFP, or Sole Source? Quote
  3. What **specific skill set** does this contractor bring to the project? Kids Kraze has vast experience working with children in summer camp and after school settings.
  4. Is this a **new or continuation service**? **If a continuation service**: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost? New Service
  5. **Evidence of Effectiveness:** How will the contractor's performance be evaluated? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness: Families and students will be surveyed to gather their input on the value of Kids Kraze.
  6. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? NA
  7. Why do you believe this agreement is **fiscally sound**?  
Kids Kraze will be providing after school community and friendship building based around homework support and enrichment activities. The extended day provides an additional supervised time for students. This will also provide after school care for working parents. Providing this for free will help ensure that our students have time to complete their homework and participate in engaging activities.

# AGREEMENT

**By And Between**  
**The New Haven Board of Education**  
**AND**  
**The Kids Kraze**

**FOR DEPARTMENT/PROGRAM:**

**[Wexler-Grant Community School]**

This Agreement entered into on the 22nd day of January, 2019 effective (no sooner than the day after Board of Education Approval), the 22nd day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, The Kids Kraze, located at 1 Science Park, New Haven, CT 06511 (herein referred to as the “Contractor”).

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

*The Kids Kraze and The Kids Kraze instructors will be providing afterschool programming to Wexler Grant students during the 2018-19 school year. They will provide on-site activities for up to 40 students in Grades K through 3, five days per week between 2:30 PM and 5:30 PM. The Kids Kraze will provide homework support and enrichment in culinary, karate and Spanish. These enrichment courses will stimulate student engagement and interdisciplinary connections. The Kids Kraze will work in collaboration with other community partners and Wexler Grant’s faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.*

*The Kids Kraze/ Wexler Grant basketball team will be organized and operated by 2 coaches appointed by Wexler Grant administration. The team will focus on leadership, commitment and social inclusion.*



**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$70,000 for afterschool programming for Wexler-Grant K- 3 students through June 19, 2019 to cover the period from January 22, 2019 through June 19, 2019.

**Afterschool Program Models**

<b>Days of Operation</b>	January 22, 2019 - June 19, 2019
<b># of Days of Operation</b>	108 days
<b># of Weeks of Operation</b>	20 weeks
<b>Staff Training Days (*indicate 2-hour training; **indicate 3-hour training; all others are 1-hour meetings)</b>	**1/17, **1/18, 1/28, *2/18, *2/25, 3/25, *4/12, 5/31, 6/14 18 hours of meeting/training for senior counselors 14 hours of meeting/training for junior counselors 12 hours of meeting/training for enrichment instructors

**Afterschool Program Anticipated Cost Models**

<b>Assumptions:</b>	
<b>After school student participation (Grades K-3)</b>	40 to 45
<b>Number of Enrichment Instructors (EI) - Karate, Spanish</b>	2
<b>Number of Senior Counselors (SC)</b>	4
<b>Number of Junior Counselors (JC)</b>	4
<b>Days of programming</b>	108
<b>Hourly rate for Enrichment Instructors</b>	\$20
<b>Hourly rate for Senior Counselors</b>	\$12
<b>Weekly rate for Junior Counselors</b>	\$75
<b>Senior and Junior Counselors hours per day</b>	3
<b>Enrichment Instructors (EI) hours per week</b>	4
<b>Expenditures:</b>	<b>Costs:</b>
<b>Fixed Costs:</b>	
<b>The Kids Kraze Program Supervisor</b>	\$25,000
<b>Variable Costs:</b>	
<b>Senior Counselors</b> (4 SC x 3 hr/day x 108 days x \$12/hr) + (18 hr PD/events x \$12/hr x 4 SC) = \$16,416	\$16,416
<b>Junior Counselors</b> (4 JC x 15 hr/wk x 16 weeks x \$75/wk) + (14 hr PD/events x \$75/wk x 4 JC) = \$5400	\$5400
<b>Specials Instructors</b> (2 EI x 2 hr/day x 42 days x \$20/hr) + (12 hr PD/events x \$20/hr x 2 EI) = 3840	\$3840

<b>(B) Afterschool supplies</b>	<b>\$9344</b>
<b>Basketball Coaches (\$2500 annually x 2 coaches)</b>	<b>\$5000</b>
<b>Basketball Supplies</b>	<b>\$5000</b>
<b>Total Cost</b>	<b>\$70,000</b>

**District In-Kind Program Contributions:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Facilities</b></li> <li>• <b>Daily snacks for students</b></li> <li>• <b>Security staff</b></li> </ul> | <ul style="list-style-type: none"> <li>• Custodial staff</li> <li>• Access to Administrative Equipment (copy machine, fax machine)</li> <li>• School access, key, badge</li> </ul> |
|--|--|

The maximum amount the contractor shall be paid under this agreement: seventy thousand dollars (\$70,000).

Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **Commissioner's Network Grant** of the New Haven Board of Education, **Account Number:** 2547-6293-56697 **Location Code:** 0032

This agreement shall remain in effect from January 22, 2019 to June 19, 2019.

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

12/04/18  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Reshica Newton – Executive Director  
Contractor Printed Name & Title



**The Kids Kraze/ Wexler Grant  
Commissioner's Network Collaborative Partner  
Draft Proposal  
Educational Services**

**SCOPE OF SERVICE:**

**AFTERSCHOOL PROGRAMMING**

The Kids Kraze mission is to engage our participants in a variety of activities that promote healthy learning in a safe environment, while having fun and creating memories and lasting friendships. It is our goal to provide on-site afterschool programming for up to 40 students in Grades K through 3, five days per week between 2:30 PM and 5:30 PM. The Kids Kraze will provide homework support and enrichment in culinary, karate and Spanish. These enrichment courses will stimulate student engagement and interdisciplinary connections. The Kids Kraze will work in collaboration with other community partners and Wexler Grant's faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

The Kids Kraze/ Wexler Grant basketball team will be organized and operated by 2 coaches appointed by Wexler Grant administration. The team will focus on leadership, commitment and social inclusion.

**Afterschool Program Details**

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Students will be grouped by grade in groups of up to 10 students for homework completion, reading and literacy games. During the enrichment blocks, grades K and 1 will become one group and grades 2 and 3 will become one group.

- Program hours: 2:30 - 5:30 p.m. Monday through Friday
- 40 participants – grades K through 3
- staff/child ratio – 2:10 (1 senior counselor, 1 junior counselor)
- Location of service – on-site

The basketball program will meet 3 days a week and will consist of 20-25 students

**Description of Proposed Program and Services**

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**EXPANDED DAY SERVICES TO STUDENTS**

**After-School Outline**

Homework Assistance/ Reading/ Literacy Games

Enrichment Programs

Service Learning

TIME BLOCK	ACTIVITY
2:30 – 2:45	Bathroom Breaks
2:45 – 3:00	Snack
3:00 – 3:25	Homework Assistance, Reading, Literacy Games
3:30 – 4:20	Enrichment Block #1
4:20 – 4:30	Transition / bathroom breaks
4:30 – 5:20	Enrichment Block #2
5:20 – 5:30	Dismissal

#### **Homework Assistance/ Reading/ Literacy Games**

- Students who receive homework will be helped
- Students in grades K-1 will sit for a read-a-loud
- Students in grades 2-3 will read silently after completing their homework
- Literacy games will be available after reading is complete

#### **Afterschool Program Enrichment Components**

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**Enrichment Classes:** Students will participate in five enrichment classes per session. Students will rotate enrichment classes every session or marking period. The summary below identifies the enrichment offerings; afterschool instructors will ultimately shape the course format and content based on school/grade level expectations and in preparation for exhibits or showcases at the end of each session.

#### **Proposed Arts Enrichment / Physical Enrichment**

- Culinary
- Karate/ Tumbling
- Spanish
- Sports/Physical Activity
- Arts and Crafts

## Enrichment Component Explanations:

- **Culinary:** Culinary is a great way to foster patience, confidence and teamwork into our students. They will have the opportunity to create child friendly meals and learn how to read recipes and use basic kitchen utensils. Students will create their own cookbook from all their recipes to keep and share with their families.
- **Karate/Tumbling:** Karate demonstrates discipline, structure and respect while tumbling teaches self-awareness and strength. Students will learn basic karate skills and be introduced to the primary stages of tumbling.
- **Spanish:** Students will be introduced to Spanish as a second language. They will learn common words and conversational phrases through music, songs and games.
- **Sports/Physical Activity:** Students will have an opportunity for non-traditional team games and physical activity in the gym. This may include, rugby, capoeira, soccer, lacrosse, field hockey, hip-hop dance, and African Dance. Physical activity will be supervised by Kids Kraze staff, approved volunteers, and community partners.
- **Arts and Crafts:** Students will complete a variety of arts and craft projects that they can bring home or keep on display at the school.

**Student Exhibitions and Artwork:** The afterschool program is purposeful in its design and reflects an outcomes-oriented approach. Enrichment courses will foster student pride and ownership. Student artwork generated during the afterschool program will be displayed throughout the school, accomplishing two goals: (1) celebrating student work; and (2) enhancing the learning environment. As noted, students will also participate in periodic performances, exhibitions, and recitals. Students will demonstrate their newfound skills to their families, peers, and teachers. These events will foster community involvement and build student confidence.

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**Afterschool Program Models**

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<b>Days of Operation</b>	January 22, 2019 – June 19, 2019
<b># of Days of Operation</b>	108 days
<b># of Weeks of Operation</b>	20 weeks
<b>Staff Training Days</b> (*indicate 2-hour training; **indicate 3-hour training; all others are 1-hour meetings)	**1/17, **1/18, 1/28, *2/18, *2/25, 3/25, *4/12, 5/31, 6/14 18 hours of meeting/training for senior counselors 14 hours of meeting/training for junior counselors 12 hours of meeting/training for enrichment instructors

**WEXLER GRANT AFTERSCHOOL MARKING PERIOD SCHEDULE**

*Session #1 – January 22 – April 5*

	Grade/group	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Enrich. Block 1</b>	A – K/ 1 <sup>st</sup>	Arts	Karate	Culinary	Sports	Spanish
	B – 2 <sup>nd</sup> / 3 <sup>rd</sup>	Spanish	Culinary	Sports	Karate	Arts
<b>Enrich. Block 2</b>	A – K/ 1 <sup>st</sup>	Spanish	Culinary	Sports	Karate	Arts
	B – 2 <sup>nd</sup> / 3 <sup>rd</sup>	Arts	Karate	Culinary	Sports	Spanish

*Session #2 – April 5 – June 19*

	Grade/group	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Enrich. Block 1</b>	A – K/ 1 <sup>st</sup>	Arts	Karate	Culinary	Sports	Spanish
	B – 2 <sup>nd</sup> / 3 <sup>rd</sup>	Spanish	Culinary	Sports	Karate	Arts
<b>Enrich. Block 2</b>	A – K/ 1 <sup>st</sup>	Spanish	Culinary	Sports	Karate	Arts
	B – 2 <sup>nd</sup> / 3 <sup>rd</sup>	Arts	Karate	Culinary	Sports	Spanish

**Basketball Team – Tuesdays and Wednesday 4p-5p, Thursdays 2:30p-4p**

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**Afterschool Program Anticipated Cost Models**

<b>Assumptions:</b>	
<b>After school student participation (Grades K-3)</b>	40 to 45
<b>Number of Enrichment Instructors (EI) - Karate, Spanish</b>	2
<b>Number of Senior Counselors (SC)</b>	4
<b>Number of Junior Counselors (JC)</b>	4
<b>Days of programming</b>	108
<b>Hourly rate for Enrichment Instructors</b>	\$20
<b>Hourly rate for Senior Counselors</b>	\$12
<b>Weekly rate for Junior Counselors</b>	\$75
<b>Senior and Junior Counselors hours per day</b>	3
<b>Enrichment Instructors (EI) hours per week</b>	4
<b>Expenditures:</b>	<b>Costs:</b>
<b>Fixed Costs:</b>	
<b>The Kids Kraze Program Supervisor</b>	\$25,000
<b>Variable Costs:</b>	
<b>Senior Counselors</b> (4 SC x 3 hr/day x 108 days x \$12/hr) + (18 hr PD/events x \$12/hr x 4 SC) = \$16,416	\$16,416
<b>Junior Counselors</b> (4 JC x 15 hr/wk x 16 weeks x \$75/wk) + (14 hr PD/events x \$75/wk x 4 JC) = \$5400	\$5400
<b>Specials Instructors</b> (2 EI x 2 hr/day x 42 days x \$20/hr) + (12 hr PD/events x \$20/hr x 2 EI) = \$3840	\$3840
<b>(A) Afterschool supplies</b>	\$9344
<b>Basketball Coaches (\$2500 annually x 2 coaches)</b>	\$5000
<b>Basketball Supplies</b>	\$5000
<b>Total Cost</b>	<b>\$70,000</b>
<b>District In-Kind Program Contributions:</b>	
<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Daily snacks for students</li> <li>• Security staff</li> </ul>	<ul style="list-style-type: none"> <li>• Custodial staff</li> <li>• Access to Administrative Equipment (copy machine, fax machine)</li> <li>• School access, key, badge</li> </ul>



**Afterschool Budget:**

Item/description and Quantity	Cost	Vendor
Arts and Craft Supplies	\$2000	Multiple Sources
Tumbling Equipment	\$950	Tumbltrak.com
Karate Equipment	\$500	Kungfu4less.com
Student Karate Gi	\$920	Kungfu4less.com
Aprons/hats	\$344	Restaurant Depot
Kitchen Utensils	\$300	Restaurant Depot
Food Items	\$2500	Multiple sources
First Aid	\$200	Walmart.com
Kinderlime Technology	\$800	Kinderlime.com
Sports Supplies	\$830	Multiple sources
<b>TOTAL</b>	<b>\$9344</b>	

Other Considerations

- Office/community space
- Shared classroom space
- Storage Space
- Intercom/ Walkies

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Wexler-Grant Community School  
**Re:** ConnCAT  
**Meeting Date:** November 27, 2018

**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and ConnCAT. Based on the conversations with Wexler-Grant and New Haven leadership; ConnCAT will implement Youth Arts Programming. ConnCAT Youth Arts Programming is based on providing solutions for students who are at risk of dropping out of school, as identified by such markers as: poor attendance, under credit, under grade level, academic skills basic or below and who have high incidence of behavioral problems. Though we do not serve this population exclusively, we work with community partners to identify students who can benefit from our programs. As a part of our agreement ConnCAT, parents, students, and schools share information relevant to carving out a path for academic and personal success. The experiential programs provide youth from Greater New Haven an opportunity to express their learning through the experience of movement, spoken word, digital media, visual arts, photography, and gardening/land cultivation.

The components of the **AFTER-SCHOOL PROGRAM** have been strategically crafted to enhance academic learning using innovative hands on approaches to the Common Core State Standards. Our course descriptions delineate how each course has been crafted to enrich the teaching and learning that is already happening in classrooms every day. ConnCAT is a partner in the effort to help our students achieve success. This effort requires a collaboration of commitments from schools, parents, students, and after-school providers alike.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** The following image consists of total expenditures for salaries of Program Manager, After School Instructors, and Homework Helpers.

## Afterschool Program Duration – Year 1

- 2:30 p.m. to 5:30 p.m. (3 hours)

	Year 1 - revised
Days of Operation	January 22, 2019 - June 17, 2019
# of Days of Operation	102 days
# of Weeks of Operation	21 weeks
Staff Training Days (*indicate 2-hour training; **indicate 3-hour training; all others are 1-hour meetings)	**1/17, ** 1/18, 1/28, *2/25, 3/25, *4/12, 5/31, 6/14 (14 hours of meeting/training)



New Haven School Change

NEW HAVEN PUBLIC SCHOOLS

Expenditures:	Costs:
<b>Fixed Costs:</b>	
Wexler Grant Program Manager (salary plus benefits) Annual salary \$43,000.00 - 22 weeks in contract and payroll taxes (\$26.92/week + \$98.76 payroll taxes) x 22 weeks = \$20,365	\$20,365
<b>Variable Costs:</b>	
Afterschool instructors (3 inst. X 2.25 hr./day X 92 days X \$26/hr.) + (14 hrs. PD/events X \$26/hr. X 3 instructors) = \$17,238.00	\$17,238.00
Homework Helpers (6 HH X 1.25 hr./day X 92 days X \$15) + (6 HH X \$15 X 4 hrs. PD/events) = \$10,710.00 (6 HH X 6.5 hr./day X 10 days X \$15) = \$5,850.00	\$16,560.00
(A) Afterschool supplies	\$24,637.00
(B) Adult education program (contracting and supplies)	\$1,200.00
<b>Total Costs:</b>	<b>\$80,000.00</b>

Afterschool Supplies:

Connecticut Center for Arts and Technology has designated a considerable portion of the supplies budget for the purchase of technology that will not be used exclusively by the afterschool program, but will be accessible to Wexler-Grants teachers and students throughout the program year and beyond the terms of the contract.

Instrumental music instruction will be provided by ConnCAT. The purchase of instruments is another considerable expenditure and like the technology purchase will be accessible to Wexler Grant school community beyond the terms of the contract.

Adult Education Program Budget

This budget will cover expenses for materials and resources for adult/community engagement such as workshop materials, receptions/beverages, and guest/speaker/contractor expenses.



New Haven School Change

NEW HAVEN PUBLIC SCHOOLS

Item/description and Quantity	Cost	Vendor
<b>Materials and Resources</b>		
Book Club Books (2) books clubs est. 5 participants/club	\$200.00	Amazon
(1) Poster sized poster pad	\$30.00	Staples
Financial Literacy curriculum and materials	100.00	Connecticut Association for Human Services (CAHS)
Pens, markers, general use	\$70.00	STAPLES
<b>Reception/ Beverages</b>		
Beverages, snacks, paper goods \$100 x 32 workshops	\$320.00	BJ's Wholesale
<b>Contractors/ Facilitators</b>		
TBD 16 workshops (gratis) 16 workshops x \$24.75/workshop	\$380.00	TBD
<b>TOTAL</b>	<b>\$1,200.00</b>	

**TOTAL AMOUNT: \$80,000**

**District In-Kind Program Contributions:**

- Facilities Access
- Daily snacks for students
- Security staff
- Custodial staff
- Access to administrative equipment/ copy machines \*copy paper included in budget

Afterschool budget

Item/description and Quantity	Cost	Vendor
<b>Tutor block</b>		
2500 PENCILS	\$350.00	ALLSORTS-ONLINE.COM
12 SUPPLY TOTES	\$160.00	LAKESHORE TEACHER SUPPLY
2 3-pack Chart Paper/ Post it Pads	180.00	STAPLES
20 Clip Boards	\$120.00	STAPLES
DRI WIPE MARKERS 30 SETS OF 4 WITH ERASER AND SPRAY	\$280.00	OFFICE DEPOT
COLORED PENCILS 24 SETS OF 12	\$64.00	BLICKART
7 BOXES of Erasers (24 unit)	\$56.00	WEBSTAIRANT
10 broom and dust/pan sets	\$20.00	DOLLAR TREE
<b>THEATER</b>		
PROPS	\$450.00	TBD
COSTUMES	\$450.00	TBD
SET	\$450.00	TBD
<b>Community Building</b>		
Connect-a-chute	\$145.00	WITS TEAM BUILDING
Run Mat	\$170.00	WITS TEAM BUILDING
Team transport	\$40.00	WITS TEAM BUILDING
Soft tug rope	\$190.00	WITS TEAM BUILDING
<b>Band Instruments</b>		
3 flutes	\$170.00	MUSIC AND ARTS
3 clarinets	\$207.00	MUSIC AND ARTS
1 Bass Clarinet	\$300.00	MUSIC AND ARTS



New Haven School Change

NEW HAVEN PUBLIC SCHOOLS

Various Reeds	\$500.00	MUSIC AND ARTS
3 Trumpets	\$300.00	MUSIC AND ARTS
3 Alto Saxophones	\$600.00	MUSIC AND ARTS
2 Trombones	\$240.00	MUSIC AND ARTS
2 Baritones	\$630.00	MUSIC AND ARTS
5 Snare Drums	\$400.00	MUSIC AND ARTS
1 Bass Drum	\$425.00	MUSIC AND ARTS
40 Beginner Sheet Music Books	\$400.00	MUSIC AND ARTS
Visual arts / Digital arts		
CANVASES 40 4X4, 40 8x8, 40 10X30	\$351.00	BLICKART
10 Gallon Acrylic Paints	\$580.00	BLICKART
50 Construction Paper/ 50 assorted colors	\$100.00	Staples
SMOCKS 25 BOXES OF 100	\$156.00	BLICKART
20 I-Pad and Stylus	\$7,600.00	Apple
3 Memory cards	\$150.00	BEST BUY
(75 in varying sizes) frames / black	\$525.00	A.C. MOORE
40 WATER COLOR PADS	\$130.00	BLICKART
4 SETS OF 12 WATER COLOR PAlettes	\$300.00	BLICKART
6 CANISTERS OF ASSORTED PAINTBRUSHES	\$786.00	BLICKART
2 SETS CHARCOAL PENCILS	\$134.00	BLICKART
40 12"x16" CHARCOAL SKETCH PADS	\$452.00	BLICKART
Video jump drives	\$88.00	BEST BUY
Office and General Supplies		
6 First Aid Kits	\$50.00	STAPLES
5 45-GALLON STORAGE BINS	\$100.00	HOME DEPOT
5 Garvin Lock and Key	\$40.00	HOME DEPOT
10 Copy Paper / 5 reams per case	\$240.00	STAPLES
3 Stapler combo packs	\$18.00	STAPLES
5 packs of 36 pens	\$40.00	STAPLES
WINTER AND SPRING BREAK MEALS		
LUNCH	\$1,300.00	TBD
BREAKFAST	\$1,700.00	TBD
SNACK	\$500.00	TBD
Agriculture		
TBD	\$2,000.00	Home Depot
<b>TOTAL</b>	<b>\$24,637.00</b>	

### Adult Education Program Budget

This budget will cover expenses for materials and resources for adult/community engagement such as workshop materials, receptions/beverages, and guest/speaker/contractor expenses.

Item/description and Quantity	Cost	Vendor
<b>Materials and Resources</b>		
Book Club Books (2) books clubs est. 5 participants/club	\$200.00	Amazon
(1) Poster sized poster pad	\$30.00	Staples
Financial Literacy curriculum and materials	100.00	Connecticut Association for Human Services (CAHS)



New Haven School Change

NEW HAVEN PUBLIC SCHOOLS

Pens, markers, general use	\$70.00	STAPLES
Reception/ Beverages		
Beverages, snacks, paper goods \$100 x 32 workshops	\$320.00	BJ's Wholesale
Contractors/ Facilitators		
TBD 16 workshops (gratis) 16 workshops x \$24.75/workshop	\$380.00	TBD
TOTAL	\$1,200.00	

**Funding Source: School Improvement Grant Account Number: 2547-6293-56697-0032**

**Key Questions:**

1. Please describe how this service is **strategically aligned** with school or District goals:

The internal assessment of Wexler Grant School, absent an official audit, aided us in identifying a short list of needs that will be addressed to impact positive change. These are: Improved attendance, Improved standardized test scores, Increased family engagement, Improved community reputation, Increase in technology education, and Increased community collaborations and support.

ConnCAT will provide on-site afterschool programming for up to 45 students in Grades 4 through 8, five days per week between 2:30 PM and 5:30 PM. ConnCAT will provide homework support and enrichment in the theater, community building, and instrumental music. These enrichment courses will stimulate student engagement and interdisciplinary connections. ConnCAT will work in collaboration with other community partners and Wexler Grant's faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

ConnCAT will also provide programming for the full week during Winter and Spring breaks. Programming during these days will be between 8:00 AM and 2 PM

2. What **specific need** will this contractor address?

During the 2018-2019 school year, the focus for the ConnCAT extended-day services are provided to engage and support students and families. Extended day program supports classroom instruction based on grade level expectations, teacher reports, and SMART goals. Teacher input is an essential component of the success of the after-school arts program. On-going redrafting of lesson plans will be contingent upon grade level areas of weakness as reported by teachers. A collaborative effort among after-school staff, Wexler Grant staff, and Wexler Grant administration will support the seamless transition from daily classroom instruction to extended day learning.

3. **Contractor selection:** quotes, RFP, or Sole Source? Quote



New Haven School Change  
NEW HAVEN PUBLIC SCHOOLS

4. What **specific skill set** does this contractor bring to the project?

Genevive Walker, COO

Genevive brings to ConnCAT a deep background in education and an abiding commitment to the community. Prior to ConnCAT, she co-developed and facilitated the Youth Initiative Summer Leadership Program of New Haven for seven years. Genevive is a veteran teacher of the New Haven and Hamden Public School systems. Originally from New Haven, Genevive has been a Connecticut resident for over 30 years and is a product of the New Haven Public School System. She earned her Bachelor's degree from Temple University in Philadelphia, PA and her graduate degree from Columbia University Teachers College in New York, NY. She dedicates her time through service on several boards including Elm City College Prep / Achievement First, Greater New Haven Literacy Coalition, Cold Spring Board of Trustees, and The Arts Council of Greater New Haven.

5. Is this a **new or continuation service**? **If a continuation service**: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost? New Service
6. **Evidence of Effectiveness**: How will the contractor's performance be evaluated? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness: An internal assessment will be used to gauge impact of program.
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? NA
8. Why do you believe this agreement is **fiscally sound**?  
ConnCAT's mission and commitment to the people of New Haven provides a seamless opportunity to make greater impact for those most in need of support. This extended day program requires a small group of professionals with some resources to run successfully and smoothly while impacting many students in our community.

# AGREEMENT

**By And Between  
The New Haven Board of Education  
AND**

**ConnCAT**

**FOR DEPARTMENT/PROGRAM:**

**[Wexler-Grant Community School]**

This Agreement entered into on the 22<sup>nd</sup> day of January, 2019 effective (no sooner than the day after Board of Education Approval), the 22<sup>nd</sup> day of January, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, ConnCAT located at Connecticut Center for Arts and Technology 4 Science Park, New Haven, CT 06511 (herein referred to as the “Contractor”).

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

## **DESCRIPTION OF PROPOSED PROGRAM AND SERVICES AFTERSCHOOL PROGRAMMING AND FAMILY/COMMUNITY ENGAGEMENT**

### **AFTERSCHOOL PROGRAMMING DETAILS**

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ConnCAT will provide on-site afterschool programming for up to 45 students in Grades 4 through 8, five days per week between 2:30 PM and 5:30 PM. ConnCAT will provide homework support and enrichment in the theater, community building, and instrumental music. These enrichment courses will stimulate student engagement and interdisciplinary connections. ConnCAT will work in collaboration with other community partners and Wexler Grant’s faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

ConnCAT will also provide programming for the full week during Winter and Spring breaks. Programming during these days will be between 8:00 AM and 2 PM

### **Afterschool Program Components**

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- Homework Assistance - operated by ***HW ASSISTANTS***, responsible for the management of small groups to assist with homework completion assistance
  - Study Skills
  - Civic Engagement/ Peer Mentoring



- Enrichment – operated by **AFTER-SCHOOL INSTRUCTORS**, responsible for teaching enrichment classes
  - Sports/Physical
  - Community Building
  - Instrumental Music

Program hours of operation – 5 days/week - 2:30 p.m. to 5:30 p.m.

Location of service – On-Site / Wexler Grant Community School

40-45 participants – grades 4 through 8

staff/child ratio – [1:10 for homework block] [1:14 for enrichment blocks]

Time block	Activity
2:30 – 2:40	Snack
2:40 – 3:30	Homework block / P.E.E.R.S. Program
3:30-3:40	Transition / bathroom breaks
3:40 – 4:25	Enrichment Block #1
4:25 -4:35	Transition / bathroom breaks
4:35 -5:20	Enrichment Block #2
5:20-6:00	Dismissal

### **Homework Assistance**

Students will be placed in grade level small groups and will receive support in homework completion. With support from the literacy/language arts department at Wexler Grant all students who complete their homework during this block will be required to read material appropriate for the student’s tested reading level. It is not expected that students who receive more than 50 minutes’ worth of homework will complete homework during afterschool.

\*Adult to Child Ratio: 1:8

Participants will work with homework helpers in groups of up to 8 students for homework completion and academic support. Following the academic block students will attend enrichment classes.

- Program hours: 2:40 - 3:30 p.m. / Monday through Friday
- Location of service – on-site

**District In-Kind Program Contributions:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Facilities Access</li> <li>• Daily snacks for students</li> <li>• Security staff</li> </ul> | <ul style="list-style-type: none"> <li>• Custodial staff</li> <li>• Access to administrative equipment/<br/>copy machines *copy paper included<br/>in budget</li> </ul> |
|--|---|

Afterschool budget

Item/description and Quantity	Cost	Vendor
Tutor block		
2500 PENCILS	\$350.00	ALLSORTS-ONLINE.COM
12 SUPPLY TOTES	\$160.00	LAKESHORE TEACHER SUPPLY
2 3-pack Chart Paper/ Post it Pads	180.00	STAPLES
20 Clip Boards	\$120.00	STAPLES
DRI WIPE MARKERS 30 SETS OF 4 WITH ERASER AND SPRAY	\$280.00	OFFICE DEPOT
COLORED PENCILS 24 SETS OF 12	\$64.00	BLICKART
7 BOXES of Erasers (24 unit)	\$56.00	WEBSTAIRANT
10 broom and dust/pan sets	\$20.00	DOLLAR TREE
THEATER		
PROPS	\$450.00	TBD
COSTUMES	\$450.00	TBD
SET	\$450.00	TBD
Community Building		
Connect-a-chute	\$145.00	WITS TEAM BUILDING
Run Mat	\$170.00	WITS TEAM BUILDING
Team transport	\$40.00	WITS TEAM BUILDING
Soft tug rope	\$190.00	WITS TEAM BUILDING
Band Instruments		
3 flutes	\$170.00	MUSIC AND ARTS
3 clarinets	\$207.00	MUSIC AND ARTS
1 Bass Clarinet	\$300.00	MUSIC AND ARTS
Various Reeds	\$500.00	MUSIC AND ARTS
3 Trumpets	\$300.00	MUSIC AND ARTS
3 Alto Saxophones	\$600.00	MUSIC AND ARTS
2 Trombones	\$240.00	MUSIC AND ARTS
2 Baritones	\$630.00	MUSIC AND ARTS
5 Snare Drums	\$400.00	MUSIC AND ARTS
1 Bass Drum	\$425.00	MUSIC AND ARTS
40 Beginner Sheet Music Books	\$400.00	MUSIC AND ARTS
Visual arts / Digital arts		
CANVASES 40 4X4, 40 8x8, 40 10X30	\$351.00	BLICKART
10 Gallon Acrylic Paints	\$580.00	BLICKART
50 Construction Paper/ 50 assorted colors	\$100.00	Staples
SMOCKS 25 BOXES OF 100	\$156.00	BLICKART
20 I-Pad and Stylus	\$7,600.00	Apple

3 Memory cards	\$150.00	BEST BUY
(75 in varying sizes) frames / black	\$525.00	A.C. MOORE
40 WATER COLOR PADS	\$130.00	BLICKART
4 SETS OF 12 WATER COLOR PALETTES	\$300.00	BLICKART
6 CANISTERS OF ASSORTED PAINTBRUSHES	\$786.00	BLICKART
2 SETS CHARCOAL PENCILS	\$134.00	BLICKART
40 12"x16" CHARCOAL SKETCH PADS	\$452.00	BLICKART
Video jump drives	\$88.00	BEST BUY
Office and General Supplies		
6 First Aid Kits	\$50.00	STAPLES
5 45-GALLON STORAGE BINS	\$100.00	HOME DEPOT
5 Garvin Lock and Key	\$40.00	HOME DEPOT
10 Copy Paper / 5 reams per case	\$240.00	STAPLES
3 Stapler combo packs	\$18.00	STAPLES
5 packs of 36 pens	\$40.00	STAPLES
WINTER AND SPRING BREAK MEALS		
LUNCH	\$1,300.00	TBD
BREAKFAST	\$1,700.00	TBD
SNACK	\$500.00	TBD
Agriculture		
TBD	\$2,000.00	Home Depot
<b>TOTAL</b>	<b>\$24,637.00</b>	

### Adult Education Program Budget

This budget covers expenses for materials and resources for adult/community engagement such as workshop materials, receptions/beverages, and guest/speaker/contractor expenses.

Item/description and Quantity	Cost	Vendor
Materials and Resources		
Book Club Books (2) books clubs est. 5 participants/club	\$200.00	Amazon
(1) Poster sized poster pad	\$30.00	Staples
Financial Literacy curriculum and materials	100.00	Connecticut Association for Human Services (CAHS)
Pens, markers, general use	\$70.00	STAPLES
Reception/ Beverages		
Beverages, snacks, paper goods \$100 x 32 workshops	\$320.00	BJ's Wholesale
Contractors/ Facilitators		
TBD 16 workshops (gratis) 16 workshops x \$24.75/workshop	\$380.00	TBD
<b>TOTAL</b>	<b>\$1,200.00</b>	

**Compensation:** The Board shall pay the salaries for the Program Manager, Instructors, and Homework Helpers for satisfactory implementation of all elements of the ConnCAT program in the total amount of **\$80,000**.

**Afterschool Program Duration – Year 1**

- 2:30 p.m. to 5:30 p.m. (3 hours)

	Year 1 - revised
Days of Operation	January 22, 2019 – June 17, 2019
# of Days of Operation	102 days
# of Weeks of Operation	21 weeks
Staff Training Days (*indicate 2-hour training; **indicate 3-hour training; all others are 1-hour meetings)	**1/17, ** 1/18, 1/28, *2/25, 3/25, *4/12, 5/31, 6/14 (14 hours of meeting/training)

**Afterschool Program Anticipated Costs**

<b>Assumptions:</b>	
After school student participation (Grades 4-8)	45
Number of enrichment classes offered	3
Number of ConnCAT instructors	3
Number of homework helpers	6
Days of programming	102
Hourly rate for instructors	\$20 > <\$28
Hourly rate for Homework Helpers	\$15.00
Homework Helper hours per day	1.25 regular school day 6.5 winter and spring break day
Instructor hours per day	2.25
<b>Expenditures:</b>	
<b>Costs:</b>	
<b>Fixed Costs:</b>	
Wexler Grant Program Manager (salary plus benefits) \$43,000.00 annual salary - 22 weeks in contract and payroll taxes (\$826.92/week + \$98.76 payroll taxes) x 22 weeks = \$20,365	\$20,365.00
<b>Variable Costs:</b>	
Afterschool instructors (3 inst. X 2.25 hr./day X 92 days X \$26/hr.) + (14 hrs. PD/events X \$26/hr. X 3 instructors) = \$17,238.00	\$17,238.00
Homework Helpers (6 HH X 1.25 hr./day X 92 days X \$15) + (6 HH X \$15 X 4 hrs. PD/events) = \$10,710.00 (6 HH X 6.5 hr./day X 10 days X \$15) = \$5,850.00	\$16,560.00
(A) Afterschool supplies	\$24,637.00
(B) Adult education program (contracting and supplies)	\$1,200.00
<b>Total Costs:</b>	<b>\$80,000.00</b>


**Fiscal support** for this Agreement shall be by **Commissioner's Network Grant** of the New Haven Board of Education, **Account Number: 2547-6293-56697 Location code: 0032**

This agreement shall remain in effect from January 22nd, 2019 to June 17th, 2019.

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

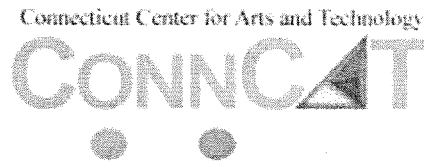
  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

1/2/2019  
Date

\_\_\_\_\_  
Date

  
Contractor Printed Name & Title



**ConnCAT/ Wexler Grant**  
**Commissioner's Network Collaborative Partner Draft Proposal**  
**Educational Services**

**INTRODUCTION AND OVERVIEW**

In 2012, The Connecticut Center for Art and Technology (ConnCAT) opened its first center in New Haven, CT. ConnCAT's mission is to prepare youth and adults for educational and career advancement, through after-school arts, and job training programming. This mission is accomplished through the training of unemployed and under-employed adults for market relevant jobs and the provision of after school arts programming for a targeted urban youth student population identified as being at risk of dropping out of school.

**CONNCAT'S LEADERSHIP**

**Erik Clemons, CEO and President**

Erik has devoted his career to empowering marginalized communities across the state of Connecticut and helping others see their own potential and power. Prior to founding ConnCAT, Erik served as the Connecticut Executive Director of the premier national youth development organization Leadership, Education, and Athletics in Partnership (LEAP), which provides innovative academic and social enrichment programs to youth ranging from the ages of five to 23. Erik has also served as Director of Vocational Training at the U.S. Department of Labor's New Haven Job Corps Center.

A lifelong Connecticut resident, Erik volunteers significant time and energy in supporting other organizations doing good work in the local community. He currently serves on numerous boards including: Cornell Scott Hill Health Center, New Haven Housing Authority, New Haven Legal Aid and CT State Board of Education. A proud father of four daughters who are New Haven Public School graduates, Erik has served as co-President of the New Haven Citywide Parent Teacher Organization and a member of the New Haven Public School Education Reform Committee.

**Genevive Walker, COO**

Genevive brings to ConnCAT a deep background in education and an abiding commitment to the community. Prior to ConnCAT, she co-developed and facilitated the Youth Initiative Summer Leadership Program of New Haven for seven years. Genevive is a veteran teacher of the New Haven and Hamden Public School systems. Originally from New Haven, Genevive has been a Connecticut resident for over 30

years and is a product of the New Haven Public School System. She earned her bachelor's degree from Temple University in Philadelphia, PA and her graduate degree from Columbia University Teachers College in New York, NY. She dedicates her time through service on several boards including Elm City College Prep / Achievement First, Greater New Haven Literacy Coalition, Cold Spring Board of Trustees, and The Arts Council of Greater New Haven.

## **Stephen Driffin, Youth and Community Programs Manager**

Steve has been very active in the New Haven community since graduating from the University of South Carolina. His activism started by writing and directing street plays and from that point, he has worked with children ranging from pre-k-to young adults. He has directed numerous youth programs and impacted thousands of youth over the years and continues mentoring young men. Stephen has been trained at Cornell University as a Therapeutic Crisis Instructor, furthered his education at the University of Bridgeport and now attends the University of New Haven. He joined ConnCAT in 2014 as the Program Manager for the after-school Program at Lincoln Bassett School and continues working with youth.

## **CONNCAT ADULT TRAINING PROGRAMMING**

The adult career training programs at ConnCAT provide market driven training that prepares adults for employment. In addition to the technical skill needed to achieve national certification, ConnCAT works to impart discipline, focus, and personal responsibility for participating adults. Interviewing, conflict resolution, resume writing, and financial literacy are among the tools with which adult learners are equipped. The current offerings at ConnCAT are Culinary Arts, Medical Billing and Coding, and Culinary Arts.

## **CONNCAT YOUTH PROGRAMMING**

ConnCAT Youth Arts Programming is based on providing solutions for students who are at risk of dropping out of school, as identified by such markers as: poor attendance, under credit, under grade level, academic skills basic or below and who have high incidence of behavioral problems. Though we do not serve this population exclusively, we work with community partners to identify students who can benefit from our programs. As a part of our agreement ConnCAT, parents, students, and schools share information relevant to carving out a path for academic and personal success. The experiential programs provide youth from Greater New Haven an opportunity to express their learning through the experience of movement, spoken word, digital media, visual arts, photography, and gardening/land cultivation.

Youth participants in the **CONNCAT SUMMER ARTS** program have learned about the Harlem Renaissance, the era, the artists, and the impact, while creating art that both paid homage to the period and expressed their own collective identity. A trip to Harlem New York provided direct exposure to the landmarks they researched as well as an experience of the festivals of Jazz and Dance offered at Harlem Week events, Apollo Theater, and the Cotton Club. The culminating event of each summer is the student art exhibit, which has been attended by more than 1,500 community members, family, and friends, including the daughter of Cab Calloway, Cecilia Calloway through the years.



The components of the **AFTER-SCHOOL PROGRAM** have been strategically crafted to enhance academic learning using innovative hands on approaches to the Common Core State Standards. Our course descriptions delineate how each course has been crafted to enrich the teaching and learning that is already happening in classrooms every day. ConnCAT is a partner in the effort to help our students achieve success. This effort requires a collaboration of commitments from schools, parents, students, and after-school providers alike.

## **RATIONALE**

Given our mission and commitment to the people of New Haven, the collaborative partnership with the State Department of Education Commissioner's Network is welcomed as a seamless opportunity for us to make greater impact for those most in need of support and collaboration.

## **IDENTIFICATION OF NEEDS**

Our internal assessment of Wexler Grant School, absent an official audit, aided us in identifying a short list of needs that should be addressed to impact positive change:

- Improved attendance
- Improved standardized test scores
- Increased family engagement
- Improved community reputation
- Increase in technology education
- Increased community collaborations and support

As a Collaborative Partner we have outlined an initial strategy to address some of these items in year one of operation through after-school arts integration and community involvement. Though Common Core State Standards will be one guiding source for arts integration, school curriculum, pacing guides, and grade level SMART goals will be instrumental in the development of specific lessons and activities. School wide collaboration is essential to the success of the ConnCAT After-School model.

## **CONN-CAT STRATEGIES FOR ADDRESSING TARGET NEEDS**

- Extended-day services are provided to engage and support students and families

Extended day program supports classroom instruction based on grade level expectations, teacher reports, and SMART goals. **Teacher input is an essential component of the success of the after-school arts program.** On-going redrafting of lesson plans will be contingent upon grade level areas of weakness as reported by teachers. A collaborative effort among after-school staff, Wexler Grant staff, and Wexler Grant administration will support the seamless transition from daily classroom instruction to extended day learning.

- Family and Community are engaged through a variety of services

A family center will be established on campus to support the needs of the parents of enrolled children and the larger community. Resources will be provided based on actual needs as determined by the collection of statistics and information in collaboration with DataHaven, Resources will include, but not be limited to job skills training, resume building, financial literacy, computer skills, healthy living regimens, and parenting. In addition to life skills classes and workshops, community residents will have

access to lifelong learner offerings. This hub of parent and extended day engagement will be overseen by the full time After School and Community Engagement manager.

Other methodology for family and community engagement will occur through the advent of community events, performances, and moderated discussions at Wexler Grant. These events will serve not only to engage the community, but to improve the public reputation of Wexler Grant while inviting traffic to the neighborhood and facility.

- Improved reputation / increased community collaborations

Through after school programming and parent engagement the Wexler Grant community will have extensive opportunities to serve the community. The development of partnerships with Dixwell and Newhallville organizations will present means for children and families to serve external entities. The after-school program will promote several opportunities for civic engagement, for example:

- Harvest from the proposed Wexler Grant Community Garden (to be cultivated in the Wexler Grant Courtyard) can be shared in harvest events with healthy life style events in partnership with Cornel Scott Hill Health Center.
- Performances, art exhibits, and “game-nights” can be scheduled throughout the year to foster relationship with the residents of the Hannah Gray Home.
- See the P.E.E.R.S. Program description regarding year-long civic engagement, peer mentoring, and opportunities community collaborations

**SCOPE OF SERVICE:**

**DESCRIPTION OF PROPOSED PROGRAM AND SERVICES**

**AFTERSCHOOL PROGRAMMING AND FAMILY/COMMUNITY ENGAGEMENT**

**AFTERSCHOOL PROGRAMMING DETAILS**

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ConnCAT will provide on-site afterschool programming for up to 45 students in Grades 4 through 8, five days per week between 2:30 PM and 5:30 PM. ConnCAT will provide homework support and enrichment in the theater, community building, and instrumental music. These enrichment courses will stimulate student engagement and interdisciplinary connections. ConnCAT will work in collaboration with other community partners and Wexler Grant’s faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

ConnCAT will also provide programming for the full week during Winter and Spring breaks. Programming during these days will be between 8:00 AM and 2 PM

**Afterschool Program Components**

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- Homework Assistance - *operated by **HW ASSISTANTS**, responsible for the management of small groups to assist with homework completion assistance*
  - Study Skills
  - Civic Engagement/ Peer Mentoring
- Enrichment – *operated by **AFTER-SCHOOL INSTRUCTORS**, responsible for teaching enrichment classes*
  - Sports/Physical
  - Community Building
  - Instrumental Music

Program hours of operation – 5 days/week - 2:30 p.m. to 5:30 p.m.

Location of service – On-Site / Wexler Grant Community School

40-45 participants – grades 4 through 8

staff/child ratio – [1:10 for homework block] [1:14 for enrichment blocks]

Time block	Activity
2:30 – 2:40	Snack
2:40 – 3:30	Homework block / P.E.E.R.S. Program
3:30-3:40	Transition / bathroom breaks
3:40 – 4:25	Enrichment Block #1
4:25 -4:35	Transition / bathroom breaks
4:35 -5:20	Enrichment Block #2
5:20-6:00	Dismissal

## **Homework Assistance**

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Students will be placed in grade level small groups and will receive support in homework completion. With support from the literacy/language arts department at Wexler Grant all students who complete their homework during this block will be required to read material appropriate for the student's tested reading level. It is not expected that students who receive more than 50 minutes' worth of homework will complete homework during afterschool.

\*Adult to Child Ratio: 1:8

Participants will work with homework helpers in groups of up to 8 students for homework completion and academic support. Following the academic block students will attend enrichment classes.

- Program hours: 2:40 - 3:30 p.m. / Monday through Friday
- Location of service – on-site

## **Study Skills**

This component of the homework support will be conducted twice per month on Mondays and is comprised of 1.) organization, 2.) time management, and 3.) goal setting. The primary purpose of this component is to create a culture of personal responsibility for academic success. Students will participate in short workshops that help them to develop skills in organization, time management, and goal setting.

### **Organization**

Students will write assignments down in the same place every day.

Students will know and use tools for organization, (folders, binder, agenda, calendar).

### **Time Management**

Students will be able to estimate the amount of time assignments will take.

Students will be able to accurately gauge the amount of independent effort assignments will take. "How much can I do on my own without help?"

Students know how and when to ASK FOR HELP.

### **Goal Setting**

Students will use short and long-term goal setting methods for self-assessment and self-improvement.

Students will know how to set and choose measurable goals.

Students will monitor and work toward short and long-term goals.

**See also, P.E.E.R.S Program description**

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## Enrichment

**Enrichment Classes:** Students will participate in two enrichment classes per session. Students will rotate enrichment classes every session, approximately one month. The summary below identifies the enrichment offerings; afterschool instructors will ultimately shape the course format and content based on school/grade level expectations and in preparation for exhibits or showcases at the end of each session. Given this structure, students will have an opportunity to engage with their enrichment class three times per week with one day a week dedicated to physical activity and another to chorus.

- Instrumental Music / Choir:** ConnCAT will identify a music instructor to work with grade level groups daily to converge an afterschool band.

- Theater/Drama:** ConnCAT will identify a theater instructor to work with grade level groups daily to develop theater/drama skills useable for public speaking, creative problem solving, analyzing rich texts, and social emotional development through monologues, scene acting, improvisation, and performance.

- Community Building:** ConnCAT will identify a facilitator to work with students for daily workshops and experiential learning around the themes of group dynamics, responsibility to the community, leadership, and self-discipline.

**Student Exhibitions:** The afterschool program is purposeful in its design and reflects an outcomes-oriented approach. Enrichment courses will foster student pride and ownership. Students will have opportunities to share their progress with families, peers, and teachers. These events will foster community involvement and build student confidence.

Session #1 – January 22 through April 5						
	Grade/group	Monday	Tuesday	Wednesday	Thursday	Friday
Enrich. Block 1	A – 4 <sup>th</sup>	Music	Music	Music	Theater	Theater
	B – 5 <sup>th</sup> /6 <sup>th</sup>	Comm. Bld.	Comm. Bld.	Comm. Bld.	Music	Music
	C – 7 <sup>th</sup> /8 <sup>th</sup>	Theater	Theater	Theater	Comm. Bld.	Comm. Bld.
Enrich. Block 2	A – 4 <sup>th</sup>	Comm. Bld.	Comm. Bld.	Comm. Bld.	Music	Music
	B – 5 <sup>th</sup> /6 <sup>th</sup>	Theater	Theater	Theater	Comm. Bld.	Comm. Bld.
	C – 7 <sup>th</sup> /8 <sup>th</sup>	Music	Music	Music	Theater	Theater
Session #2 – April 8 through June 17						
	Grade/group	Monday	Tuesday	Wednesday	Thursday	Friday
Enrich. Block 1	A – 4 <sup>th</sup>	Comm. Bld.	Comm. Bld.	Comm. Bld.	Theater	Theater
	B – 5 <sup>th</sup> /6 <sup>th</sup>	Music	Music	Music	Comm. Bld.	Comm. Bld.
	C – 7 <sup>th</sup> /8 <sup>th</sup>	Theater	Theater	Theater	Music	Music
Enrich. Block 2	A – 4 <sup>th</sup>	Theater	Theater	Theater	Music	Music
	B – 5 <sup>th</sup> /6 <sup>th</sup>	Comm. Bld.	Comm. Bld.	Comm. Bld.	Theater	Theater
	C – 7 <sup>th</sup> /8 <sup>th</sup>	Music	Music	Music	Comm. Bld.	Comm. Bld.

February and April Break Schedule

February 18 through February 22 & April 15 through April 19						
	Grade/group	Monday	Tuesday	Wednesday	Thursday	Friday
8:00a – 8:30	Cafeteria – all students	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30 – 8:45	Bathroom – All students	Bio-Break	Bio-Break	Bio-Break	Bio-Break	Bio-Break
8:45 – 9:00		Morning Circle/Check in	Morning Circle/Check in	Morning Circle/Check in	Morning Circle/Check in	Morning Circle/Check in
9:00 – 10	4 <sup>th</sup> -5 <sup>th</sup>	Art	Art	Art	Art	Art
	6 <sup>th</sup> – 7 <sup>th</sup>	Movie	Movie	Movie	Movie	Movie
	8 <sup>th</sup>	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
10:00 – 10:15	transition	transition	transition	transition	transition	transition
10:15 – 11:15	4 <sup>th</sup> -5 <sup>th</sup>	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
	6 <sup>th</sup> – 7 <sup>th</sup>	Art	Art	Art	Art	Art
	8 <sup>th</sup>	Movie	Movie	Movie	Movie	Movie
11:15 – 11:30		transition	transition	transition	transition	transition
11:30 – 12:15	Cafeteria – all students	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 – 12:30	Bathroom – All students	Bio-Break	Bio-Break	Bio-Break	Bio-Break	Bio-Break
12:30 – 12:45		transition	transition	transition	transition	transition
12:45 – 1:45	4 <sup>th</sup> -5 <sup>th</sup>	Art	Art	Art	Art	Art
	6 <sup>th</sup> – 7 <sup>th</sup>	Movie	Movie	Movie	Movie	Movie
	8 <sup>th</sup>	Gym	Gym	Gym	Gym	Gym
1:45 – 2:00		DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

## FAMILY/COMMUNITY ENGAGEMENT

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The community engagement component will serve to enrich, empower, and prepare residents for individual and collective success by providing specific and relevant learning opportunities. The four components for community engagement model will be:

- Education and Career Enrichment
- Family and Parenting
- Personal/Household

### **Education/ Career**

#### Adult Education - NEDP National External Diploma Program/ GED classes

ConnCAT has been established as a satellite location for GED and/or National External Diploma classes given ample community interest and enrollment. Information sessions and application process will be accessible at Wexler Grant for enrollment at 4 Science Park.

#### Interview Workshops

Participants will learn the important DOs and DON'Ts of successful interviewing as well as have opportunities for mock interviews.

#### Resume Writing Workshops

Participants will learn the importance of having an updated resume, how to select an appropriate resume format, use suitable resume language, and have support creating individual resumes.

### **Family/ Parenting**

#### School Engagement

Participants will learn strategies to support their child(ren)'s education and school experience. Effective ways of communicating with teachers and administrators, the importance of participation in school sponsored events, and supporting positive youth behaviors at home and school are among the topics to be discussed.

**Personal/ Household**

Financial literacy

In partnership with Key Bank, ConnCAT will provide financial literacy workshops designed to provide the basics of financial literacy for individuals to function personally and professionally. Participants will gain an understanding of available banking services, how to use a checking account responsibly, understand the principles of and ways to save money toward financial goals. Students will also learn how to manage money and prepare a personal spending plan.

**Afterschool Program Duration – Year 1**

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- 2:30 p.m. to 5:30 p.m. (3 hours)

	Year 1 - revised
Days of Operation	January 22, 2019 – June 17, 2019
# of Days of Operation	102 days
# of Weeks of Operation	21 weeks
Staff Training Days (*indicate 2-hour training; **indicate 3-hour training; all others are 1-hour meetings)	**1/17, ** 1/18, 1/28, *2/25, 3/25, *4/12, 5/31, 6/14 (14 hours of meeting/training)



**Afterschool Program Anticipated Costs**

<b>Assumptions:</b>	
After school student participation (Grades 4-8)	45
Number of enrichment classes offered	3
Number of ConnCAT instructors	3
Number of homework helpers	6
Days of programming	102
Hourly rate for instructors	\$20 > < \$28
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Homework Helper hours per day	1.25 regular school day 6.5 winter and spring break day
Instructor hours per day	2.25
<b>Expenditures:</b>	<b>Costs:</b>
<b>Fixed Costs:</b>	
Wexler Grant Program Manager (salary plus benefits) \$43,000.00 annual salary - 22 weeks in contract and payroll taxes (\$826.92/week + \$98.76 payroll taxes) x 22 weeks = \$20,365	\$20,365.00
<b>Variable Costs:</b>	
Afterschool instructors (3 inst. X 2.25 hr./day X 92 days X \$26/hr.) + (14 hrs. PD/events X \$26/hr. X 3 instructors) = \$17,238.00	\$17,238.00
Homework Helpers (6 HH X 1.25 hr./day X 92 days X \$15) + (6 HH X \$15 X 4 hrs. PD/events) = \$10,710.00  (6 HH X 6.5 hr./day X 10 days X \$15) = \$5,850.00	\$16,560.00
(A) Afterschool supplies	\$24,637.00
(B) Adult education program (contracting and supplies)	\$1,200.00
<b>Total Costs:</b>	<b>\$80,000.00</b>

**District In-Kind Program Contributions:**

- Facilities Access
- Daily snacks for students
- Security staff
- Custodial staff
- Access to administrative equipment/  
copy machines \*copy paper included  
in budget

(A) Afterschool budget

Item/description and Quantity	Cost	Vendor
Tutor block		
2500 PENCILS	\$350.00	ALLSORTS-ONLINE.COM
12 SUPPLY TOTES	\$160.00	LAKESHORE TEACHER SUPPLY
2 3-pack Chart Paper/ Post it Pads	180.00	STAPLES
20 Clip Boards	\$120.00	STAPLES
DRI WIPE MARKERS 30 SETS OF 4 WITH ERASER AND SPRAY	\$280.00	OFFICE DEPOT
COLORED PENCILS 24 SETS OF 12	\$64.00	BLICKART
7 BOXES of Erasers (24 unit)	\$56.00	WEBSTAURANT
10 broom and dust/pan sets	\$20.00	DOLLAR TREE
THEATER		
PROPS	\$450.00	TBD
COSTUMES	\$450.00	TBD
SET	\$450.00	TBD
Community Building		
Connect-a-chute	\$145.00	WITS TEAM BUILDING
Run Mat	\$170.00	WITS TEAM BUILDING
Team transport	\$40.00	WITS TEAM BUILDING
Soft tug rope	\$190.00	WITS TEAM BUILDING

<b>Band Instruments</b>		
3 flutes	\$170.00	MUSIC AND ARTS
3 clarinets	\$207.00	MUSIC AND ARTS
1 Bass Clarinet	\$300.00	MUSIC AND ARTS
Various Reeds	\$500.00	MUSIC AND ARTS
3 Trumpets	\$300.00	MUSIC AND ARTS
3 Alto Saxophones	\$600.00	MUSIC AND ARTS
2 Trombones	\$240.00	MUSIC AND ARTS
2 Baritones	\$630.00	MUSIC AND ARTS
5 Snare Drums	\$400.00	MUSIC AND ARTS
1 Bass Drum	\$425.00	MUSIC AND ARTS
40 Beginner Sheet Music Books	\$400.00	MUSIC AND ARTS
<b>Visual arts / Digital arts</b>		
CANVASES 40 4X4, 40 8x8, 40 10X30	\$351.00	BLICKART
10 Gallon Acrylic Paints	\$580.00	BLICKART
50 Construction Paper/ 50 assorted colors	\$100.00	Staples
SMOCKS 25 BOXES OF 100	\$156.00	BLICKART
20 I-Pad and Stylus	\$7,600.00	Apple
3 Memory cards	\$150.00	BEST BUY
(75 in varying sizes) frames / black	\$525.00	A.C. MOORE
40 WATER COLOR PADS	\$130.00	BLICKART
4 SETS OF 12 WATER COLOR PALETTES	\$300.00	BLICKART
6 CANISTERS OF ASSORTED PAINTBRUSHES	\$786.00	BLICKART

2 SETS CHARCOAL PENCILS	\$134.00	BLICKART
40 12"x16" CHARCOAL SKETCH PADS	\$452.00	BLICKART
Video jump drives	\$88.00	BEST BUY
Office and General Supplies		
6 First Aid Kits	\$50.00	STAPLES
5 45-GALLON STORAGE BINS	\$100.00	HOME DEPOT
5 Garvin Lock and Key	\$40.00	HOME DEPOT
10 Copy Paper / 5 reams per case	\$240.00	STAPLES
3 Stapler combo packs	\$18.00	STAPLES
5 packs of 36 pens	\$40.00	STAPLES
WINTER AND SPRING BREAK MEALS		
LUNCH	\$1,300.00	TBD
BREAKFAST	\$1,700.00	TBD
SNACK	\$500.00	TBD
Agriculture		
TBD	\$2,000.00	Home Depot
TOTAL	\$24,637.00	

(B)Adult Education Program Budget

This budget will cover expenses for materials and resources for adult/community engagement such as workshop materials, receptions/beverages, and guest/speaker/contractor expenses.

Item/description and Quantity	Cost	Vendor
Materials and Resources		
Book Club Books (2) books clubs est. 5 participants/club	\$200.00	Amazon
(1) Poster sized poster pad	\$30.00	Staples
Financial Literacy curriculum and materials	100.00	Connecticut Association for Human Services (CAHS)

Pens, markers, general use	\$70.00	STAPLES
Reception/ Beverages		
Beverages, snacks, paper goods \$100 x 32 workshops	\$320.00	BJ's Wholesale
Contractors/ Facilitators		
TBD 16 workshops (gratis) 16 workshops x \$24.75/workshop	\$380.00	TBD
<b>TOTAL</b>	<b>\$1,200.00</b>	

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Wexler-Grant Community School  
**Re:** Math Solutions  
**Meeting Date:** November 27, 2018

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and Math Solutions onsite workshop for all staff members. Based on the conversations with Wexler-Grant and New Haven leadership; Math Solutions will provide a partnership model that will enable their highly-qualified consultants to work closely with Wexler-Grant leaders, instructional coaches, teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term sustainable success. Math Solutions will build teachers' knowledge of curricula and state standards, while providing the highest- quality face to face courses, coaching, and resources, all developed and delivered by experts in math education. Additionally, Math Solutions will use their four guiding principles that are essential to improving instruction and student outcomes. The Guiding Principles are the foundation of all Math Solutions professional learning and ensure that educators:

- Know the math they need to teach
- Understand the conditions necessary for learning
- Recognize students' strengths and weaknesses
- Have the expertise to make math accessible to all students

Math Solutions has identified key areas of instructional focus to reach math achievement goals: learning environment, reasoning and sense making, focus and coherence and formative assessment. Math Solutions experts will provide professional development and job embedded coaching centered on these principles and key areas of instructional focus.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** Math Solutions Professional Learning Course on Math Workshop, 5 days of job- embedded coaching on rigorous math instruction with focus on math discourse and reasoning, effective teaching practices, strategies for differentiating, deepening content knowledge, and collaborative instructional planning through June 19, 2019. Totaling \$23,050

Date	Description	Cost
November - June 2018-	<i>Professional Learning Course</i>	\$7100

2019	<b>Math Workshop 2 days</b>	
	<b>Onsite Job-embedded Coaching 3 days</b>	\$10,650
	<b>M180 Onsite Job-embedded Coaching 2 days</b>	\$5300
<b>Total</b>		<b>\$23,050</b>

**Funding Source: Commissioner’s Network Grant Account Number: 2547-6293-56697-0032**

**Key Questions:**

1. Please describe how this service is **strategically aligned** with school or District goals:

This service is strategically aligned to our school-wide goals based on student growth over time. The Connecticut State Department of Education requires that we base our progress on individual growth targets and trajectories on ESSA-required goals of academic achievement and progress towards Mathematics. The professional learning and job- embedded coaching is designed to increase teachers’ math content knowledge and comprehension of how students learn. With this knowledge, Math Solutions then coaches teachers in effective instructional strategies, scaffolding accessible tasks, and providing tools to help students make sense of math and solve problems. Additionally, a focus on how to use formative assessments to design differentiated instruction. Academic research has shown these to be key in ensuring improvement of school level practices.

2. What **specific need** will this contractor address? During the state audit site visit 2016-17, they found no evidence of academic rigor or differentiation in 15 out of 16 classrooms. Math Solutions will address this area of need with a focus on sense making and discourse in mathematics. Additionally, coaching and professional learning around the Math Workshop Model will allow for differentiation and rigorous tasks in the math classroom.

3. **Contractor selection:** quotes, RFP, or Sole Source? Quote

4. What **specific skill set** does this contractor bring to the project? See Attached Contract outline: Math Solutions Support and Implementation Team description on page 9.



5. Is this a **new or continuation service**? **If a continuation service**: a) has cost increased? If yes, by how much? b) What would an alternative contractor cost? New Service
  
6. **Evidence of Effectiveness**: How will the contractor's performance be evaluated? **If a continuation service, attach** a copy of previous evaluations or archival data demonstrating effectiveness: Teachers will be surveyed to gather their understanding of the PD and the contractor will schedule onsite check in's and embedded coaching to ensure the continual sustainability of the PD.
  
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? Math Solutions will provide the intensive support and expertise needed to implement effective research based strategies and structure in a timely manner.
  
8. Why do you believe this agreement is **fiscally sound**? Math Solutions has been partnering with schools and districts to improve math instruction for more than 30 years. Founded by Marilyn Burns in 1984 and always focused exclusively on math education, Math Solutions has the depth of professional development expertise to transform math instruction at Wexler-Grant. Math Solutions is the sole expert in math professional learning.



# AGREEMENT

**By And Between  
The New Haven Board of Education  
AND**

**Math Solutions**

**FOR DEPARTMENT/PROGRAM:**

**[Wexler-Grant Community School]**

This Agreement entered into on the 27th day of November, 2018 effective (no sooner than the day after Board of Education Approval), the 27th day of November, 2018, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Math Solutions located at 5680 Greenwood Plaza Blvd, Suite 550, Greenwood Village, CO 80111 (herein referred to as the “Contractor”).

**SCOPE OF SERVICE:** *Brief description of service deliverables. In addition, please attach a detailed Scope of Service that describes all deliverables, locations and costs for service, including supplies, materials and travel, if applicable:*

Math Solutions will be providing 5 days of job- embedded coaching to Wexler Grant teachers during the 2018-19 school year. They will also provide 2 all-day courses for K-8 math teachers at Wexler- Grant. The Professional Learning Course is designed to introduce teachers to a research-based perspective for implementation of the math workshop model with a focus on standards and student needs driving math instruction.

During the 5 days of job- embedded coaching (3 days for classroom teachers, 2 days for new Math 180 teacher), educators work side by side enabling teachers to integrate new skills immediately into their practice. They support teachers to implement the strategies introduced in professional learning courses. The theory behind this model is that effective coaching occurs over time, so Math Solutions consultants will meet with teachers throughout the school year. The coaching model includes model lesson cycle with the following

- Lesson Pre-brief
- The lesson (taught by Math Solutions consultant)
- Lesson debrief

Followed by additional support in teacher’s area of need

- Effective teaching strategies aligned with standards
- Strategies for differentiating
- Opportunities to deepen content knowledge
- Collaborative instructional planning

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$23,050 for training PD on rigorous Math Instruction with focus on math content knowledge, effective teaching and differentiation strategies, and job embedded coaching through June 19, 2019 (2.1)** for up to a maximum of **5 days of job- embedded coaching which will provide school-based mentoring and 2 days of professional development for all K-8 math teachers to cover the period from November 27, 2018 through June 19, 2019.** The maximum amount the contractor shall be paid under this agreement: twenty- three thousand and fifty dollars (\$23,050). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and dates of service.

<b>Date</b>	<b>Description</b>	<b>Cost</b>
November - June 2018-2019	<b>Professional Learning Course Math Workshop 2 days</b>	\$7100
	<b>Onsite Job-embedded Coaching 3 days</b>	\$10,650
	<b>M180 Onsite Job-embedded Coaching 2 days</b>	\$5300
<b>Total</b>		<b>\$23,050</b>

**Fiscal support** for this Agreement shall be by **Commissioner's Network Grant** of the New Haven Board of Education, **Account Number:** 2547-6293-56697 **Location Code:** 0032.

This agreement shall remain in effect from November 27th, 2018 to June 19, 2019.

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education prior to service start date. Contactors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



\_\_\_\_\_  
Contractor Signature  
Houghton Mifflin Harcourt Publishing Company  
"Math Solutions"

\_\_\_\_\_  
President  
New Haven Board of Education

December 10, 2018  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Lisa A. Jacobson, Director, Bids and Contracts  
\_\_\_\_\_  
Contractor Printed Name & Title



# Proposal for Partnership with Wexler Grant Community School New Haven, CT

*Professional Learning for Improvement in Mathematics*

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Sept. 19, 2018 to:  
Revised Nov. 4, 2018  
Mr. David Diah, Principal

**Contacts:**

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602.616.3802

The purpose of this proposal is to create a plan for improving the effective teaching and student learning of mathematics at Wexler Grant Community School. We believe that a partnership with you that focuses on your district goals, student data, and a thorough understanding of your instructional needs to meet the Connecticut Core Standards for Mathematics, will lead to building the capacity required for student achievement in mathematics.

## What We Heard

In our latest conversation, Mr Diah shared that he is interested in offering a professional learning opportunity to grades K-8 teachers. Math Solutions proposes to collaborate with district and school leadership to design this engagement to address the needs of teachers and the requirements of the Commissioners Network Grant.

- Proposing onsite job-embedded coaching one day/week for all teachers of math K-8
- Want the consultants to work closely with the math coach

Based on collaborative conversations with you, we will create a customized *Professional Learning Plan* that includes/describes professional development focused on your unique needs and goals

## Why Math Solutions?

Math Solutions has been partnering with schools and districts to improve math instruction for more than 30 years. Founded by Marilyn Burns in 1984 and always focused exclusively on mathematics education, Math Solutions has the depth of professional development expertise to transform math instruction in your school/district. Over the years, we have supported thousands of schools and districts to build learning environments where teachers are more knowledgeable and confident about math instruction and students are more engaged and excited about learning math.

While many companies provide generic professional learning services, Math Solutions is the sole expert in *mathematics* professional learning. Math Solutions draws upon years of classroom-grounded research and extensive knowledge of curricula and state standards, to provide the highest-quality face to face courses, coaching, and resources, all developed and delivered by experts in math education.

Math Solutions has identified the four *Guiding Principles* to be essential to improving instruction and student outcomes. These *Guiding Principles* are the foundation of all the professional learning we provide and ensure that educators:

- **Know the math they need to teach**— know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- **Understand the conditions necessary for learning**, so they may understand deeply the unique conditions necessary for student learning in mathematics— what they need to provide and what students must make sense of for themselves
- **Recognize each student's strengths and weaknesses**, content knowledge, reasoning strategies, and misconceptions.
- **Have the expertise to make math accessible for all students**, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

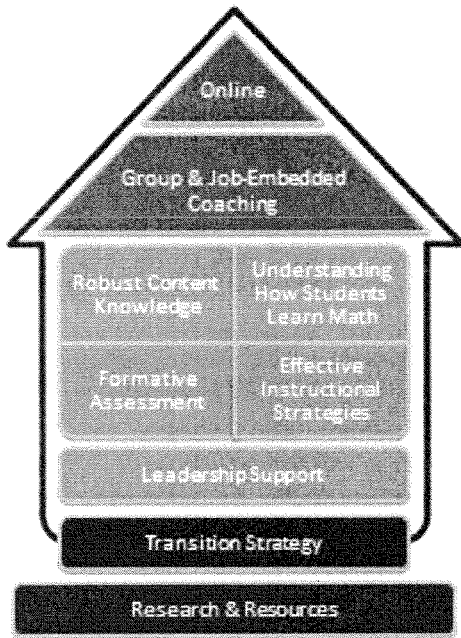
Based on these *Guiding Principles*, Math Solutions has identified key areas of instructional focus to reach math achievement goals: **learning environment, reasoning and sense making, focus and coherence, and formative assessment**. Math Solutions will help you recognize what a classroom that encompasses these key areas actually looks like with observable examples for both teachers and students. The *Instructional Practices Inventory (Appendix X)* guides leaders and teachers to know what works best to create a model math classroom. It outlines best teaching practices and student learning practices and is utilized in the assessment of the instructional needs of your teachers, monitoring progress, and end of the year or project summary.

30 years of experience has also resulted in a wealth of knowledge of individual state (or common) standards. Math Solutions has worked throughout the country with many curricula as well. Deep understanding of standards and the current curricula in your school or district, aligned with your professional learning goals is key to success.

More information about Math Solutions is in **Appendix II**.

Recent academic research (Learning Forward) tells us that a successful professional learning plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

# Math Solutions Professional Learning



- ▲ ...is part of a larger, long-range strategy to improve math instruction and student outcomes
- ...is built on a foundation of leadership support
- ...addresses the instructional needs of every teacher
- ▲ ...is sustained through differentiated, targeted, on-going professional learning
- ...is based on extensive in-classroom research incorporating the most innovative strategies and “best practices” from our award winning authors

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## Description of Proposed Professional Learning Services for Wexler Grant Community School

The scope of work below describes a proposal for professional learning that supports your teachers, instructional coaches, and building level leaders. Before implementation, we will meet and collaborate with you to ensure your goals are fully integrated in your *Professional Learning Plan*.

This proposal is organized into the following components:

### Component 1: Foundational Professional Learning Courses

Math Solutions courses have been developed by a team of thought-leaders and professional development experts instructional best practice strategies and methods.

2 days

#### **Math Workshop: Structures and Practices for Student Learning**

### **AGENDA**

#### **Math Workshop: Structures and Practices for Student Learning**

##### **OVERVIEW**

Standards and student needs drive mathematics instruction. This course highlights Math Workshop, a model for organizing standards-based instruction to support all learners in the mathematics classroom. Participants engage in the Math Workshop model of instruction, reflect on how the structures and learning environment leverage increased learning for all students, and create a plan to implement Math Workshop in the classroom.

##### **OUTCOMES**

- Understand the purpose and use of the three structures of Math Workshop.
- Verbalize and act on the roles of the teacher and students in the Math Workshop classroom.
- Implement a plan for getting started with Math Workshop.
- Create a Math Workshop classroom that relies on formative assessment and differentiation.

##### **DAY ONE**

###### **Opening**

This introduction includes the course goals, community building, establishing of norms, and an overview of Math Workshop.

###### **Session Tasks**

- Show Me
- Building Numbers

###### **Experiencing the Task and Share Structure**

The Task and Share structure of Math Workshop provides students the opportunity to investigate mathematics by grappling with problems. During this session, participants experience the Task and Share structure and consider the kinds of tasks that support students in building conceptual understanding and procedural fluency.

###### **Session Tasks**

- Guess My Rule
- Palindromes

##### **BREAK**

###### **Engaging Students in the Focus Lesson, Guided Math, and Learning Stations Structure**

The Focus Lesson, Guided Math, and Learning Stations Math Workshop Structure requires organizing the math class for independent work, pairs, groups, and whole-class instruction in a thoughtful and deliberate way. While experiencing this structure, participants consider the potential of Learning Stations for supporting an engaging and accessible mathematics classroom.

###### **Session Tasks**

- Number Sense Routine Video: Counting Around the Room



- Focus Lesson: Introduce Learning Stations/Menu
- Learning Stations: Math Menu (K, 1–2, 3–5)
- Guided Math Lesson: Exploring Ones, Tens, and Hundreds with Base Ten Blocks

### **LUNCH**

#### **Building an Effective Learning Environment for Math Workshop**

When an effective learning environment is established, students can make sense of rigorous problems, understand math concepts, and use procedures appropriately. During this session, participants explore three conditions that need to be in place for a highly effective Math Workshop classroom.

#### **Session Tasks**

- Math Workshop Classroom Videos
- Three Buckets Brainstorm

### **BREAK**

#### **Creating Accountability for Learning Stations**

Learning Stations are a component for two of the structures of Math Workshop. In order for stations to be productive, students need to be engaged and feel accountable. This session models the Guided Math and Learning Stations structure as a means for having students take academic risks and rely on their own thinking and the thinking of other students.

#### **Session Tasks**

- Number Sense Routine: Tell Me All You Can
- Guided Math Lesson: Exploring Ones, Tens, and Hundreds with Base Ten Blocks
- Learning Stations: Math Menu (K, 1–2, 3–5)
- Give One – Get One

#### **Closing**

## **Component 2: Job-Embedded Coaching for Teachers, Instructional Coaches, and Building Administrators**

3 days

Math Solutions job-embedded coaching for individuals and teams drives innovation and instructional improvement and provides the tools for your teachers to transform theory into practical classroom practice. Team coaching builds a community of learners through collaboration. It is the fastest way to synchronize your teams across grade levels, share experience and expertise, and collaborate on plans and protocols. Individual coaching builds skills and leadership capacity through differentiation. With job-embedded coaching and model lessons, educators work side by side, enabling them to integrate new skills immediately into their practice.

Instructional coaching lessons support teachers to implement the strategies introduced in professional learning experiences. Teachers work side-by-side with a Math Solutions consultant to review highly-effective instructional practices and collaborate with colleagues to implement mathematics tasks that align to their Standards. Participating teachers have the opportunity to discuss the effect of instructional strategies on student learning as observed in the classroom and analyze the connection between tasks, active student engagement, reasoning and problem solving.

The most effective coaching occurs over time. Key to its effectiveness is the involvement of the principal, including a schedule that provides adequate time for teacher learning. Inherent in these experiences is a 'gradual release of responsibility' from the coach to the classroom teacher.

**Model lessons** are one aspect of job-embedded coaching. The model lesson cycle typically includes the following:

- **Lesson Pre-Brief**—Math Solutions consultant and teachers co-plan the lesson he/she will teach. The Math Solutions consultant might teach or co-teach the lesson with the teacher.
- **The Lesson**—Math Solutions consultant teaches the lesson to a class of students, while teachers observe with a specific focus identified during the lesson planning sessions.
- **Lesson Debrief**—Math Solutions consultant facilitates as teachers collaborate to debrief the lesson with a focus on student learning and student misconceptions, identifying specific aspects and strategies used that supported

student learning. Finally, the team reflects on next instructional steps for students. In addition to model lessons, job-embedded coaching may include:

- Support for implementing effective teaching practices aligned to their Standards
- Strategies for differentiating instruction to meet the needs of all students, especially struggling students and those needing intervention
- Opportunities to focus on developing and deepening content knowledge
- Collaborative instructional planning and observation of participant lessons to refine instruction
- Cultivation of leadership skills to drive innovation and instructional change

### Component 3: Job-embedded Coaching for M180

2 days

### Investment Summary

Costs Below Include:	
<b>Development</b>	Agenda created by Educational Specialist Team Comprehensive logistics meeting with Course Management Coordinator
<b>Reporting</b>	Evaluation Report; provides analysis and overview of participant evaluations Collaborative follow-up meeting with Educational Consultant to discuss next steps
<b>Travel and Expenses</b>	Airfare Ground transportation Lodging Meals All other travel expenses
<b>Materials</b>	Instructional materials used during the session Shipping costs for all materials as well as additional orders placed with PD
<b>Delivery</b>	On-site & online professional development sessions delivered over time
<b>Publications</b>	

Date	Description	Cost
November - June 2018-2019	<b>Professional Learning Course Math Workshop 2 days</b>	\$7100
	<b>Onsite Job-embedded Coaching 3 days</b>	\$10,650
	<b>M180 Onsite Job-embedded Coaching 2 days</b>	\$5300
<b>Total</b>		<b>\$23,050</b>

*Proposal terms and conditions valid for 30 days*

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# Math Solutions Instructional Practices Inventory

Professional development opportunities provided for teachers can only target the learning needs of students if information is collected from classrooms. This tool will be used to compile information gathered from multiple schools and classrooms in an effort to design professional development that targets identified needs. Information from one classroom or school will not be used in any way.

LEARNING ENVIRONMENT	
Teacher	Students
Provides a respectful, safe learning environment in which mistakes are seen as an opportunity to learn.	Take an academic risk and rely on their own thinking and the thinking of other students.
Structures the class for independent work, pairs, groups, and whole class in a thoughtful and deliberate way.	Listen and ask questions to each other to clarify information; respectfully challenge ideas; make conjectures.
Asks questions that both build and reveal new understanding of content and practice. Avoids yes/no questions unless they also ask for justification.	Explain their reasoning; construct viable arguments and critique the reasoning of others.
Makes appropriate tools available and encourages their use.	Communicate using appropriate mathematical language both orally and in writing.
	Work well in a variety of grouping structures.
REASONING AND SENSE-MAKING	
Teacher	Students
Selects rigorous learning experiences.	Persevere in making sense of rigorous problems.
Makes learning experiences accessible to all students without compromising the rigor in the problem.	Seek out multiple approaches to solving a problem.
Expects students to justify their reasoning for all answers, whether correct or incorrect.	Use multiple representations when solving problems such as symbols, diagrams, graphs, words, etc.
Selects learning experiences that represent a balance of conceptual understanding and procedural fluency.	Understand math concepts and use procedures appropriately.
	Use appropriate tools strategically, including mental calculations, that fit the situation.
	Look closely to discern a pattern or structure.
FOCUS AND COHERENCE	
Teacher	Students
Understands the expectation of the standard to be taught and its connection to previous standards; aligns the lesson to grade level content and practice standards.	Connect their current learning to previously learned standards.
Differentiates instruction based on student needs.	Use math to contextualize and/or decontextualize problems.
Selects problems that provide opportunities for students to contextualize and/or decontextualize.	Apply the math they know to solve real-world problems.
Selects problems that provide opportunities for students to apply math to real-world situations.	
FORMATIVE ASSESSMENT	
Teacher	Students
Uses data to make instructional decisions based on student need.	Take responsibility for their learning by monitoring their progress toward a learning target.
Provides feedback to students or structures opportunities for students to provide feedback to each other.	Evaluate the reasonableness of their results using feedback from the teacher or a peer.
Identifies and communicates the learning target(s) of the lesson.	Articulate what they are learning and why.
Implements a variety of strategies to monitor student learning.	

### About Math Solutions

Founded in 1984 by renowned math educator Marilyn Burns, Math Solutions, a division of Houghton Mifflin Harcourt (HMH), is the nation's leader in developing effective teachers of mathematics. With more than 30 years of experience working with thousands of school districts nationwide, our team of educational experts creates solutions for accelerated sustainable improvement in teacher effectiveness, student learning, and test results. You can learn more about Math Solutions services at [www.mathsolutions.com](http://www.mathsolutions.com).

#### Our Mission

Math Solutions is dedicated to improving students' learning of mathematics by providing educators with the highest quality professional development services, products, and resources.

#### Method of Approach

Math Solutions Directors of Professional Learning and Instructors collaborate with district and school leadership during each professional development engagement to ensure the improvement of school level practices and student learning. Drawing from academic research and more than 30 years of experience, Marilyn Burns has identified four goals for educators that are essential to improving the teaching of mathematics:

- Teachers' understanding of the math they teach
- Understanding of how students best learn math
- Development of effective strategies for teaching mathematics
- Formative assessment to guide instruction

#### Math Content Knowledge

As we implement the professional learning of adult educators, we identify what math content is of vital importance for teachers to understand by grade level and state standards. This content is different from the mathematics that a mathematician – instead, it's knowing mathematics deeply and flexibly enough to convey concepts, reasoning and the real-world application of the mathematics to students.

#### How Students Learn

In addition to being clear about what math content knowledge a teacher needs to understand, we also support teachers by helping them to understand how children learn mathematics—knowing what is important to *tell* children and what is best *not to tell* children. It implies asking thoughtful questions for the part of mathematics that we don't tell children. It also involves knowing what conditions are needed for learners to make sense of mathematics. Developing this understanding requires a career-long effort on the part of a teacher.

#### Effective Instructional Strategies

Given a deep and flexible understanding of the math content and a developing understanding of how children learn mathematics, we introduce teachers to effective instructional strategies, including choosing and scaffolding accessible tasks, asking questions that build and reveal understanding, and providing tools that help students make sense of mathematics and solve problems.

#### Formative Assessment

Assessment, or determining what students know, is a central element in the process of teaching and learning. Assessment generally falls into two categories—summative (assessment *of* learning) and formative (assessment *for* learning). Tests given at the end of teaching units and standardized tests are examples of summative assessments. Formative assessment is intended to provide teachers and students with information about what students *understand*, as well as unveiling student misconceptions. This type of assessment is used to guide instructional decisions on a daily basis, in order to improve student learning; it includes open questions and tasks, listening to students, observing students, and examining student work.

## Math Solutions Support and Implementation Team

“It takes a village” for Math Solutions to create the most engaging and effective professional development experience for your teachers and administrators. The Math Solutions team will design professional development around your unique needs and deliver it in a format that works for you and includes:

A **Partnership Executive** who will listen to your current needs in math instruction, share ideas about how Math Solutions has supported schools and districts with similar needs, and work with the Math Solutions content team (below) to customize a plan to reach your goals.

Your **Director of Professional Learning** is an expert at designing and delivering professional development. He/she will manage all aspects of your project from start to finish, ensuring that it meets your goals. He/she will be engaged in every aspect of your project and will work with you throughout the process to ensure it is meeting your needs, and will refine the plan if needed. Your Director of Professional Learning will have an in-depth conversation with you to assess the needs of current math instruction and make recommendations for professional learning to help you reach your goals.

**Content Instructional Designers** work with your Director of Professional Learning to design the actual PD experiences for your teachers/coaches/administrators. Math Solutions’ Content Instructional Design team draws from the expertise of more than 150 consultants, academic thought leaders and authors, to ensure that your project is designed by the top minds in math education.

The **Consultant Development Director** will work with your Director of Professional Learning to match the needs of your project with the skills of more than 150 consultants. The Consultant Development Director has been a part of the Math Solutions content team for more than 10 years and is a former Presidential Award winner for Excellence in Mathematics and Science teaching.

Your **Professional Learning Consultant** is selected from more than 150 instructors and is matched to your project based on your needs and their expertise. The team consists of top mathematics educators in the country who have earned more than 60 national and local recognition awards, including the Presidential Award for Excellence in Mathematics and Science Teaching. Ninety-eight percent of Math Solutions participants reported that the Math Solutions instructors were knowledgeable and skilled in facilitating adult learning. Resumes of Instructors are available upon request.

**Operations Services Specialists** provide all logistical and contractual support so your courses and coaching experiences run as smoothly as possible. Math Solutions delivers thousands of PD engagements each year and has learned what is necessary to provide an effective learning environment for your teachers and administrators. Your Operations Services Specialist will walk you through those details and provide you with an easy checklist that outlines the specific technology and room requirements for your engagement. He/she will work with our warehouse to ensure that all your course materials are delivered on time and to the appropriate location. If necessary, he/she will work with your purchasing and contracting departments to keep the invoicing process seamless. The Operations Services Specialist will communicate course location details with your instructor. He/she also will ensure that the logistics are taken care of, so your participants can focus on learning.

## MEMORANDUM

**To:** Finance and Operations Committee

**From:** Dr. Carol D. Birks, Superintendent

**Re:** F&O Agenda Item Request/Approval  
First Option to Renew Agreement for Facilities Management with Go To Services

**Meeting Date:** January 22, 2019

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**Executive Summary:** Approval is requested for a First Option to Renew an Agreement by and between the New Haven Board of Education and Go To Commercial Cleaning Services, LLC, 117 Kendall Street, New Haven, CT for Facilities Maintenance, Custodial Management and Energy Management and related services for the period of July 1, 2019 to June 30, 2020.

**Amount of Agreement and Daily, Hourly, or Per Session Cost:** An amount not to exceed **\$1,470,030.63** to be payable in 24 installments of \$61,251.28. **Facilities:** \$511,502.79; **Custodial:** \$558,974.31; Six (6) Full Times employees: \$239,602.50; **Energy:** \$159,951.03

**Funding Source:** 2019-2020 Operating Budget, Acct. #190-47400-56694

### Key Questions:

**1. Please describe how this service is strategically aligned with school or District goals:**

Go To Services was the successful bidder chosen through a competitive process to provide Facility Management, Energy Management, and Custodial Management for the Comprehensive High Schools and Building Use (Permit) Management. Their fees for such services were both the lowest and most responsive to the RFP. Their work helps insure that our Schools and Facilities are fully functional and operational to serve the students, staff and community of NHPS. They also insure compliance for all applicable health, environmental, safety and building code regulations.

**2. Please describe the evidence of effectiveness for this contractor. In addition, how is or will the contractor be evaluated? If a continuation service, what are the results of last year's evaluation?**

Go To Services is evaluated through detailed review of data systems and weekly meeting with the Chief Operating Officer. Work order systems, budgets, project plans and stewardship and life cycle programs are reviewed in order to make sure that goals are being met and that projects remain on target. Inspections of staff performance and attendance are also a consistent topic of review and analysis. Labor Management meetings with applicable Union Leadership are also an element of the review process to confirm good working relationships and communication. Energy management and control of expense while seeking additional efficiencies with systems and operations are also critical items of review. Finally, best practices are continuously evaluated as appropriate value-add services such as collaborating with IT, Security and Food Services among other Divisions as well as the City Facilities team to seek collaborative solutions to common areas of concern. Go to Services is able to leverage and adjust its staffing model to respond to the needs of the District at no additional cost which allows for an extremely tailored solution to our needs.

**3. Why do you believe this agreement is fiscally sound? Include how the contractor was selected (various quotes vs. RFP vs. Sole Source), whether and why the cost has increased over last year (if continuation), and what an alternative might cost.** Go To Services was selected via RFP 2019-4-1211. This renewal reflects a 3.5% increase from last year. Such increase was factored in by the committee when the selection was made and remains the lowest cost option of the bidders. The savings and cost avoidance on the Energy Management side and through the Hybrid Custodial plan which was implemented with the support and collaboration with Go To Services exceed the cost of the annual contract. Such innovations as the Hybrid staffing, the LED lighting and the BESAFER Security plan as well as project management for Commissioner's Network Schools are all confirmed results of an extremely proactive, cost effective and efficient partner that is deserving of continuation.

Copy of last year's agreement is attached. New agreement will be draft by Corp. Counsel upon approval.

**AGREEMENT  
BY AND BETWEEN  
NEW HAVEN BOARD OF EDUCATION  
AND  
GO TO COMMERCIAL CLEANING SERVICES, LLC  
FOR  
FACILITY MAINTENANCE, CUSTODIAL MANAGEMENT  
AND ENERGY MANAGEMENT SERVICES**

**EXECUTED  
ORIGINAL**

**A18-0610**

**PART I**

This Agreement, consisting of Parts I and II, entered into this <sup>19<sup>th</sup></sup> day of July, 2018, effective the 1<sup>st</sup> day of July 2018, by and between the New Haven Board of Education (hereinafter referred to as the "Board"), and Go To Commercial Cleaning Services, LLC, with offices at 117 Kendall Street, New Haven, CT 06512 (hereinafter referred to as the "Contractor").

**WITNESSETH THAT:**

**WHEREAS**, the Board had determined that it needs the services of a private company to provide facilities maintenance, custodial management and energy management for its various facilities located throughout the City of New Haven; and

**WHEREAS**, the Contractor submitted its qualifications and proposal (the "RFP Proposal") in response to Request for Proposal 2019-04-1211 (the "RFP") ; and

**WHEREAS**, the Board selected the Contractor and the Contractor agreed to perform the services for the terms and conditions set forth herein; and

**WHEREAS**, the Board in accordance with the RFP, has reserved the sole and exclusive right to renew the arrangements set forth herein for up to four (4) additional one-year term; and

**WHEREAS**, funds for this Agreement are available from account number 190-47400-56694 pursuant to Purchase Order #91390014-01 FY 2019.

**NOW, THEREFORE**, the Board and the Contractor hereby agree as follows:

**SECTION 1: ENGAGEMENT**

101. The Board hereby engages the Contractor and the Contractor hereby agrees to perform the services set forth herein in accordance with the terms and conditions and for the consideration set forth herein.

102. The person in charge of administering the services described under this Agreement on behalf of the Board shall be *William F. Clark*, Chief Operating Officer, or such other person as he shall designate in writing.

103. The person responsible for the services to be performed by the contractor shall be *Manny Gomez*, Principal Owner, or such other qualified person as is designated in writing by the Contractor and accepted by the Board.

104. The Contractor shall not subcontract any of the professional services to be performed by it under this Agreement, absent written approval by the Board.

## **SECTION 2: SCOPE OF SERVICES**

201. The Contractor shall perform the services set forth under this Agreement in a satisfactory manner, as reasonably determined by the Board. The Contractor shall make such revisions or modifications to its work, at its own cost and expense, as may be required by the Board; provided, however, the Contractor shall not be required to make revisions at its sole cost and expense where the revisions are based upon considerations outside the scope of services initially given to the Contractor.

202. All drawings, reports, and documents prepared by the Contractor under this Agreement shall be submitted to the Chief Operating Officer for review and approval. The Chief Operating Officer shall review and respond to materials submitted by the Contractor within thirty (30) calendar days. In the event the Chief Operating Officer disapproves of any of the submitted materials, or any portion thereof, or requires additional material in order to properly review the submission, the Contractor shall revise such disapproved work at its own cost and expense and submit the revised work or the additional required material for review and approval.

203. In performing the services required under this Agreement, the Contractor shall consult with the Chief Operating Officer and shall meet, as appropriate, with other Board employees or officials and with other persons or entities, as necessary, including representatives of collective bargaining units and other City of New Haven officials.

204. The services to be performed by the Contractor shall consist of facilities maintenance management, custodial grounds, vehicles and warehousing management and energy management services for the Board, all as described in the RFP and the RFP Proposal submitted by the Contractor, incorporated herein by reference and made a part hereof, and as set forth in Exhibit A attached hereto.

205. Per "City Vehicles Policy", the Contractor consents to use City vehicles and shall follow all applicable provisions of the City Vehicles Policy for snow plowing and supervisory tasks as approved by Chief Operating Officer.



### **SECTION 3: INFORMATION TO BE FURNISHED TO THE CONTRACTOR**

301. The Board will provide the Contractor with all documents, data, and other materials in its possession appropriate to the services to be performed hereunder, and will endeavor to secure materials or information from other sources requested by the Contractor for the purpose of carrying out services under this Agreement.

### **SECTION 4: TIME OF PERFORMANCE**

401. The Contractor shall perform the services set forth in Section 2 of this Agreement at such times and in such sequence as may be directed by the Board.

402. This Agreement shall remain in effect until the services required hereunder are completed to the satisfaction of the Board, unless otherwise terminated by the parties hereto, but in any event shall terminate on June 30, 2019.

403 The Board retains the sole and exclusive option to renew this agreement for up to four (4) one-year terms in accordance with the pricing and other conditions set forth in Exhibit B. If the Board intends to exercise its right of renewal it shall notify the Contractor not less than sixty (60) days prior to the termination of this Agreement.

404. Notwithstanding any other provision in this Agreement, the Board reserves the right to terminate this Agreement for any reason upon twenty-one (21) days written notice to the Contractor. The Contractor shall be paid for satisfactory services rendered up to the termination date upon submission to the Board of all written memorandums, reports or other partially complete or incomplete documents, and such other materials as will reasonably facilitate transfer to a new Contractor.

### **SECTION 5: COMPENSATION**

501. The Board shall compensate the Contractor for satisfactory performance of the services required under Section 2 of this Agreement in a Maximum Amount not to exceed One Million Four Hundred Twenty Thousand Three Hundred Eighteen Dollars and Zero Cents (\$1,420,318.00). The services will consist of the following:

- a. Facility Maintenance Management Services Lump Sum Fee of Four Hundred Ninety Four Thousand Two Hundred Five Dollars (\$494,205).
- b. Custodial/ Grounds Maintenance Management Services, including six (6) Full Time Employees, Lump Sum Fee of Five Hundred Forty Thousand Seventy One Dollars (\$540,071).
- c. Six (6) FT Employees, Lump Sum Fee of Two Hundred Thirty One Thousand Five Hundred Dollars (\$231,500)
- d. Energy Management Services Lump Sum Fee of One Hundred Fifty Four Thousand Five Hundred Forty Two Dollars (\$154,542).

502. Compensation provided under this Section 5 constitutes full and complete payment for all costs assumed by the Contractor in performing this Agreement including but not limited to salaries; consultant fees; costs of materials and supplies; printing and reproduction; meetings, consultations, and presentations; travel expenses; postage; telephone; clerical expenses; and all similar expenses. Further, per the terms of the RFP, any suitable office, office furnishings and secure equipment storage space at 654 Ferry Street, New Haven, CT 06513, or such other location as the Board shall provide and as reasonably necessary to perform the Services shall be paid for by the Contractor through a pro-rated payment or other offset deducted from the compensation to the Contractor of the lease cost applicable to such space if utilized. No direct costs shall be reimbursed by the Board other than as provided in Section 501.

503. The Contractor shall be paid in twenty four (24) equal installments of Fifty Nine Thousand One Hundred Seventy Nine Dollars and Ninety Two Cents (\$59,179.92) on or about the fifteenth (15<sup>th</sup>) and thirtieth (30<sup>th</sup>) of each month.

504. No contract for employment is intended or implemented by this Agreement and no fringe benefits will be paid to the Contractor hereunder. The Contractor's relationship to the Board is that of an independent contractor.

#### **SECTION 6: INSURANCE**

601. Contractor shall defend, indemnify and hold harmless the Board, and its officers, agents, servants and employees, from and against any and all actions, lawsuits, claims, damages, losses, judgements, liens, costs, expenses and reasonable counsel and consultant fees sustained by any person or entity ("Claims"), to the extent such Claims are caused by the acts, errors or omissions of the Contractor, including its employees, agents or subcontractors, directly or indirectly arising out of, or in any way in connection with, the obligations of the Contractor pursuant to this Agreement.

602. See attached Rider which provisions, by this reference, are part of this Agreement as if fully incorporated herein.

#### **SECTION 7: TERMS AND CONDITIONS**

701. This Agreement is subject to and incorporates the provisions attached hereto as City of New Haven Contract for Professional or Technical Services Part II, Terms and Conditions. In the event any provision of said Part II conflicts with any provision of this Part I of this Agreement, Part I shall be controlling.

702. This Agreement, its terms and conditions and any claims arising therefrom, shall be governed by Connecticut law. The Contractor shall comply with all applicable laws, ordinances, and codes of the State of Connecticut and the City of New Haven.

703. The parties agree that they waive a trial by jury as to any and all claims, causes of action or disputes arising out of this Agreement or services to be provided pursuant to this Agreement. Notwithstanding any such claim, dispute, or legal action,

the Contractor shall continue to perform services under this Agreement in a timely manner, unless otherwise directed by the Board.

704. The Board and the Contractor each binds itself, its partners, successors, assigns and legal representatives to the other party to this Agreement and to the partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement.

705. This Agreement incorporates all the understandings of the parties hereto as to the matters contained herein and supersedes any and all agreements reached by the parties prior to the execution of this Agreement, whether oral or written, as to such matters.

706. If any provision of this Agreement is held invalid, the balance of the provisions of this Agreement shall not be affected thereby if the balance of the provisions of this Agreement would then continue to conform to the requirements of applicable laws.

707. Any waiver of the terms and conditions of this Agreement by either of the parties hereto shall not be construed to be a waiver of any other term or condition of this Agreement.

708. The Board may, from time to time, request changes in the scope of services of the Contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the Contractor's compensation, which are mutually agreed upon by and between the Board and the Contractor, shall be incorporated in written amendments executed by both parties to this Agreement.

709. References herein in the masculine gender shall also be construed to apply to the feminine gender.

710. Except as otherwise specifically provided in this Agreement, whenever under this Agreement approvals, authorizations, determinations, satisfactions or waivers are required or permitted, such items shall be effective and valid only when given in writing signed by a duly authorized officer of the Board or the Contractor, and delivered in hand or sent by mail, postage prepaid, to the party to whom it is directed, which until changed by written notice, are as follows:

**Contractor:** Mr. Manny Gomez, Principal Owner  
Go To Commercial Cleaning Services, LLC  
117 Kendall Street  
New Haven, CT 06512

**Board:** Mr. William F. Clark, COO  
New Haven Board of Education  
54 Meadow Street  
New Haven, CT 06519

IN WITNESS WHEREOF, the parties have executed two (2) counterparts of this Agreement as of the day and year first above written.

WITNESS:

*Sorin Langston*

NEW HAVEN BOARD OF EDUCATION

By:

*[Signature]*  
Darnell Goldson  
Board President

WITNESS:

*[Signature]*

GO TO COMMERCIAL CLEANING SERVICES, LLC

BY:

*[Signature]*  
Manny Gomez  
Principal Owner

CITY OF NEW HAVEN  
OFFICE OF THE CORPORATION COUNSEL  
APPROVED AS TO FORM AND CORRECTNESS

*[Signature]*

**SECTION B – SCOPE OF MANAGEMENT SERVICES RESPONSE**

GTS has reviewed the New Haven Board of Education's Request for Proposal and understands its intent to select a qualified firm to provide facility maintenance, energy management and custodial management services. Based on our company's review of RFP #2019-04-1211, as well as our familiarity with the scope of services the BOE is requesting, GTS submits the following detailed description of our proposed management services:

**FACILITY MAINTENANCE MANAGEMENT**

The GTS Facilities Management Team will work under the direction of the BOE's designated representative(s) to implement the best, most economical facilities maintenance program. GTS's goal will be to foster strong relationships with New Haven's Board of Education, administrative staff, building principals, custodial/trades union and facilities maintenance staff to maintain the proper support team for each building that satisfies the individual needs the staff and infrastructure require.

GTS's knowledge and staff experience are of a particular value to the BOE in the following areas:

- a.) Maintain and improve the current day-to-day supervision and direction to New Haven Board of Education facility maintenance employees in meeting the short and long-term needs of its customers and accomplishing stated goals and objectives.

GTS's on-site personnel will remain in-tact with more than 100 years of combined Facilities Management experience in Connecticut. We are experienced and ready to meet the current and future needs of the NHPS. As a well-established Certified Small/Minority Business Enterprise with a sound operational foundation, GTS's commitment to "Local Minority Involvement" in the supervision and management of the NHPS facilities department is unmatched. GTS will always strive to fill vacancies with local New Haven minorities and continue our commitment to training and guidance to ensure a successful relationship with any and all qualified minority candidates.

- b.) Maintain and improve the current cleaning and building management services to produce clean, healthy learning environments and grounds on a daily basis, engage in deep summer cleaning, including waxing, deep cleaning and targeted floor refinishing and related cleaning of all school buildings, manage and perform snow plowing, clearing, removal and sanding services, mowing, grounds maintenance and beautification, participate in emergency planning and response as needed including staffing at the Emergency Operation Center during events and coordinating as needed with Board of Education and City staff in response to all forms of emergencies, weather related issues and unforeseen maintenance, vandalism and all other potential issues that may occur related to buildings, property and infrastructure.

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GTS's personnel will continue to maintain and improve the current cleaning and building management services to produce clean, healthy learning environments and grounds on a daily basis and engage in all above listed cleaning and maintenance needs in an effort to maintain the NHBOE's valuable Infrastructure. GTS's personnel has successfully implemented a Green Cleaning Program. Additionally, GTS's employees have handled any and all emergency response situations with the City Departments and has always opened clean and safe schools on-time as directed by the Superintendent. GTS will continually improve the maintenance, plowing and landscaping of all New Haven Schools. GTS will continue the existing program for plowing and landscaping, which are mostly outsourced by "zone", again giving minority business and opportunity to sub contract all or part of this work.

- c.) Maintain and improve the existing School Dude online data response system of dealing with service requests and complaints from users and tenants in an informed and timely fashion and provide web based inspection system. Demonstrate staff capacity and familiarity with online work order and inspection systems. Currently in excess of 12,000 work orders are completed annually and regular reviews of inspections reports including photos, ratings, etc. are utilized and expected to continue.

GTS's personnel will continue to maintain and improve the existing School Dude online data response system of dealing with service requests and complaints from users and tenants in an informed and timely fashion and provide web based inspection system. GTS's employees are incredibly familiar with the online work order and inspection systems. GTS's employees have used this system to create over 81,000 work orders with a 96% completion rate. The program has proven to be a valuable source of communication between school buildings and the facilities office.

GTS will improve and coordinate preventative maintenance, school building use and energy efficiency through the School Dude work order system.

- d.) Maintain and improve the current system of quality control to ensure optimal performance and quality of contracted and in-house services. Categorize service requests into identifiable priority areas in order to document and track appropriate levels of response to such categories as life/safety, emergencies, routine repairs, etc.

GTS staff will maintain and improve the quality control system along with prioritizing, documenting and responding to matters in the appropriate order of importance and promises 24/7/365 responding to all facilities issues. Our Executive Director is the first point of contact nights, weekends and holidays.

- e.) Analyze service and supply contracts as well as warehousing arrangements and make recommendations for improvement and cost savings. Compose RFP and Bid documents. Work with the City of New Haven Purchasing Department to manage On Call contracts.

GTS's staff will continue the analysis of service and supply contracts and will always strive to achieve cost savings wherever possible and appropriate. GTS will manage all RFP's and bids to ensure fairness and competitive bidding and conforms to all purchasing guidelines and mandates.

- f.) Maintain and improve the current comprehensive preventative maintenance program to ensure optimal life expectancy and operational performance of equipment. Demonstrate the ability to track and report 8 regularly on all preventive maintenance initiatives for all operational equipment and proactively engage in life-cycle and stewardship planning.

GTS's employees are very familiar with preventative maintenance programs. We believe that it is imperative to identify problems before they become costly emergencies. We believe that these actions extend the life of equipment so that it can function properly as designed. GTS believes that this should be incorporated with an energy management plan/program for optimal reduction of energy consumption/cost. Our main goal is to provide a program of stewardship to extend the "lifecycle" of all our New Haven schools. GTS's personnel have proven that a properly maintained building will extend the useful life and save millions of dollars in replacement cost.

- g.) Provide appropriate training and skill development programs to employees to improve their performance, operate in a safe manner and comply with mandated training requirements. Maintain OSHA training requirements including but not limited to blood borne pathogens, slip trip and fall, harness and lift training, lock out tag out training, AHERA management through documented certified OSHA trainer.

GTS staff schedules annual training for school personnel, custodial and trades staff to meet OSHA compliance requirements. These training sessions include all of the above listed. The Contractor shall function as the GTS/NHBOE's "Emergency First Responder" for all HazCom situations and shall assist in any required Radon Inspections. The Contractor will make New School [Construction] mid-construction inspections as well as final "Kick the Tires" Inspections with OSHA Mandated compliance mandates. He will schedule all other mandated trainings with authorized Training Personnel. The Contractor shall produce all necessary Work Orders, Info Sheets, Quotes/and Purchase Orders necessary to facilitate OSHA/Health & Safety compliance.

- h.) Ensure that the New Haven Board of Education is in full compliance with all local, state and federal laws and requirements. Work with the City of New Haven Building Department to insure local codes are adhered to, including but not limited to, preparing or assisting in the preparation of compliance records for state, local and other appropriate agencies as needed.

GTS staff will continue to ensure that the NHBOE is in full compliance with all local, state and federal laws and requirements. We will work with the City of New Haven Building Department to insure local codes are adhered to, including but not limited to, preparing or assisting in the preparation of compliance records for state, local and other appropriate agencies as needed.

- i.) Administer and comply with all collective bargaining agreements and personnel rules covering the facility maintenance employees and administer a comprehensive human resource program for employees in conjunction with the School's Human Resource offices

and legal counsel. Actively participate in collective bargaining negotiations with the trades and custodial unions as requested to support the goals of the Division and the Board of Education.

GTS will comply with all collective bargaining agreements and are proud to work with the COO of the NHBOE. GTS will actively participate in the collective bargaining negotiations with the trades and custodial unions as requested.

- j.) Provide a real time budget and accounting systems through data reports and regular accountability systems as it pertains to the facility maintenance capital projects, energy and operations. Develop and explain annual budget requests in support of defined goals and objectives and in accordance with guidelines issued by the Chief Operating Officer and compliance with Public School legal requirements. Demonstrate experience and capability in MUNIS, EXCEL and similar data systems utilized by the Board of Education and City Finance Departments.

GTS staff is highly skilled in MUNIS, EXCEL and various other reporting software. We accept accountability for generating reports pertaining to facility maintenance, capital projects, energy and operations. We look forward to analyzing, developing and explaining annual budget requests. GTS will report weekly, or as requested by COO, to the NHBOE/COO with accurate and up-to-date budget information.

- k.) Develop specifications and procure all goods and services necessary to support the facility maintenance and custodial operations in a timely fashion using the Public School's purchasing system and comply with all local ordinances and charter requirements pertaining to purchasing goods and services. All contracts with vendors for goods and services will be between the Public Schools and vendors. The Proposer will be responsible for administering all contracts for goods and services and ensuring compliance with all specifications.

GTS will develop bid specifications and RFP's to procure all goods and services necessary to support the facility maintenance and custodial operations in a timely fashion using the Public School's purchasing system and comply with all local ordinances and charter requirements pertaining to purchasing goods and services. We ensure compliance with all specifications by actually developing bids and specifications to meet the strict requirements of the City's Legal and Purchasing departments. GTS also works with Lil Snyder to assure registered minority contractors have an opportunity to respond to all bids.

- l.) Review and recommend approvals of all vendor invoices for payment and prepare appropriate required paperwork to authorize payments utilizing the Public Schools accounting system. Process or assist in the process as appropriate for all invoices for payment in accordance with the Public Schools policies and procedures.

GTS will review and recommend approvals of all vendor invoices for payment and prepare appropriate required paperwork to authorize payments utilizing the Public Schools accounting system. GTS will manage and control the process as appropriate



for all invoices for payment in accordance with the Public Schools policies and procedures.

- m.) Prepare and approve all payroll-processing requirements in accordance with collective bargaining agreements and payroll processing time frames. The Public Schools will maintain existing employees on its own payroll.

GTS will prepare and approve all payroll-processing requirements in accordance with collective bargaining agreements and payroll processing time frames. The Public Schools will maintain existing employees on its own payroll. GTS is responsible to assure all employees receive correct pay for their hours worked. Controlling overtime is a full time management job and GTS accepts the responsibility.

- n.) Interface and coordinate with other vendors providing long term services to New Haven Board of Education; such as, food services, custodial services, performance contracts, real time energy management services, and school construction program etc.

GTS will interface and coordinate with other vendors providing long term services to New Haven Board of Education; such as, food services, custodial services, performance contracts, real time energy management services, and school construction program etc.

- o.) Develop long-range facility maintenance management plans for all Public School buildings both owned and leased including space analysis and program needs; capital improvement and investment needs; and maintenance and upkeep.

GTS will develop long-range facility maintenance management plans for all Public School buildings both owned and leased including space analysis and program needs; capital improvement and investment needs; and maintenance and upkeep.

- p.) Identify capital budget projects for incorporation into the School Construction Program and Capital Construction Program. Communicate capital project needs to the BOE and coordinate facility management and custodial management duties as necessary to assist in the completion and long term maintenance of all capital projects.

GTS will identify capital budget projects for incorporation into the School Construction Program and Capital Construction Program. Communicate capital project needs to the BOE and coordinate facility management and custodial management duties as necessary to assist in the completion and long term maintenance of all capital projects.

- q.) Manage minor capital projects and non-School Construction Program projects such as carpet and floor covering replacement, painting, accreditation projects and minor interior modifications. This will include developing specifications and bids as needed and overseeing contractor performance and project completion. Oversee and coordinate office reallocations and moves. Perform management of Grant projects.

GTS and our personnel have a deep history of project management and construction management. Our employees will continue to manage minor capital projects and non-School Construction Program projects such as carpet and floor covering replacement, painting, accreditation projects and minor Interior modifications. This will include developing specifications and bids as needed and overseeing contractor performance and project completion. Oversee and coordinate office reallocations and moves. Perform management of Grant projects. GTS personnel assisted in the securing of the "Alliance Grant", which NHBOE has been awarded \$4.68M to help address repairs and maintenance of the NHBOE facilities.

GTS's professional experience as a well-established Certified Small/Minority Business Enterprise with a sound operational foundation in Connecticut ensures that our firm has the ability to identify, estimate, plan and manage capital building projects. GTS will work with representatives of the city's School Construction Program, the state's Bureau of School Facilities (BSF), project architects, engineers, and contractors to ensure that the BOE's goals are met and schools are built as intended. GTS will prepare and present updated reports for the BOE each month. Serving as the BOE's liaison for the capital program, GTS's proposed involvement will cover a broad spectrum of each project from inception to completion. GTS's employees have managed minor capital projects for the Sound School replacement deck, the MicroSociety replacement roof, the ADA Code Compliance Issues at Hillhouse High School, the relocation of Helene Grant School to the Boulevard, Modular classrooms installed at Orchard Street, the relocation of Riverside Academy after Hurricane Sandy, etc.

GTS's team has been instrumental in the application and awarding of over \$9,000,000 in grant money, including the two-phased security grant totaling \$3.8M and the Alliance Stewardship Grant in the amount of \$4.68M.

Our employees have previously prepared estimates for the Federal Emergency management Agency (FEMA). The estimates related to damage sustained from Hurricane Irene, Hurricane Sandy and the Blizzard Nemo. This has involved assembling cost estimates for district wide damage related to these natural events.

- r.) Maintain a twenty-four hours a day, seven days a week DESIGNATED DUTY OFFICER TYPE SYSTEM and an appropriate communications system to enable constant and rapid communications to all appropriate levels of maintenance required including emergency response and coordination of required support at all times.

GTS understands and complies with the need to maintain a twenty-four hours a day, seven days a week designated duty officer type system and an appropriate communications system to enable constant and rapid communications to all appropriate levels of maintenance required including emergency response and coordination of required support at all times. GTS's Executive Director, Joe "Pepi" Barbarotta, serves as the first point of contact 24/7/365.

- s.) Management of fixed asset inventory for all equipment and furniture in accordance with the Public School's system requirements and policies and procedures. Provide appropriate inventory and security controls over all inventory and warehoused equipment. Provide life cycle replacement program for custodial equipment and BOE vehicles.

GTS's team will manage fixed asset inventory for all equipment and furniture in accordance with the Public School's system requirements and policies and procedures. Provide appropriate inventory and security controls over all inventory and warehoused equipment. Provide life cycle replacement program for custodial equipment and BOE vehicles.

GTS assures all plows and grounds equipment are ready for use when needed. Outsourcing of equipment repairs has again saved the school system money and proven to be an effective program management decision.

- t.) Advise in the planning, contracting, construction build out, and furnishing of all leased properties.

GTS will advise in the planning, contracting, construction build out, and furnishing of all leased properties. GTS is hands-on management and prepares all properties for the New Haven school system. Our on-site staff can prepare schools and prepare plans to assist in pulling permits when required. GTS's staff has the unique skills to do any and all construction on site as needed.

- u.) Training and proactive analysis of Workman's Compensation claims, as well as training, and prevention of job related injuries that result in Workman's Compensation claims.

GTS will be responsible for training and proactive analysis of Workman's Compensation claims, as well as training, and prevention of job related injuries that result in Workman's Compensation claims.

- v.) Proactive data collection and analysis of Facilities related functions so as to prepare regular timely reports and analysis of operations as requested by the Chief Operating Officer (current practice is weekly meetings for status reviews of relevant data and information to track progress to goals).

GTS staff employees will continue providing proactive data collection and analysis of Facilities related functions so as to prepare regular timely reports and analysis of operations as requested by the Chief Operating Officer (current practice is weekly meetings for status reviews of relevant data and information to track progress to goals).

- w.) Attend Finance and Operation meetings, Board of Education meetings and all other applicable Board, City or other Community meetings as directed by the Chief Operating Officer, Superintendent or other designee.

Appropriate GTS staff will attend Finance and Operation meetings, Board of Education meetings and all other applicable Board, City or other Community

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meetings as directed by the Chief Operating Officer, Superintendent or other designee

## ENERGY MANAGEMENT

- a) Continuously examine and identify opportunities for cost savings through energy conservation, work method improvements and contracting methods. Participate in Energy Star Portfolio Management Program.

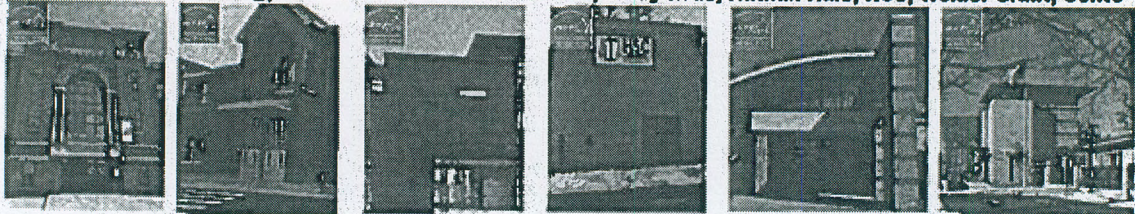
GTS's Management personnel will continuously explore and vet new and energy-saving technologies and management techniques. GTS staff has shown this by helping the NHBOE invest in the right technologies at the right times over the years. These projects have included a fuel cell, several cogen and solar installations, controls upgrades and many LED installations. In fact, since 2014/15, GTS's employees have managed over 40 individual LED lighting projects, which are projected to reduce the district's annual energy consumption by over 3,000,000 kWh. 30+ of these projects were funded as Capital projects, and seven (7) of these projects were UI funded on-bill financing projects. These LED projects are part of a multiple year plan developed along with COO Will Clark that looks to take advantage of all available grant and utility incentive money. In addition to saving energy, these projects also provide long-term cost avoidance through decreased material and maintenance costs. Another multi-year, on-going initiative that both reduces energy consumption and long-term maintenance costs is NHBOE's transition to newer, open source building controls. These new controls allow us to better control and schedule our buildings providing both energy savings and comfort. Additionally, using open source controls enable the NHBOE to avoid costly maintenance contracts on proprietary systems.

On the management side, there are also several initiatives. First, GTS employees will continue to track all building use permits and schedule HVAC accordingly. These management efforts have saved the district millions of dollars per year and are continually being improved and adapted to best fit the school buildings and their evolving and expanding uses. Many of the new lighting upgrades are being installed with advanced controls which allow for increased management as well. Strategies such as occupancy controls, daylight harvesting and peak trimming are currently being implemented wherever possible to maximize savings. Additionally, GTS has worked closely with whole building and circuit level energy monitoring over the years. These efforts have multiple benefits to the district. First, it allows management to identify anomalies before they become consistent problems. When dealing solely with utility bills, intermittent problems or spikes can easily go unnoticed; however, with energy monitoring and interval data we are able to look deeper into a building's operations and identify potential problems sooner. Maybe more importantly is a new effort that GTS has initiated recently with a new generation of our energy monitoring capabilities to manage the district's load profile. These efforts have two goals: to manage the peak demand of each individual building which we pay for all year long and to minimize the district's overall load during the grid's peak capacity. The potential benefit is another 10-20% savings in the electric generation rate next time NHBOE and the City go out

to bid for procurement. GTS will continue to update Energy Star Portfolio Manager and continue with the Energy Star Certification Program with our Energy Management Program. This certification program has yielded the prestigious ENERGY STAR certification of seven (9) New Haven Public Schools in 2016 and 2017 alone. There are several other schools that are either already eligible or almost eligible for certification this coming fiscal year. GTS has managed and the data entry for all NHPS facilities in Energy Star Portfolio Manager. Our employees also conducted a complete portfolio audit in 2016, which allowed us to verify and update utility meter numbers and building specifics. Energy Star numbers are important because they show how your buildings are performing compared to similar buildings in



**New Haven's 2016 Energy Star Certified schools: Truman, Betsy Ross, Nathan Hale, HSC, Wexler Grant, Conte**



**New Haven's 2017 Energy Star Certified schools: Ross Woodward, Edgewood, Clinton Ave School**



similar climates. The New Haven City and BOE were honored with a prestigious "Achievement Ceremony" due in part to the success of this program.

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- b) Provide regular energy reports by school/building isolating cost, demand and usage. Review monthly utility bills and consumption in order to track and identify trends and anomalies and remedy as necessary.

GTS's staff will provide regular cost and consumption energy reports for Natural Gas and Electric for all NHBOE facilities. As shown below our standard report shows monthly consumption compared to the same month the previous year, as well as the Year-To-Date performance of each building. On a district-wide level, we report regularly on the overall trends of the district's energy consumption and show that using a 5-year comparison.

Once a monthly report is generated, our engineers analyze data and identify anomalies in meters and billing. If a school's monthly electric or gas consumption falls above or below our set tolerance levels, we have a system in place to investigate what is causing the difference. School building use, energy monitoring data, recent equipment repairs and many other factors are taken into account.

- c) Demonstrate staff experience and ability to work with utilities, the City Energy Committee and other available partners to strategically apply for and maximize incentives and reimbursements where appropriate.

GTS staff has a close relationship with both Natural Gas and Electric utility representatives. By intimately understanding how the utility incentives work, we are able to plan projects to maximize return of investment. Our employees have worked closely with our UI representatives to secure \$637,420+ in LED lighting incentives on behalf of the NHBOE, and are constantly adding to this number. Beyond ensuring maximum incentives are received, GTS also has staff members that formerly worked at the utility and can get to the bottom of any issues that may arise whether it be a faulty meter or an incorrect billing rate class.

We work closely with the committee annually to review the generation rates we are paying. Over the years, this team has had very impressive results. Beyond simple procurement, GTS staff has also kept the Energy Committee informed on innovative efforts to reduce consumption on the Board of Education side. Many methods could be applied to city buildings in the future for additional savings.

- d) Maintain and enhance energy cost avoidance measures, life-cycle and stewardship planning on a 24/7 basis. Trouble shoot make improvements and upgrades to the BMS. Manage centralized HVAC controls and settings and local controls and online or

remote controls in a cost effective and proactive manner designed to run all buildings as cost effectively and efficiently as possible while maintaining comfort for all users consistent with building design and expectations.

As noted above, GTS staff will constantly strive to provide energy cost avoidance through implementation of emerging technologies and improving management techniques. Beyond simple energy savings, GTS also encourages the NHBOE to properly maintain their investments. This approach of implementing regularly scheduled Preventative Maintenance amplifies savings by both extending equipment life, but also minimizing costly service calls when equipment unexpectedly breaks down. Through our online work order system, GTS also regularly runs reports to identify problem equipment. Once equipment is identified as a constant maintenance problem a replacement plan is put in place utilizing either Alliance Grant or capital funding.

Also touched on before are GTS's efforts to run the NHBOE's buildings as tightly as possible. This is done through the building controls. GTS has employees who focus on monitoring building equipment and maintaining proper schedules. In addition to monitoring and maintaining the existing building controls, GTS is also constantly evaluating our systems to plan for future upgrades.

- e) Support and engage in retro-commissioning efforts of buildings and systems, audits of building and systems and turn-over of building and systems from construction projects and other capital projects to insure completion of projects, proper usage, maintenance and strategic upgrades and replacement of equipment in order to leverage maximum cost effectiveness and energy efficiency in school buildings and properties while also maintaining acceptable levels of comfort and usability.

GTS has qualified energy consultants, who work to evaluate existing buildings either for energy efficiency upgrades or retrocommissioning opportunities. Retrocommissioning can be thought of as a "tune-up" for your building controls. Through state and utility subsidized programs, GTS staff members have encouraged the district to take advantage of this high value program. An additional 3 schools are began this process in FY 2017/18.

Our qualified energy personnel will research and advise on the installation of high efficiency equipment, from water heaters to LEDs, GTS seeks to deliver the lowest cost system to the client. These efforts have proven successful over the years.

Finally, GTS will work closely with Gilbane and City officials to ensure the smooth transition of new school buildings into the management of the Facilities Department. By holding regular meetings to stay up to date on progress during the construction and planning process, GTS is able to get out in front of issues that might otherwise go unnoticed until after the building is turned over. New buildings come full of new technology and it takes a trained eye to make sure that these systems are installed properly and function as promised prior to a COO.



- 
- f) Explore emerging technologies, grants, projects and practices which can be utilized to expand or supplement past and current projects such as the LED replacement project, the boiler replacement project, Co-Gen, solar, fuel cell and other alternative energy or cost positive programs.

GTS will take advantage of a multitude of available funding sources. In this past year alone, the Board of Ed will have benefited from the following financial vehicles:

- On-bill financing
- up to 50% utility incentives
- ZRECs from solar systems
- LRECs from fuel cells
- 30% renewable energy tax credit (indirect)
- \$4,680,000 of Alliance Grant funding

**CUSTODIAL GROUNDS, VEHICLES, WAREHOUSING MANAGEMENT SERVICES:**

Provide (3) Full Time Building Manager or Lead Day Supervisor positions and (3) Full Time Assistant Building manager or lead Evening Supervisor positions at Hill Regional Career, Wilbur Cross and Hillhouse/Fieldhouse.

The maintenance at these three schools will be based on an hourly contract as follows: (6) full time employees x 40 hours per week x 52 weeks per year = 2080 hours. Additionally there are (8) paid holidays per year: Independence Day, Labor Day, Thanksgiving, Christmas, New Year's Day, MLK Day, President's Day and Memorial Day. (6) Full time employees x (8) hours per day = (48) hours per holiday x (8) holidays per year = (384) Holiday Hours for Full Time Employees.

The New Haven Board of Education at its sole discretion will determine when and how the hours of the contract will be used. The Board of Education intends to utilize the work hours to cover p[ermits and events which may take place on weekend nights or off hours thus providing full coverage of these buildings to need.

GTS agrees to the above schedule of paid time off hours

In addition to the Facilities Maintenance services detailed above, GTS will assign staff to administer the following:

- a.) Prepare and administer the overall budget for the said service. (Currently in excess of \$26,000,000).

GTS employees have annually prepared and managed New Haven's budget and accounting systems for these services. In addition, GTS's staff will monitor the annual operating budget at the direction of the COO. GTS's staff prides themselves on their ability to "get the job done" on time and within the budget.

- b.) Manage the purchases of custodial supplies and equipment.

GTS will manage the purchases for all custodial supplies and custodial equipment. GTS will administer a "bid" for supplies and has included green cleaning training to all full and part time custodians. Additionally, GTS has included training on equipment and repairs and maintenance of all the cleaning equipment.

- c.) Manage the maintenance and repair of the entire BOE fleet of vehicles

GTS will make recommendations for new or replacement vehicles as part of the annual capital planning program. GTS staff will additionally monitor annual capital budget for BOE vehicles.

- d.) Manage the Capital Purchases of BOE vehicles.

GTS will make recommendations for new or replacement vehicles as part of the annual capital planning program. GTS staff will continue to monitor the annual capital budget for BOE vehicles.

- e.) Training of all Grounds, Custodial, Warehousing and Fleet Maintenance staff in job specific training as well as OSHA, Federal, State of CT and other regulations required for satisfactory performance of duties.

GTS will provide annual training to all staff regarding OSHA, federal and State of CT regulations related to satisfactory performance of their duties.

- f.) Manage all outsourced contracts as they relate to Custodial, Ground or Fleet Maintenance.

GTS will manage fleet maintenance through an outsourced contract. GTS will conduct an annual bid for these services through the city Purchasing Department.

- g.) Manage Warehouse staff including inventory control, security of assets and distribution control.

GTS will manage warehouse staff including inventory control, security of assets and distribution control. We will track equipment as it is delivered to individual schools.

- h.) Manage Custodial staff of BOE employees (Custodial 102 FTE) (166 PTE) and other staff that may be included from time to time in the Custodial function.

GTS will oversee all custodial personnel, both private and BOE unionized workforce. GTS will oversee all vendors supplying part time custodial staff, eliminating the need for additional management.

- i.) Manage and coordinate all BOE swimming pools including staffing, training, chemical purchase and use, repair of mechanical systems, etc.

GTS will provide annual training to swimming pool staff and provide the chemicals and routine maintenance for all swimming pools. GTS will monitor the co-generation units associated with the pool and schedule replacement units in the near future when necessary.

- j.) Maintain the existing real time budget tracking system including all records, reports, overtime budgets etc. Constantly track actual vs. budgeted expenses. Experience in MUNIS, Excel, Word and related systems is required.

GTS staff will provide weekly updates to the COO on weekly and year-to-date (YTD) overtime expenses and current year vs. prior year expenditures for overtime. In addition, the reports include budget vs. actual expenditures. Our team will also provide weekly updates on the reasons for absenteeism including bereavement, vacation, sick, worker's compensation, personal, holidays, jury duty, etc. GTS staff is very familiar with all programs and systems mentioned.

- k.) Work closely with other City Departments including, but not limited to DPW, City Engineering, Department of Health, Food Service, Security, Purchasing, Human Resources, City Economic Development Administration to monitor and maintain environmental and IAQ standards at all school facilities

GTS will work closely with all City departments to monitor and maintain environmental and IAQ standards at all school facilities.

- l.) Prepare specifications and analyze bids received for all outsourced services such as grounds landscaping, snow removal with an emphasis on local MBE, WBE Small Contractor Development Program.

GTS staff will prepare all bid documents, reviews all bid results, checks all references and makes recommendations to the Board of Education for services related to grounds, snow removal, etc. GTS actively works to develop and sustain a diverse and local workforce. Six former non-minority positions are currently filled with local minority candidates, many of which have successfully grown and been promoted within our company.

- m.) Manage both in house employees and outsourced contractors as it relates to grounds maintenance and snow removal and emergency response.

GTS will manage in-house and outsourced contracts for snow removal ideally awarding portions of snow removal bid to competitive and qualified local and minority contractors.

- n.) Provide home office technical support to assigned personnel where appropriate.

*GTS will continue to provide home office technical support to assigned personnel where appropriate.*

- o.) Review, improve and enhance the current Standards Operational Procedures/ User Manual.

GTS personnel produced the original User Manual for school building administrators to assist them in addressing facilities related problems. GTS will update this guide each year with the most current information available including, but not limited to contact information, mandates, protocols and best practices

- p.) Establish a quality Control Process that is satisfactory to the BOE. QC reports will be issued monthly with a semi-annual and annual report as well.

*GTS will continue to work with representatives of the BOE to identify activities and/or processes within the department that warrant a specific quality control program. For each program, GTS defines the responsibilities of all staff, measures the current efficiency, analyzes activities that could be performed better and implements changes as required.*

- q.) Training and proactive analysis of Workman's Compensation claims, as well as, training and prevention of job related injuries that result in Workman's Compensation claims.

GTS will train and analyze Workman's Compensation claims, as well as, training and prevention of job related injuries that result in Workman's Compensation claims

through regular training sessions (i.e Lift/Harness) conducted by OSHA Safety/ Compliance Coordinator/ Trainer.

- r.) Proactive data collection and analysis of Custodial related function so as to prepare timely analysis and reports as requested by the Chief Operating Officer.

GTS will provide analytical reports and data, including overtime, absenteeism and more on a regular basis to Chief Operating Officer.

- s.) Management and supervision of Warehouse related activities including maintenance of a materials and inventory control system, handling of receipt and disbursement of materials etc.

*GTS will manage an inventory control system and tracks the receipts and disbursements of all materials including custodial equipment.*

- t.) Assist in the management and oversight of the BOE building use permit system and related audio visual equipment (lights and sound) and make recommend improvements

GTS employs a Facility Usage Administrator who is solely responsible for receiving, scheduling and managing permits. This position works closely with the Energy Management Systems Coordinator to ensure that rented spaces are properly heated and cooled only when utilized. This contributes significantly to energy savings.

Each of New Haven's schools must serve as a resource for various community, school and city organizations to hold functions, meetings and other activities. GTS understands the importance of this responsibility and will perform an analysis of the BOE's current program. This will include the following:

1. **Definitions and Priorities:** GTS will consult with the New Haven's administrative staff, as well as members of the BOE in order to create a master list of groups/organizations that could potentially use New Haven's school buildings. In addition, each group will be given a priority rating that will determine who gets first access to scheduling a facility. This process will also determine the rates that individual groups/organizations are charged.
2. **Creating Guidelines for Building Use:** GTS will create a list of school and organizational guidelines for all parties to follow when using BOE facilities. GTS will clearly define the roles and responsibilities expected of organizations using the facilities, as well as for the school custodians assigned to work events.
3. **Usage Fees:** GTS will consult with New Haven's administrative staff, as well as members of the BOE to create a fair fee schedule that is clearly defined and understood by all parties. The fee structure will be reviewed on an annual basis and will be updated according to increases in cost-of-living standards, energy/utility costs and custodial wages. *(Historically, this is the area in which school building use programs has suffered as rental rates are sometime left*

unchanged for multiple years. As such, the program would be profitable in Year 1, but only breaking even two or three years forward).

4. **Systems Management:** The most important task will be for the implementation of the *School Dude* Building Use System that provides centralized management with the entire building use process. This is a web-based system that provides the following features:
  - a. Enable event requesters to check facility availability and submit usage requests. That request must then be automatically routed to the central office;
  - b. Track all facility requests and bookings by setup and breakdown time. The system must also allow for rental of single or multiple rooms at the same location for both individual or recurring events;
  - c. Enables event requesters to request equipment and services which will be approved and invoiced by the BOE;
  - d. Display scheduled events on an Interactive calendar;
  - e. Tracks facility usage costs with billing, payment and usage summary. The system should also support the setup of standard invoices that are automatically generated based on the fee structure;
  - f. Automatically generate invoices for events and include invoicing terms, PO number, deposit, organization, billing information and line item charges;
  - g. Tracks contact information for all building use requesters;
  - h. Linkage to the GTS Work Order System to track setup labor and materials;
  - i. Track actual overtime worked by school custodians.

Implementing a new, web-based system will lower operating costs and increase revenue generated by the building use program.

#### Program Management

The facilities department's clerical staff, supervised by GTS's *Building Use Manager*, will serve as the new point-of-contact for the permitting process. The public will have access to permits either through "walking-in" and requesting a permit from staff or through the internet. The facilities department will ensure that permits are filled out correctly, the proper terms and fees are explained and most importantly, timely invoices are created and mailed to the responsible party for payment.

This is a program which GTS has considerable experience managing with success. Our goal would be to increase the revenue generated from the building use program so that

additional money can be diverted to the facilities department's operating account to fund preventative maintenance programs not carried by the current operating budget.

#### ADVANCED MANAGEMENT SERVICES

In addition to the services described in the preceding pages, GTS staff also possesses specialty skills in the following areas:

**Bureau of School Facilities** - All school districts must possess an extensive knowledge of the state's Bureau of School Facilities (BSF) required documentation and processes to ensure that the district receives the maximum amount of reimbursement for each construction project.

GTS employees have worked for over 20 years with the BSF and has established a strong relationship built on trust that translates to well manage projects that finish on time, within budget and receive the maximum state reimbursement. We have assisted in the filing of client OSF forms for school projects and have contributed to the development of educational specifications and program planning in order to gain local approval before formal submission to the State.

**Familiarity with RESC's** - GTS has extensive experience working with Connecticut's Regional Educational Service Centers and understands their role in working with urban school districts like New Haven.

GTS also oversees and manages audio/visual projects completed by A/V technician.

- u) Manage unfunded State of Connecticut mandates, AED program, AHERA program, Integrated Pest Management Plan, IAQ program, Green Cleaning, Security related support via management and completion of the work orders from the Director of Security or designate

Under the COO's directives and collaborative, GTS's team has implemented many new protocols and standards to provide compliance with state mandates. We have implemented the A.E.D program that provides AED's in all of our schools, Green Cleaning program that has removed all caustic cleaners from the district, we are ahead of the curve with OSHA training and compliance with new SDS data.

- v) Responsible for installation, maintenance and repair of locks and lock systems at and within all Board of Education buildings and facilities. Responsible for cutting keys and assisting in issuance of keys. Responsible for identifying materials needed for the operation and provides assistance during bid procedures and to outsider vendors as need be on call for all after hour repairs.

GTS employees will continue to be responsible for installation, maintenance and repair of locks and lock systems at and within all Board of Education buildings and facilities. Responsible for cutting keys and assisting in issuance of keys. Responsible for identifying materials needed for the operation and provides assistance during bid procedures and to outsider vendors as need be on call for all after hour repairs.



## EXHIBIT B

**ADDITIONAL SERVICES BEYOND SCOPE OF THIS RFP**

**DESCRIBE : ( Provide attachments if necessary)**

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**(List 4 individual yearly proposals for option years)**

	18/19	19/20	20/21	21/22	22/23
	<i>Base Agreement</i>	<i>Renewal Option 1</i>	<i>Renewal Option 2</i>	<i>Renewal Option 3</i>	<i>Renewal Option 4</i>
Facility Maintenance	\$ 494,205.59	\$ 511,502.79	\$ 529,405.38	\$ 547,938.57	\$ 567,112.28
Custodial/ Grounds	\$ 540,071.80	\$ 558,974.31	\$ 578,538.41	\$ 598,787.26	\$ 619,744.81
(6) Full Time Employees	\$ 231,500.00	\$ 239,602.50	\$ 247,988.59	\$ 256,668.19	\$ 265,651.57
Energy Management	\$ 154,542.06	\$ 159,951.03	\$ 165,549.32	\$ 171,343.54	\$ 177,340.57
	\$ 1,420,319.45	\$ 1,470,030.63	\$ 1,521,481.70	\$ 1,574,733.56	\$ 1,629,849.24

<b>First Year Cost</b>	<b>\$ <u>\$1,420,318</u></b>	<b><u>One million, four hundred twenty thousand, three hundred eighteen dollars</u></b>
	(Numbers)	(Words)





## MEMORANDUM

**To:** Finance and Operations Committee

**From:** Dr. Carol D. Birks, Superintendent

**Re:** F&O Agenda Item Request/Approval  
First Option to Renew Agreement for Part-Time Custodial Services with Eco-Urban Pioneers, LLC

**Meeting Date:** January 22, 2019

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### **Executive Summary:**

To approve a First Option to Renew an Agreement by and between the New Haven Board of Education and Eco-Urban Pioneers, LLC, 670 Winthrop Ave., New Haven, CT for custodial services to assist with the upkeep of the NHPS buildings including part-time labor force and management supervision from July 1, 2019 to June 30, 2020.

**Amount of Agreement and Daily, Hourly, or Per Session Cost:** An amount not to exceed \$4,603,654.66

**Funding Source:** 2019-2020 Operating Budget  
Acct. #190-47400-56694

### **Key Questions:**

- 1. Please describe how this service is strategically aligned with school or District goals:**  
This service provides for clean, safe and well maintained school buildings that produce an environment conducive to learning. Ensuring clean and healthy facilities allows the students and staff to rise in pursuit of excellence and focus on educational goals.
- 2. Please describe the evidence of effectiveness for this contractor. In addition, how is or will the contractor be evaluated? If a continuation service, what are the results of last year's evaluation?**  
The schools are clean and in satisfactory condition. Any deficiencies are addressed timely. There is a system in place whereby inspections are conducted regularly and each school receives a score with a goal of 100%. Schools that score below 80% result in repeated inspections and extra supervision as well as disciplinary action, if warranted. Last year's inspection results were favorable. The contractor implemented a reward system, recognizing one school per month with inspection scores of 100%, by hosting a pizza party for the custodial staff (Board of Ed and contractor employees). This has also promoted healthy competition amongst the custodial staff. Go to Services also participates in weekly meetings with the COO to review performance and metrics. Eco Urban Pioneers also joins monthly Labor Management meetings with the COO and the Custodial Union to review performance and maintain open lines of communication on best practices and efficiencies. Go to Services has also been very collaborative in hiring and promotional support with a focus on local and minority recruitment. Since the initial job fair that was conducted when the hybrid custodial system was

developed the Part-Time staffing demographics have demonstrated a clear commitment to local hiring. The workforce has also proven to be a good source for promotional opportunities as a number of Part-Time staff has successfully been promoted to full time positions within the organization. The training and technical support offered through Eco Urban Pioneers as a part of the contract have produced a well-trained and regulatory compliant staff at no additional cost to the District. The staffing, payroll, background checks and training support as well as employee benefits and insurance are major cost avoidance/savings for the District on an annual basis.

3. **Why do you believe this agreement is fiscally sound? Include how the contractor was selected (various quotes vs. RFP vs. Sole Source), whether and why the cost has increased over last year (if continuation), and what an alternative might cost.**

The RFP scoring/evaluating committee, which included a Board Member, members of the community, the City Purchasing Agent and the COO as support staff to the committee, unanimously scored ECO Urban Pioneers as the highest, most qualified contractor for these services. References were checked and the results were favorable. The annual increase for year two is 4%, which is still less than the district would have paid the prior vendor and services have improved. It should be noted also that the increase is almost entirely linked to the requirements in the RFP to honor the Living Wage ordinance and to respect the right of the workforce to Unionize. The cost associated with honoring these required provisions are passed on to the District per the Contract. This hybrid solution of utilizing a part time unionized workforce has resulted in an approximately \$4million savings annually. Workman's compensation issues have been significantly reduced. This contract is unique in that it is an hourly contract therefore the board of education is able to bank hours during the year then reassign the part time staff to cover weekend and special events thereby saving the district thousands of dollars in overtime.

Copy of last year's agreement are attached. Corporation Counsel will draft new agreement upon approval.

**AGREEMENT  
BY AND BETWEEN  
NEW HAVEN BOARD OF EDUCATION  
AND  
ECO-URBAN PIONEERS, LLC  
FOR  
CUSTODIAL CLEANING AND OTHER SERVICES**

**EXECUTED  
ORIGINAL**

A18-0611

**PART I**

This Agreement, consisting of Parts I and II, entered this <sup>19<sup>th</sup></sup> day of July 2018, effective the 1st day of July 2018, by and between the New Haven Board of Education, 54 Meadow Street, New Haven, CT 06519 (hereinafter referred to as the "Board"), and Eco-Urban Pioneers, LLC. with offices at 670 Winthrop Ave., New Haven, CT 06511 (hereinafter referred to as the "Contractor" and, together with the Board referred to as the "Parties").

**WITNESSETH THAT:**

**WHEREAS**, the Board determined that it needed the services of a professional custodial management company to assist with the upkeep of the New Haven public school buildings; and

**WHEREAS**, the Contractor submitted its qualifications in response to RFP #2019-04-1212, the terms and conditions of which RFP are incorporated herein by reference; and

**WHEREAS**, the Board selected the Contractor and the Contractor has agreed to perform the services for the terms and conditions set forth herein; and

**WHEREAS**, the Board in accordance with the RFP, has reserved the sole and exclusive right to renew the arrangements set forth herein for up to four (4) additional one-year term; and

**WHEREAS**, funds for this Agreement are available from account number 190-47400-56694 pursuant to Purchase Order # 91390013-01 for FY 2019.

**NOW, THEREFORE**, the Board and the Contractor hereby agree as follows:

**SECTION 1: ENGAGEMENT**

101. The Board hereby engages the Contractor and the Contractor hereby agrees to perform the services set forth herein in accordance with the terms and conditions and for the consideration set forth herein.

102. The person in charge of administering the services described under this Agreement on behalf of the Board shall be *William F. Clark*, Chief Operating Officer, or such other person as he may designate in writing.

103. The person responsible for the services to be performed by the contractor shall be *Michael Dolan*, or such other qualified person as is designated in writing by the Contractor and accepted by the Board.

104. The Contractor shall not subcontract any of the professional services to be performed by it under this Agreement, absent written approval by the Board.

## **SECTION 2: SCOPE OF SERVICES**

201. The Contractor shall perform the services set forth under this Agreement in a satisfactory manner, as reasonably determined by the Board. The Contractor shall make such revisions or modifications to its work, at its own cost and expense, as may be required by the Board; Provided, However, the Contractor shall not be required to make revisions at its sole cost and expense where the revisions are based upon considerations outside the scope of services initially given to the Contractor.

202. All drawings, reports, and documents prepared by the Contractor under this Agreement shall be submitted to the Board or its designee for review and approval. The Board or its designee shall review and respond to materials submitted by the Contractor within thirty (30) calendar days. In the event the Board or its designee disapproves of any of the submitted materials, or any portion thereof, or requires additional material in order to properly review the submission, the Contractor shall revise such disapproved work at its own cost and expense and submit the revised work or the additional required material for review and approval.

203. In performing the services required under this Agreement, the Contractor shall consult with the Chief Operating Officer and his Facilities Team, and shall meet, as appropriate, with other Board employees or officials and with other persons or entities, as necessary.

204. Contractor is to provide custodial and cleaning services at various school facilities throughout New Haven. The tasks to be performed and the timing for the performance thereof are set forth in Exhibit A attached hereto and incorporated herein by reference. The tasks set forth in Exhibit A shall be performed at the Board's facilities specified in Exhibit B. All tasks described in said Exhibit A are hereinafter referred to as "Services". In performing the Services, the Contractor shall:

- A. Furnish a management team to ensure the Services are accomplished in accordance with the terms and conditions set forth herein.
- B. Furnish, train, manage and direct all its employees in the performance of Services. The Board shall have the right, upon written notice to the

Contractor, to require the replacement of any of its employees employed at Board facilities whose continued presence, in the opinion of the Chief Operating Officer, is not in the best interest of the Board, its employees or any students, provided such replacement shall not contravene any local, State or Federal law. The Contractor will take all measures required by law to assure that all of its employees working at any Board facility shall comply with any and all applicable laws, ordinances, rules and regulations in the performance of Services provided under this Agreement, including but not limited to, all applicable Board policies and procedures, rules and regulations in effect at the time, all laws governing appropriate visa and work authorization, any and all applicable Board policies regarding background information, pre-employment testing and any other requirements deemed appropriate by Board.

- C. Provide additional services (non-repetitive in nature) similar to, but not included in, the Services from time to time as may be agreed to by the parties, which are hereinafter referred to as "Additional Services".

### **SECTION 3: INFORMATION TO BE FURNISHED TO THE CONTRACTOR**

301. The Board will provide the Contractor with all documents, data, and other materials in its possession appropriate to the services to be performed hereunder and will endeavor to secure materials or information from other sources requested by the Contractor for the purpose of carrying out services under this Agreement.

### **SECTION 4: TIME OF PERFORMANCE**

401. The Contractor shall perform the services set forth in Section 2 of this Agreement at such times and in such sequence as may be directed by the Board.

402. This Agreement shall commence on July 1, 2018 and end June 30, 2019 unless terminated earlier in accordance herewith. In its sole and exclusive discretion, the Board may exercise its option to renew this Agreement for up to four (4) additional one-year terms.

403. Notwithstanding any other provision in this Agreement, either Party shall have the right to terminate this Agreement for any reason upon sixty (60) days written notice to the other party. The Contractor shall be paid for satisfactory services rendered up to the termination date upon submission to the Board of all written memorandums, reports or other partially complete or incomplete documents, and such other materials as will reasonably facilitate transfer to a new Contractor.

### **SECTION 5: COMPENSATION**

501. The Board shall compensate the Contractor for satisfactory performance of the Services required under Section 2 of this Agreement in the maximum amount not to

exceed \$4,509,661.00 for Services as set forth in Exhibit C (the "Base Contract Price"), as may be adjusted in accordance with Section 505 below. The Base Contract Price shall be paid in twelve (12) equal monthly installments of \$375,805.08 as may be adjusted pursuant to Section 505, or by agreement of the Parties, which will be billed at the beginning of the month in which the Services are to be rendered. Additional Services will be invoiced in accordance with Exhibit C at the beginning of each month for such Additional Services provided during the prior month.

502. Except as provided below, Compensation provided under this Section 5 constitutes full and complete payment for all costs assumed by the Contractor in performing this Agreement including but not limited to salaries; consultant fees; costs of materials and supplies; printing and reproduction; meetings, consultations, and presentations; travel expenses; postage; telephone; clerical expenses; and all similar expenses. Further, per the terms of the RFP, any suitable office, office furnishings and secure equipment storage space at 654 Ferry Street, New Haven, CT 06513, or such other location as the Board shall provide and as reasonably necessary to perform the Services shall be paid for by the Contractor through a pro-rated payment or other offset deducted from the compensation to the Contractor of the lease cost applicable to such space if utilized.

The following costs will be paid by Board:

- A. The costs of utilities and electric power used by the Contractor to accomplish the Services and any Additional Services.
- B. The cost of purchasing and/or leasing supplementary janitorial equipment.
- C. The cost of all janitorial supplies and minor janitorial equipment.
- D. The cost of all restroom and other supplies (including paper, plastic and other miscellaneous consumables).
- E. The cost of all waste removal and disposal any Board facility. The cost of waste containers, compactors, bins, cans, bailers, shredders, dumpsters and related receptacles used to temporarily store or process waste at any Board facility.
- F. The cost of copier use, internal Board e-mail use, local telephone service and internal Board telephone service.

No direct costs shall be reimbursed by the Board other than as provided in this Agreement.

503. Payments to the Contractor under this Agreement shall be made by the Board on approval of payment invoices certified by a principal of the Contractor submitted not more often than once a month. Each invoice shall be in a form acceptable to the Board and shall set forth the Services and any Additional performed,

and the compensation due the Contractor based upon the fee amount set forth in Section 501. The parties shall engage in regular reviews of hours actually worked on a daily, weekly and monthly basis in order to true up the actual hours worked to the base contract price. The parties first option will be to adjust hours up or down as needed over time to effectuate the true up without adjusting the monthly payment such that over the period of the contract each party can be satisfied that all hours paid have been worked to the base contract expectation.

504. No contract for employment is intended or implemented by this Agreement and no fringe benefits will be paid to the Contractor or any of its employees hereunder. The Contractor's relationship and that of any of its employees assigned to Board facilities is that of an independent contractor to the Board.

505. Up to the maximum of amount of \$4,509,661.00 the compensation payable to Contractor under this Agreement may be adjusted as follows:

A. Change in Tax Rates or Minimum Wage Rate: In the event of a change in social security taxes or the Federal or State unemployment taxes, or the imposition of new Federal, State or local payroll taxes applicable to any of the Contractor's employees, the Contract Price shall be changed by the projected change in costs to the Contractor. In the event of a change in the Federal, State or local minimum wage rates, including the New Haven Living Wage, applicable to any of the Contractors' employees, the labor cost portion of the contract price shall be changed by the percentage increase in the minimum wage rates. Any such changes shall be effective from the date such cost changes went into effect.

B. Collective Bargaining: In the event of any increases in wages for employees of the Contractor providing the Services hereunder as a result of any collective bargaining by such employees or contained in any collective bargaining agreement governing such employees, the contract price may be changed by the projected change in costs to the Contractor from the date of such change in wages and/or benefits. However, in the event Board does not agree to such change in wages and/or benefits, Board may cancel this Agreement upon thirty (30) days' notice to the Contractor, notwithstanding any other provision hereof.

C. Change in Services: Should the Board or the Chief Operating Officer request an increase or decrease in Services for reasons of (i) adding or reducing staff to perform the Services; (ii) adding additional facilities-related services; (iii) opening new units or buildings or permanent closings of units or buildings; (iv) a change of tasks or frequencies to be performed; or (v) a significant change in the activity or use of any Board facility; and should such change result in a change of costs to the Contractor, the Base Contract Price and the monthly payments shall be adjusted up or down, as the case may be, to reflect the projected change in costs, with such adjustment taking effect from the date of the change in Services, as outlined in Attachment C.

D. Change in Supplies and Equipment Purchasing: Should the Board request

that the Contractor purchase supplies or equipment for use in providing the Services, the contract price and monthly payments shall be adjusted to reflect the projected change in costs to the Contractor and said costs shall be mutually agreed upon by the Parties prior to any change in the total amounts payable hereunder.

**SECTION 6: INSURANCE**

601. Contractor shall defend, indemnify and hold harmless the Board, and its officers, agents, servants and employees, from and against any and all actions, lawsuits, claims, damages, losses, judgements, liens, costs, expenses and reasonable counsel and consultant fees sustained by any person or entity ("Claims"), to the extent such Claims are caused by the acts, errors or omissions of the Contractor, including its employees, agents or subcontractors, directly or indirectly arising out of, or in any way in connection with, the obligations of the Contractor pursuant to this Agreement.

602. See attached Rider, which provisions, by this reference, are part of this Agreement as if fully incorporated herein.

**SECTION 7: TERMS AND CONDITIONS**

701. This Agreement is subject to and incorporates the provisions attached hereto as City of New Haven Contract for Professional or Technical Services Part II, Terms and Conditions. In the event any provision of said Part II conflicts with any provision of this Part I of this Agreement, Part I shall be controlling.

702. This Agreement, its terms and conditions and any claims arising therefrom, shall be governed by Connecticut law. The Contractor shall comply with all applicable laws, ordinances, and codes of the United States of America, the State of Connecticut and the City of New Haven.

703. The Parties agree that they waive a trial by jury as to any and all claims, causes of action or disputes arising out of this Agreement or services to be provided pursuant to this Agreement. Notwithstanding any such claim, dispute, or legal action, the Contractor shall continue to perform services under this Agreement in a timely manner, unless otherwise directed by the Board. Notwithstanding the foregoing, the Contractor and the Board hereby agree to submit all controversies, claims and matters of difference other than claims brought under Section 602 to binding arbitration in New Haven, CT, according to the rules and practices of the American Arbitration Association then existing. This submission and agreement to arbitrate shall be specifically enforceable. The parties agree to abide by all awards rendered in such proceedings. Such awards shall be final and binding on all parties to the extent and in the manner provided by the state rules of civil procedure. All awards may be filed with the clerk of courts, state and/or federal; having jurisdiction over the party against whom such award is rendered or such party's property. No party shall be considered in default of this Agreement during the pendency of arbitration proceedings related to such alleged default.



704. The Board and the Contractor each binds itself, its partners, successors, assigns and legal representatives to the other party to this Agreement and to the partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement.

705. This Agreement incorporates all the understandings of the parties hereto as to the matters contained herein and supersedes any and all agreements reached by the parties prior to the execution of this Agreement, whether oral or written, as to such matters, other than as set in the RFP, which is incorporated herein by reference.

706. If any provision of this Agreement is held invalid, the balance of the provisions of this Agreement shall not be affected thereby if the balance of the provisions of this Agreement would then continue to conform to the requirements of applicable laws.

707. Any waiver of the terms and conditions of this Agreement by either of the parties hereto shall not be construed to be a waiver of any other term or condition of this Agreement.

708. The Board may, from time to time, request changes in the scope of services of the Contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the Contractor's compensation, which are mutually agreed upon by and between the Board and the Contractor, shall be incorporated in written amendments executed by both parties to this Agreement.

709. References herein in the masculine gender shall also be construed to apply to the feminine gender.

710. Except as otherwise specifically provided in this Agreement, whenever under this Agreement approvals, authorizations, determinations, satisfactions or waivers are required or permitted, such items shall be effective and valid only when given in writing signed by a duly authorized officer of the Board or the Contractor, and sent by mail, postage prepaid, or by national overnight courier service, to the party to whom it is directed, which until changed by written notice, are as follows:

**Contractor:** Eco-Urban Pioneers, LLC.  
670 Winthrop Ave.  
New Haven, CT 06511

**Board:** William Clark, Chief Operating Officer  
New Haven Board of Education  
54 Meadow Street  
New Haven, CT 06519

**with a copy to:** Corporation Counsel  
City of New Haven  
165 Church Street  
New Haven, CT 06510

IN WITNESS WHEREOF, the parties have executed two (2) counterparts of this Agreement as of the day and year first above written.

WITNESS:

*Simon Gannan*

NEW HAVEN BOARD OF EDUCATION

By: *[Signature]*  
Darnell Goldson, Board President  
Duly Authorized

Approved as to Form and  
Correctness

*[Signature]*  
Kathleen M. Foster  
Senior Assistant Corporation Counsel

WITNESS:

*[Signature]*

ECO-URBAN PIONEERS, LLC

By: *[Signature]*  
Michael Dolan, Esq.  
Duly Authorized

**ECO-URBAN PIONEERS, INC.**  
**EXHIBIT A**  
**SCOPE OF SERVICES**

Area/Location	Daily	Weekly	Monthly	Yearly	As Required
<b>I. Classrooms</b>					
<b>A. Floors - Vinyl Tile</b>					
1. Sweep	X				
2. Damp Mop	X				
3. Auto scrub/recoat				1X	AUG
4. Strip & Wax				1X	AUG
5. Replace burned out light bulbs	X				
6. Wash Furniture Monthly			X		
<b>B. Dusting</b>					
1. Ledges	X				
2. Counters	X				
3. Window Sills	X				
4. Light Fixtures				3X	AUG/DEC/APR
<b>C. Miscellaneous</b>					
1. Glass- Inside and doors	X				
2. Empty trash, replace liner, sanitize	X				
<b>II. Bathrooms</b>					
<b>A. Wash &amp; Sanitize</b>					
1. Fixtures, Including stall walls	X				
2. Mirrors	X				
3. Dispensers	X				
4. Floors	X				
5. Walls		X			
6. Fill Dispensers	X				
7. Empty Trash, replace liners	X				
8. Scrub floors			X		
9. Power wash			X		
<b>III. Hallways, including stairwells</b>					
<b>A. Floors</b>					
1. Sweep	X				
2. Damp Mop	X				
3. Buff		2X			
4. Strip & Wax				1X	AUG
5. Auto Scrub/Recoat				4X	AUG/DEC/FEB/APR
6. Auto Scrub		2X			
<b>B. Miscellaneous</b>					
1. Clean door glass	X				
2. Clean doors & metal	X				
3. Wash drinking fountains	X				
4. Spot Clean Walls	X				

**ECO-URBAN PIONEERS, INC.**  
**EXHIBIT A**  
**SCOPE OF SERVICES**

Area/Location	Daily	Weekly	Monthly	Yearly	As Required
<b>IV. Offices/Library/Media Center</b>					
<b>A. Floors</b>					
1. Vacuum Rugs	X				
2. Spot Clean Rugs	X				
3. Shampoo Rugs				2X	AUG/DEC
<b>B. Dusting</b>					
1. Ledges	X				
2. Counter	X				
3. Window Sills	X				
4. Light Fixtures				1X	AUG
<b>C. Miscellaneous</b>					
1. Empty Trash	X				
2. Clean Glass Doors	X				
3. Clean Glass Doors & Metal			X		
<b>V. Kitchen</b>					
1. Empty Trash Daily	X				
2. Wash Trash Barrels & Sanitize		X			
<b>VI. Cafeteria, Staff Lounge</b>					
<b>A. Floors</b>					
1. Sweep	X				
2. Wash/Auto Scrub	X				
3. Buff		X			
4. Auto Scrub/Recoat				4X	AUG/DEC/FEB/APR
5. Strip & Wax				1X	AUG
<b>B. Furniture, Staff Lounge</b>					
1. Scrub Tables			X		
2. Scrub Chairs			X		
<b>C. Trash</b>					
1. Empty Trash, Replace Liners	X				
2. Wash & Sanitize Trash Receptacles		X			
<b>D. Miscellaneous</b>					
1. Clean Drinking Fountain	X				
2. Scrub Chairs				2X	AUG/DEC
3. Scrub Tables				2X	AUG/DEC
<b>VII. Gym</b>					
<b>A. Floors</b>					
1. Sweep	X				
2. Damp Mop	X				
3. Buff			X		
<b>B. Locker Rooms/ Bathrooms</b>					
1. Clean	X				
2. Disinfect	X				

**ECO-URBAN PIONEERS, INC.**  
**EXHIBIT A**  
**SCOPE OF SERVICES**

Area/Location	Daily	Weekly	Monthly	Yearly	As Required
<b>C. Miscellaneous</b>					
1. Empty Trash, Replace Liner	X				
<b>VIII. Special</b>					
A. Wash All Windows, Inside & Out				X	
B. Wash Foyer Door Glass	X				
<b>IX. Secure Building &amp; Active Alarm</b>					
A. Check All Doors	X				
B. Activate Alarms	X				
<b>X. Grounds/Seasonal Outside Work*</b>					
A. Cut Grass/Trim Property		X**	X**		X
B. Trim Hedges/Trees					X
C. Snow Plowing/Sanding					X

*\*It is important to note that all vendors must supply personnel capable of performing outside maintenance activities and that the NHPS will supply all necessary equipment to perform these duties. It should be understood by all vendors that these services should be included as part of vendors' base bid and staffing plan and should NOT be viewed as an "extra" service for each occurrence.*

\*\* Weekly: Apr-Jun; Bi-Weekly: Jul-Aug

**ECO-URBAN PIONEERS, INC.**

**EXHIBIT B**

**FACILITIES TO BE SERVED**

SCHOOLS	ADDRESSES	Sq. Ft.
<b>HIGH SCHOOLS</b>		
Coop Arts & Humanities High School	177 College Street	145,000
Engineering & Science University Magnet School	500 Boston Post Rd., West Haven	60,000
High School in the Community	175 Water Street	72,000
Hill Regional Career High School	140 Legion Avenue	165,000
James Hillhouse High School	480 Sherman Avenue	216,000
Metropolitan Business School	115 Water Street	78,768
New Haven Academy	444 Orange Street	67,100
New Horizons	103 Hallock Ave.	30,400
Sound School		
Anderson Bldg.	South Water Street	3,926
Aquaculture Center	17 Sea Street	38,136
Emerson Bldg.	82 South Water Street	7,425
McNeil Bldg.	60 South Water Street	3,839
Thomas Bldg.	40 South Water Street	10,215
Wilbur Cross High School	181 Mitchell Drive	258,300
<b>K-8 SCHOOLS</b>		
Barnard Magnet School	170 Derby Avenue	90,000
Beecher School	100 Jewell Street	90,740
Benjamin Jepson School	15 Lexington Avenue	90,200
Betsy Ross Arts Magnet School (5-8)	150 Kimberly Avenue	98,475
Bishop Woods	1481 Quinnipiac Avenue	72,240
Celentano Magnet School (including Observatory)	400 Canner Street	92,530
Clarence Rogers	199 Wilmot Road	35,500
Clemente Leadership Academy	360 Columbus Avenue	79,177
Clinton Avenue School	293 Clinton Avenue	100,960
Columbus Family Academy	255 Blatchley Avenue	74,600
Conte West Hills Magnet School (including 21 Wooster Pl.)	511 Chapel Street	110,000
Davis Street Magnet School	35 Davis Street	77,240
Dr. Reginald Mayo Early Childhood School	185 Goffe Street	60,000
East Rock Magnet School	133 Nash Street	77,598
Edgewood Magnet School	737 Edgewood Avenue	47,688
Elm City Montessori School	375 Quinnipiac Avenue	31,400
Fair Haven School	164 Grand Avenue	180,362
Hill Central School	140 DeWitt Street	78,768
John Daniels School	569 Congress Avenue	90,700
John S. Martinez School	100 James Street	101,529
Katherine Brennan	200 Wilmot Road	57,216
King Robinson Middle School	150 Fournier Street	105,900
Lincoln Bassett School	130 Bassett Street	94,749
Mauro/Sheridan Magnet	191 Fountain Street	101,322
Nathan Hale School	480 Townsend Avenue	94,853
Quinnipiac Elementary School	460 Lexington Avenue	31,000
Ross/Woodward School	185 Barnes Avenue	108,000
Strong School	130 Orchard Street	47,703
Troup Magnet	259 Edgewood Avenue	113,200
Truman School	114 Truman Street	101,700
W. Hooker Elementary School (K-2)	180 Canner Street	24,000
W. Hooker Middle School (3-8)	691 Whitney Avenue	61,003
West Rock Academy	311 Valley Street	36,500
Wexler / Grant School	55 Foote Street	91,866
<b>OTHER</b>		
Central Kitchen Facility	75 Barnes Avenue	36,600
Fieldhouse @ (Hillhouse)	480 Sherman Parkway	93,600

**EXHIBIT C**

\*\*Conte West Hills assignment includes the cleaning of 21 Wooster Place as directed.

Item #	Commodity	Estimated Annual Hours	Unit Measure	Unit Price	Total Fiscal Year 2017/2018	Total Fiscal Year 2018/2019	Total Fiscal Year 2019/2020	Total Fiscal Year 2020/2021	Total Fiscal Year 2021/2022
1	<b>ZONE #1: (8) Total Schools, (33) Total PTE</b> Bishop Woods, Celentano, Clinton, Conte, Edgewood, Fair Haven, High School in the Community, Jepson <b>Pre bid specifications:</b> 33 PTE x 4 Hrs. Per Day =132 HRS Per Day x 260 Days Per Year = 34,320 Total Hours Per Year. Minus 1,056 Holiday Hours Per Year= 33,264 Regular Time Hours Actually Worked Per Year	33,264	Hourly	\$25.38	\$844,189.33	\$863,141.72	\$878,160.47	\$888,239.46	\$908,032.18
2	132 Hrs. Per Day x 8 Holidays Per Year= 1,056 Holiday Hrs. Per Year	1,056	Hourly	\$25.38	\$26,801.28	\$27,392.64	\$27,878.40	\$28,195.20	\$28,828.80
3	Total PTE Annual Cost	34,320	Hourly	\$25.38	\$871,041.60	\$890,260.80	\$906,048.00	\$916,344.00	\$936,936.00
4	<b>Productive Labor</b> (33 Part Time Employees)	33,264	Hourly	\$16.90	\$562,161.60	\$574,469.28	\$584,448.48	\$594,427.68	\$604,406.88
5	<b>Back Office Clerical Support Monitor</b> <b>Call Outs Salary</b>		Lump Sum		\$27,360.00	\$27,360.00	\$27,860.00	\$27,860.00	\$28,695.80
6	<b>Benefits and Wages Associated Taxes</b>								
7	Health Insurance		Lump Sum		\$37,546.00	\$37,646.00	\$37,746.00	\$37,846.00	\$37,946.00
8	Workman's Comp 401K		Lump Sum		\$46,635.58	\$48,134.88	\$48,509.22	\$49,477.61	\$50,165.77
9	Payroll Tax's		Lump Sum		\$40,481.64	\$40,581.64	\$40,681.64	\$40,781.64	\$40,881.64
10	Vacation		Lump Sum		\$88,725.00	\$90,766.15	\$92,342.85	\$93,919.57	\$95,496.29
11	Sick/Personal		Lump Sum		\$23,998.00	\$24,868.80	\$25,300.80	\$25,732.80	\$26,179.20
12	<b>Total Benefits, Wages/Tax's Annual Costs</b>		Lump Sum		\$8,923.20	\$9,118.56	\$9,276.96	\$9,435.36	\$9,593.76
					\$246,309.42	\$252,766.48	\$257,157.33	\$261,548.18	\$265,939.08
13	<b>Annual Operating Costs</b>								
14	Vehicles/Insurance/Fuel		Lump Sum		\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
15	Cell Phones/iPods		Lump Sum		\$450.00	\$450.00	\$450.00	\$450.00	\$450.00
16	Other (office space \$3k/uniforms/Background)		Lump Sum		\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00
	<b>Total Annual Operating Costs</b>				\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00
17	<b>Overhead</b>								
18	Profit	63%			\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90
		2%			\$17,246.50	\$17,446.50	\$17,646.50	\$17,846.50	\$18,046.50
20	<b>Final-All in 1<sup>st</sup> Year Cost</b>				\$897,004.70	\$916,560.80	\$932,116.61	\$947,003.46	\$963,042.46



Item #	Commodity	Estimated Annual Hours	Unit Measure	Unit Price	Total Fiscal Year 2017/2018	Total Fiscal Year 2018/2019	Total Fiscal Year 2019/2020	Total Fiscal Year 2020/2021	Total Fiscal Year 2021/2022
	<b>Schedule of Charges-ZONE #2</b>								
	<b>ZONE#2 (10) Total Schools (34) Total PTE</b>								
	Betsy Ross, Clemente, Columbus, Coop, East Rock, Hill Central, Hooker Middle, Lincoln-Bassett, Martinez, Nathan Hale								
	<b>Pre bid specifications:</b>								
	34 PTE x 4 Hrs. Per Day = 136 HRS Per Day x 260 Days Per Year= 35,360 Total Hours Per Year. Minus 1,088 Holiday Hours Per Year = 34,272 Regular Time Hours Actually Worked Per Year			\$25.38	\$869,823.36	\$899,015.68	\$904,780.80	\$915,062.40	\$935,625.60
1		34,272	Hourly						
2	136 Hrs. Per Day x 8 Holidays Per Year= 1,088 Holiday Hrs. Per Year	1,088	Hourly	\$25.38	\$27,613.44	\$28,222.72	\$28,723.20	\$29,049.60	\$29,702.40
3	Total PTE Annual Cost	35,360	Hourly	\$25.38	\$897,436.80	\$917,238.40	\$933,504.00	\$944,112.00	\$965,328.00
	<b>Productive Labor</b>								
4	(34 Part Time Employees)	34,272	Hourly	\$16.90	\$579,196.80	\$591,887.44	\$602,159.04	\$612,440.64	\$622,722.24
5	<b>Back Office Clerical Support Monitor Call Outs Salary</b>		Lump Sum		\$27,360.00	\$27,360.00	\$27,860.00	\$27,860.00	\$28,695.80
	<b>Benefits and Wages Associated Taxes</b>								
6	Health Insurance		Lump Sum		\$37,546.00	\$37,646.00	\$37,746.00	\$37,846.00	\$37,946.00
7	Workman's Comp		Lump Sum		\$47,973.33	\$49,126.66	\$49,979.20	\$50,832.57	\$51,685.95
8	401K		Lump Sum		\$41,689.92	\$41,789.92	\$41,889.92	\$41,989.92	\$42,089.92
9	Payroll Tax's		Lump Sum		\$91,513.09	\$93,518.21	\$95,141.13	\$96,765.62	\$98,390.11
10	Vacation		Lump Sum		\$24,674.00	\$25,214.20	\$25,652.20	\$26,090.20	\$26,528.20
11	Sick/Personal		Lump Sum		\$9,193.60	\$9,394.88	\$9,558.08	\$9,721.28	\$9,884.48
12	<b>Total Benefits, Wages/Tax's Annual Costs .44</b>		Lump Sum		\$252,589.94	\$260,430.47	\$264,949.98	\$269,473.88	\$273,997.79
	<b>Annual Operating Costs</b>								
13	Vehicles/Insurance/Fuel		Lump Sum		\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
14	Cell Phones/iPods		Lump Sum		\$450.00	\$450.00	\$450.00	\$450.00	\$450.00
15	Other (office space/uniforms/Background)		Lump Sum		\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00
16	<b>Total Annual Operating Costs</b>				\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00
17	Overhead	.63%			\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90
18	Profit	2%			\$17,246.50	\$17,446.50	\$17,646.50	\$17,846.50	\$18,046.50
20	<b>Final-All In 1<sup>st</sup> Year Cost</b>				\$921,132.58	\$942,473.03	\$958,464.62	\$973,796.52	\$990,290.63

Schedule of Charges-ZONE #3									
Item #	Commodity	Estimated Annual Hours	Unit Measure	Unit Price	Total Fiscal Year 2017/2018	Total Fiscal Year 2018/2019	Total Fiscal Year 2019/2020	Total Fiscal Year 2020/2021	Total Fiscal Year 2021/2022
	<b>ZONE#3 (11) Total Schools (35) Total PTE</b>								
	Barnard, Beecher, Brennan, Daniels, Davis, King-Robinson, Mauro/Sheridan, West Rock Academy, Rogers, Sound, Troup								
	<b>Price bid specifications:</b>								
	35 PTE x 4 Hrs. Per Day = 140 HRS Per Day x 260 Days Per Year = 36,400 Total Hours Per Year. Minus 1,120 Holiday Hours Per Year = 35,280 Regular Time Hours Actually Worked Per Year	35,280	Hourly	\$25.38	\$895,406.40	\$915,163.20	\$931,392.00	\$941,976.00	\$963,144.00
1									
2	140 Hrs. Per Day x 8 Holidays Per Year = 1,120 Holiday Hrs. Per Year	1,120	Hourly	\$25.38	\$28,425.60	\$29,052.80	\$29,568.00	\$29,904.00	\$30,576.00
3	Total PTE Annual Cost	36,400	Hourly	\$25.38	\$923,832.00	\$944,216.00	\$960,960.00	\$971,880	\$993,720.00
	<b>Productive Labor</b>								
4	(35 Part Time Employees)	35,280	Hourly	\$16.90	\$596,232.00	\$609,285.60	\$619,869.60	\$630,453.60	\$641,037.60
5	Back Office Clerical Support Monitor Call Outs Salary		Lump Sum		\$27,360.00	\$27,360.00	\$27,860.00	\$27,860.00	\$28,695.80
	<b>Benefits and Wages Associated Taxes</b>								
6	Health Insurance		Lump Sum		\$37,546.00	\$37,646.00	\$37,746.00	\$37,846.00	\$37,946.00
7	Workman's Comp		Lump Sum		\$49,387.26	\$50,570.70	\$51,449.18	\$52,327.64	\$53,206.12
8	401K		Lump Sum		\$42,913.80	\$43,013.80	\$43,113.80	\$43,213.80	\$43,313.80
9	Payroll Tax's		Lump Sum		\$94,104.66	\$96,267.12	\$97,939.40	\$99,611.67	\$101,283.94
10	Vacation		Lump Sum		\$25,350.00	\$25,905.00	\$26,355.00	\$26,805.00	\$27,255.00
11	Sick/Personal		Lump Sum		\$9,464.00	\$9,671.20	\$9,839.20	\$10,007.20	10,175.20
12	Total Benefits, Wages/Tax's Annual Costs		Lump Sum		\$258,765.72	\$263,073.82	\$266,543.93	\$271,095.05	\$275,646.17
	<b>Annual Operating Costs</b>								
13	Vehicles/Insurance/Fuel		Lump Sum		\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
14	Cell Phones/iPods		Lump Sum		\$450.00	\$450.00	\$450.00	\$450.00	\$450.00
15	Other (office space/uniforms/background)		Lump Sum		\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00
16	Total Annual Operating Costs				\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00
17	Overhead	.63%			\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90
18	Profit	2%			\$17,446.50	\$17,446.50	\$17,446.50	\$17,446.50	\$18,046.50
20	Final-All In 1 <sup>st</sup> Year Cost				\$945,155.72	\$963,344.62	\$978,613.93	\$994,285.05	\$1,011,127.97

Schedule of Charges-ZONE #4									
Item #	Commodity	Estimated Annual Hours	Unit Measure	Unit Price	Total Fiscal Year 2017/2018	Total Fiscal Year 2018/2019	Total Fiscal Year 2019/2020	Total Fiscal Year 2020/2021	Total Fiscal Year 2021/2022
	<b>ZONE#4 (9) Total Schools (33) Total PTE</b>								
	Dr. Mayo ECLC, Elm City Montessori, ESUMS, Metro Business Academy, New Haven Academy, Ross-Woodward, Strong, Truman, Wexler-Grant								
	<b>Pre bid specifications:</b>								
	33 PTE x 4 Hrs. Per Day =132HRS Per Day x 260 Days Per Year = 34,320 Total Hours Per Year. Minus 1,056 Holiday Hours Per Year= 33,264 Regular Time Hours Actually Worked Per Year	33,264	Hourly	\$25.38	\$844,240.32	\$862,868.16	\$878,169.60	\$888,148.80	\$908,107.20
1									
2	132 Hrs. Per Day x 8 Holidays Per Year= 1,056 Holiday Hrs. Per Year	1,056	Hourly	\$25.38	\$26,801.28	\$27,392.64	\$27,878.40	\$28,195.20	\$28,828.80
3	Total PTE Annual Cost	34,320	Hourly	\$25.38	\$871,041.60	\$890,260.80	\$906,048.00	\$916,344.00	\$936,936.00
	<b>Productive Labor</b>								
4	(33 Part Time Employees)	33,264	Hourly	\$16.90	\$562,161.60	\$574,469.28	\$584,448.48	\$594,427.68	\$604,406.88
5	<b>Back Office Clerical Support Monitor Call Outs Salary</b>		Lump Sum		\$27,360.00	\$27,360.00	\$27,860.00	\$27,860.00	\$28,695.80
	<b>Benefits and Wages Associated Taxes</b>								
6	Health Insurance		Lump Sum		\$37,546.00	\$37,646.00	\$37,746.00	\$37,846.00	\$37,946.00
7	Workman's Comp		Lump Sum		\$46,559.41	\$47,680.95	\$48,509.22	\$49,337.50	\$50,165.77
8	401K		Lump Sum		\$40,466.04	\$40,566.04	\$40,666.04	\$40,766.04	\$40,866.04
9	Payroll Tax's		Lump Sum		\$88,721.53	\$90,766.15	\$92,342.86	\$93,919.57	\$95,496.29
10	Vacation		Lump Sum		\$23,998.00	\$24,523.40	\$24,949.40	\$25,375.40	\$25,801.40
11	Sick/Personal		Lump Sum		\$8,923.20	\$9,118.56	\$9,276.96	\$9,435.36	\$9,593.76
12	<b>Total Benefits, Wages/Tax's Annual Costs</b>				\$246,214.18	\$252,766.48	\$257,157.33	\$261,548.18	\$265,939.03
	<b>Annual Operating Costs</b>								
13	Vehicles/Insurance/Fuel		Lump Sum		\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
14	Cell Phones/iPods		Lump Sum		\$450.00	\$450.00	\$450.00	\$450.00	\$450.00
15	Other (office space/uniforms/background)		Lump Sum		\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00
16	<b>Total Annual Operating Costs</b>				\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00
17	Overhead	.63%			\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90
18	Profit	2%			\$17,246.50	\$17,446.50	\$17,646.50	\$17,846.50	\$18,046.50
20	<b>Final-All In 1st Year Cost</b>				\$896,909.46	\$932,116.61	\$947,003.46	\$963,042.91	\$978,089.46

Schedule of Charges-ZONE #5									
Item #	Commodity	Estimated Annual Hours	Unit Measure	Unit Price	Total Fiscal Year 2017/2018	Total Fiscal Year 2018/2019	Total Fiscal Year 2019/2020	Total Fiscal Year 2020/2021	Total Fiscal Year 2021/2022
	<b>ZONE#5 (3) Total Schools (31) Total PTE</b>								
	Hill Regional Career, Wilbur Cross, Hillhouse/Fieldhouse								
	<i>Pre bid specifications:</i>								
	31 PTE x 4 Hrs. Per Day =124 HRS Per Day x 260 Days Per Year = 32,240 Total Hours Per Year. Minus 992 Holiday Hours Per Year= 31,248 Regular Time Hours Actually Worked Per Year	31,248	Hourly	\$25.38	\$793,074.24	\$810,573.12	\$824,683.20	\$834,054.60	\$853,070.40
1									
2	124 Hrs. Per Day x 8 Holidays Per Year= 992 Holiday Hrs. Per Year	992	Hourly	\$25.38	\$25,176.96	\$25,732.48	\$26,188.80	\$26,486.40	\$27,081.60
3	Total PTE Annual Cost	32,238	Hourly	\$25.38	\$818,200.44	\$836,461.24	\$851,083.20	\$860,754.60	\$880,097.40
	<b>Productive Labor</b>								
4	(33 Part Time Employees)	31,246	Hourly	\$16.90	\$528,057.40	\$539,618.42	\$548,992.22	\$558,366.02	\$567,739.82
5	<b>Back Office Clerical Support Monitor Call Outs Salary</b>		Lump Sum		\$27,360.00	\$27,360.00	\$27,860.00	\$27,860.00	\$28,695.80
	<b>Benefits and Wages Associated Taxes</b>								
6	Health Insurance		Lump Sum		\$37,546.00	\$37,646.00	\$37,746.00	\$37,846.00	\$37,946.00
7	Workman's Comp		Lump Sum		\$43,728.76	\$44,788.32	\$45,566.35	\$46,344.38	\$47,122.41
8	401K		Lump Sum		\$38,754.72	\$38,854.72	\$38,954.72	\$39,054.72	\$39,154.72
9	Payroll Tax's		Lump Sum		\$83,433.07	\$85,259.71	\$86,740.77	\$88,221.83	\$89,702.89
10	Vacation		Lump Sum		\$22,646.00	\$23,141.80	\$23,543.80	\$23,945.80	\$24,347.80
11	Sick/Personal		Lump Sum		\$8,382.40	\$8,099.63	\$8,714.72	\$8,863.52	\$9,012.32
12	<b>Total Benefits, Wages/Tax's Annual Costs</b>		Lump Sum		\$234,490.95	\$237,432.11	\$241,556.58	\$245,681.05	\$249,805.52
	<b>Annual Operating Costs</b>								
13	Vehicles/Insurance/Fuel		Lump Sum		\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
14	Cell Phones/iPods		Lump Sum		\$450.00	\$450.00	\$450.00	\$450.00	\$450.00
15	Other (office space/uniforms/Background)		Lump Sum		\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00	\$8,280.00
16	<b>Total Annual Operating Costs</b>		Lump Sum		\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00	\$10,530.00
17	<b>Overhead</b>	.63%			\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90	\$6,595.90
18	<b>Profit</b>	2%			\$17,246.50	\$17,446.50	\$17,646.50	\$17,846.50	\$18,046.50
20	<b>Final-All in 1st Year Cost</b>				\$849,457.71	\$864,715.41	\$879,370.00	\$893,365.87	\$908,495.14