



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE AND OPERATIONS COMMITTEE MEETING

Tuesday, February 19, 2019

4:00 p.m.

Gateway Center – 2nd 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 Dawn Slade, d/b/a Nuts about Health, Inc., to provide twelve healthy nutrition and physical activity workshops for the Supporting Pregnant & Parenting Teens program, from February 25, 2019 to June 14, 2019, in an amount not to exceed \$3,613.

Funding Source: **Supporting Pregnant & Parenting Teens Program**
Acct. # 2512-6032-56694-0000

Presenter: Ms. Mary Derwin
(Pages #5-11)

2. The Superintendent approved an Agreement by and between the New Haven Board of Education and Daylan Greer, to provide outreach and support services for teen fathers, from February 26, 2019 to June 30, 2019, in an amount not to exceed \$18,445.

Funding Source: **Supporting Pregnant & Parenting Teens Program**
Acct. # 2512-6032-56694-0000

Presenter: Ms. Mary Derwin
(Pages #12-20)

3. The Superintendent approved an Agreement by and between the New Haven Board of Education and Beverly Richardson, to provide case management services for students enrolled in the Supporting Pregnant & Parenting Teens program, from February 26, 2019 to June 30, 2019, in an amount not to exceed \$18,445.00.

Funding Source: **Supporting Pregnant & Parenting Teens Program**
Acct. # 2512-6032-56694-0062

Presenter: Ms. Mary Derwin
(Pages #21-29)

4. The Superintendent approved an Agreement by and between the New Haven Board of Education and Project Youth Court, to provide a peer to peer model of addressing discipline through restorative practices, from February 26, 2019 to June 14, 2019, in an amount not to exceed \$15,000.00.

Funding Source: **Extended School Hours Program**
Acct. # 2579-5326-56697-0000

Presenter: Ms. Gemma Joseph Lumpkin
(Pages #30-34)

5. The Superintendent approved an Agreement by and between the New Haven Board of Education and Music Haven, to provide music lessons and activities for 59 students, from February 25, 2019 to June 30, 2019 in an amount not to exceed \$15,000.00.

Funding Source: **Extended School Hours Program**
 Acct. # 2579-5326-56697-0000

Presenter: Ms. Gemma Joseph Lumpkin
(Pages #35-41)

6. The Superintendent approved an Agreement by and between the New Haven Board of Education and Buck Institute for Education, to provide professional development and support for the implementation of project-based learning, for staff at Lincoln Bassett School, from February 11, 2019 to June 30, 2019, in an amount not to exceed \$16,500.00.

Funding Source: **School Improvement Grant (SIG) – Lincoln Bassett Program**
 Acct. # 2531-6299-56694-0020

Presenter: Dr. Iline Tracey/Ms. Rosalind Garcia
(Pages #42-47)

B. AGREEMENTS

1. To approve Amendment #1 to Agreement # 96301157 with Houghton Mifflin Harcourt Publishing, to 1) increase funding of \$96,700.00 by \$7,500.00 to \$104,200.00 for additional administrative coaching sessions; 2) to change funding account # from School Improvement Grant (SIG 1003) acct. # 2531-6165-56694-0049 (\$96,700), and to fund \$7,500 from School Improvement Grant Supplemental Grant, acct. # 2531-6302-56694-0049.

Funding Source: **School Improvement Grant (SIG 1003) West Rock Program**
 Acct. # 2531-6165-56694-0049 (\$96,700.00)
 School Improvement Grant Supplemental – West Rock Program
 Acct. # 2531-6302-56694-0049

Presenter: Dr. Iline Tracey
(Pages #48-53)

2. To approve Amendment #1 to Agreement # 96302156 with Clifford Beers Guidance Clinic, to change funding account # from School Improvement Grant Supplemental – West Rock Program, acct. # 2531-6165-56694-0049 to School Improvement Grant Program (SIG 1003) – West Rock Program, acct. # 2531-6302-56694-0049, with no change in funding amount.

Funding Source: **School Improvement Grant - West Rock Program**
 Acct. # 2531-6302-56694-0049

Presenter: Dr. Iline Tracey/Patricia DeMaio
(Pages #54-58)

3. To approve Amendment #1 to Agreement # 96300178 with Foundation for the Arts & Trauma, to change the funding account # from School Improvement Grant (SIG 1003 – Strong Program, acct. # 2531-6279-56694-0028 to School Improvement Grant (SIG 1003) – Strong Program, acct. #2531-6300-56694-0028, with no change in funding amount.

Funding Source: **School Improvement Grant (SIG 1003) – Strong Program**
 Acct. # 2531-6300-56694-0028

Presenter: Dr. Iline Tracey/Patricia DeMaio
(Pages #59-74)

teachers, students and parents, effective February 25, 2019 to June 20, 2019, in an amount not to exceed \$132,500.

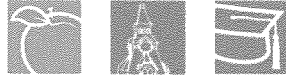
Funding Source: Alliance Grant
Acct. #2547-6105-56694

Presenter: Ms. Ivelise Velazquez
(Pages #178-204)

10. To approve an Agreement by and between the New Haven Board of Education and President and Fellows of Harvard College d/b/a Harvard University to provide technical assistance on the Data Wise protocols to the Superintendent, Executive Team, Curriculum Team and two schools serving as model sites, consisting on an 8-part protocol that educators use to establish data literacy, to review learner-centered data, to identify a problem of practice, and to launch and monitor an action plan to address the problem, effective February 20, 2019 to June 30, 2019, in an amount not to exceed \$144,000.

Funding Source: Alliance Grant
Acct. #2547-6105-56694

Presenter: Ms. Ivelise Velazquez
(Page #205-218)



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Mary Derwin
Date: 2/5/2019
Re: Healthy Nutrition & Physical Activity Workshops for Support for Pregnant & Parenting Teens Program

Proposed Meeting Date: 2/19/2019

Executive Summary/ Statement:

This contractor will provide twelve healthy nutrition and physical activity workshops to SPPT program participants at four New Haven Public High Schools that will include interactive activities regarding creation of healthy family recipes, participating in a childhood obesity board game, physical movement, and understanding the role healthy food and physical activity play in positive health outcomes.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$301.08 per session (1.5 hr. per session) x 12 sessions = \$3,613.

Funding Source & Account #: CT Office of Early Childhood
Acct. # 25126032/56694

Key Questions:

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

This service is strategically aligned with school district goals as they relate to health and wellness of students which is pertinent to their physical health, emotional health, and their academic progress.

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

This contractor will address poor eating habits, the importance of incorporating healthy nutrition and physical activity into students' daily lives in order for them to be successful in school and in life.

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

This contractor was selected through a proposal process.

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

This contractor brings many years of services as a Certified Personal Trainer and Certified Community Health Advisor.

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

This is a new service.

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

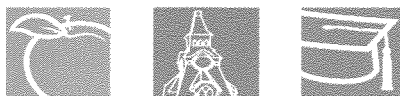
This contractor will be evaluated through reporting of program participant feedback through completed student surveys after each workshop; as well as how many SPPT students were in attendance; and grade levels of the students attending the workshops.

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

This is not a professional development program; however, it is a service that will provide skills that can be utilized throughout the students' life spans.

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

This agreement is fiscally sound because services will be provided in an allotted time, sessions will be tailored to each groups' needs, and feedback will be elicited from students regarding workshop satisfaction. This contractor will be responsible for her own taxes, provide all materials and supplies, transportation, and utilization of home office.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Dawn Slade, DBA: Nuts About Health, Inc.

FOR DEPARTMENT/PROGRAM:

Support for Pregnant & Parenting Teens Program

This Agreement entered into on the 25th day of February 2019, effective (*no sooner than the day after Board of Education Approval*), and the 26 day of February, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, Dawn Slade, DBA: Nuts About Health, Inc., located at, 566 Winthrop Avenue, 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 \$301.08 per session; 12 sessions; 2 sessions; for a total of 12 days; (Pending receipt of funding)

The maximum amount the contractor shall be paid under this agreement: Three Thousand Six Hundred Thirteen (\$3,613). 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 Support for Pregnant & Parenting Teens Program of the New Haven Board of Education, **Account Number:** 25126032/56694 **Location Codes:** 0053, 0061,0062, & 0091.

This agreement shall remain in effect from 2/25/2019 to 6/14/2019.

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).*

Teen parents will be exposed to health and wellness information regarding what to eat, when to eat, and where to eat. They will learn how to read food labels and avoid additives that can lead to poor health and disease. They will create healthy family recipes, understand the role food plays in health outcomes, participate in interactive physical activities, and complete Student Surveys. Workshops will be held at James Hillhouse High School, Riverside Educational Academy, Wilbur Cross High School and New Haven Adult Education. (See attached for costs in Exhibit A.)

Exhibit A: Scope of Service: Please 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'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



Date

Date



Contractor Printed Name & Title

Revised: 10/2/18

Nuts About Health, Inc.

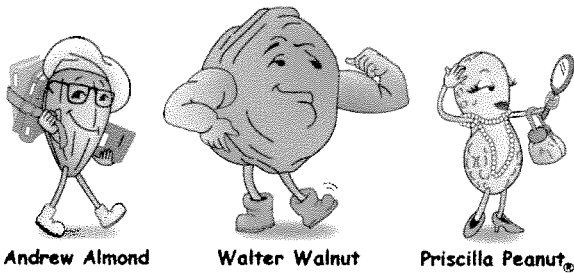


Exhibit A

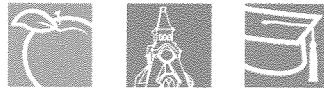
SCOPE OF SERVICE: FOR NUTRITION & PHYSICAL ACTIVITY WORKSHOPS

The following will be provided by Nuts About Health, Incorporated's executive director:

- Definitions of "good health" and "nutrition"
- Discussions on what to eat, when to eat, and where to eat
- Reading Food Labels
- Interactive participation in activities around food preparation
- Creation of healthy family recipes
- Interactive participation in childhood obesity board game
- Understanding the role food plays in health outcomes
- Interactive participation in physical activities
- Completion of Student Surveys around workshop satisfaction

12, 1.5 hr. Sessions to be provided @ 301.08 per session @ 4 New Haven Public High Schools from a period of March 25 – June 14, 2019 for a total of \$3,612.96.

I will be responsible for my own taxes, travel (\$225), materials & supplies (\$800); and home office utilization (\$300).



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



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Mary Derwin
Date: 2/5/2019
Re: Male Outreach/Case Manager for Support for Pregnant & Parenting Teens Program

Proposed Meeting Date: 2/19/2019

Executive Summary/ Statement:

Most children of teen parents live apart from their fathers. As a contractor, the male outreach worker/case manager will address the positive parental involvement of teen fathers and expectant fathers in their children's lives as well as positive interaction with their children's mothers and families. This contractor's much needed service will provide guidance, education, support and the promotion of healthy relationships as part of a SPPT Team.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$35 per hr.; 17 hrs. per week = \$595 minus \$45.52 FICA & \$40.46 Worker's Comp = \$509.02 wkly. salary for 31 weeks = **Gross Amount:** = \$18,445.

Funding Source & Account #: CT Office of Early Childhood
Acct #: 25126032/56694

Key Questions:

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

This service will provide outreach and case management to teen parenting fathers in New Haven Public schools which support the young teen fathers in order for them to be successful fathers and to be successful in school and in life.

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

This contractor will address parenting skills, positive relationships with other parents and their families, and linking teen fathers with community resources.

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

This contractor was selected through a proposal process.

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

This contractor brings 6 years of experience working with teens, children and adults of all ages, team collaborations, and completing appropriate assessments.

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

This is a new service.

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

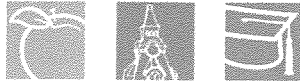
This contractor will be evaluated through weekly reporting of program participant progress; data analysis of attendance; and recognizing parenting teens' emotional concerns. Also, evaluation will be determined by identification of expectant and parenting teen fathers, identification of developmental needs, birth outcomes and completion of data that will be reported weekly.

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

This is not a professional development program; however, it is a service that will provide skills that can be utilized throughout the students' life spans.

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

This agreement is fiscally sound because historical valued trends in this type of service have proven to produce positive outcomes.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Daylan Greer

FOR DEPARTMENT/PROGRAM:

Support for Pregnant & Parenting Teens Program

This Agreement entered into on the 25th day of February 2019, effective (*no sooner than the day after Board of Education Approval*), and the 26th day of February, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, Daylan Greer, located at, 498 Gilbert Avenue, Hamden, CT 06514 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required in the amount of \$35 per hr.; 17 hrs. per wk. = \$595 minus \$45.52 FICA & \$40.46 Worker’s Compensation = \$509.02 wkly. salary; for a total of 31 weeks. (Pending receipt of funds)

The maximum amount the contractor shall be paid under this agreement: Eighteen Thousand Four Hundred Forty-Five (\$18,445.). 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 Support for Pregnant & Parenting Teens Program of the New Haven Board of Education, **Account Number:** 25126032/56694 **Location Code:** 0062.

This agreement shall remain in effect from 2/26/2019 to 6/30/2019.

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).*

This contractor will provide outreach to teen fathers in New Haven Public Schools, register teen fathers for the program, provide group and individual counseling utilizing the 24/7 Fatherhood Curriculum, monitor and track attendance and academics, link teen fathers to community resources, attend SPPT collaborative team meetings, and provide data analysis and weekly reporting of students’ progress.

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

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

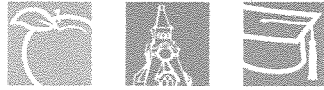
2/5/19

Date

Date

Daylan Greer, MDiv, Male Outreach Worker/Case Manager
Contractor Printed Name & Title

Revised: 10/2/18



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT
SPECIAL TERMS AND CONDITIONS

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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

DAYLAN GREER, MDir

498 Gilbert Avenue, Hamden, CT 06514

DAYLANGREER@aol.com

Scope of Services—Daylan Greer:

The following services will be provided as a Male Outreach & Case Management for SPPT Program:

- Visit all New Haven Public High Schools in order to recruit teen fathers or expectant fathers
- Engage teen fathers and inform of the program's supportive services
- Enroll teen fathers in the program and complete necessary documentation
- Provide group and individual fatherhood skills counseling
- Monitor & track teen fathers' attendance and academics
- Link teen fathers to school health-based clinic or community health clinics
- Link teen fathers to other community resources
- Link teen fathers with Workforce Development program case manager
- Refer teen fathers to Nurturing Families Network programs
- Encourage meaningful relationships with children's mothers
- Attended SPPT meetings and trainings
- Complete all necessary statistical program documentation and reports weekly & monthly
- Utilize 24/7 Fatherhood Curriculum in group counseling sessions.

DAYLAN K. GREER, SR.



DAYLANGREER@AOL.COM



203-996-4045

OBJECTIVE

It is my desire to empower youth and adults through mentorship and team building to become the best person they can be.

EXPERIENCE

YOUTH WORKER/PROJECT ECHO

1/2018 – 6/2018

Working with behaviorally challenged crisis youth in an afterschool program understand core values of Empathy, compassion, caring, working together, and leadership skills through physical fitness.

SATURDAY ACADEMY/JUSTICE FOR EDUCATION

9/2018 – 4/2018

Working with youth in the New Haven School district for Saturday Academy teaching them Core Values of Leadership and team building through physical Fitness.

PASTOR/BETHEL AME CHURCH, BLOOMFIELD CT

1/2011-Present

All pastoral responsibilities to include teaching, preaching, and managing a church plant of 800 members.

OUTREACH WORKER/ SUPPORT FOR PREGNANT AND PARENTING TEENS PROGRAM

4/2014-7/2017

Male Outreach worker to all teen fathers in the New Haven School system in the SPPT program. Supporting them to graduate with a plan for future education and for life.

EDUCATION

MASTER OF DIVINITY/1995

Boston University

BACHELOR OF ARTS/1992

Virginia State University

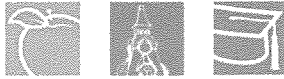
VOLUNTEER EXPERIENCE OR LEADERSHIP

Member Kappa Alpha Psi Fraternity

NAACP

Vice President-

Greater Hartford Interdenominational Ministerial Alliance



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Mary Derwin
Date: 2/5/2019
Re: Case Management/Workforce Development for Support for Pregnant & Parenting Teens Program

Proposed Meeting Date: 2/19/2019

Executive Summary/ Statement:

This contractor will provide supportive services and case management for pregnant and parenting teens, coordination of community services, provide workforce development training for teen participants, assist teens in finding employment, and will secure summer employment through the Youth @ Work Program.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$35 per hr.; 17 hrs. per wk. = \$595 - \$45.52 FICA & \$40.46 Worker's Comp = \$509.02 Wkly. Salary, for 31 wks. = Total Gross Amount = \$18,445.

Funding Source & Account #: CT Office of Early Childhood
 Acct #: 25126032/56694

Key Questions:

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

This service will assist students with improving grades and school attendance through academic support, as well as enable students to become college and career ready.

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

This contractor will provide in-school social and emotional support, will assist teens with becoming career ready, and expose program participants to employment opportunities, career training schools and colleges for post-secondary training.

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

This contractor was selected through a proposal process.

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

This contractor has over 10 years of experience in crisis intervention, excellent communication and assessment abilities, strong collaborative community relationships, and utilizes a youth development framework that emphasizes a comprehensive individually-tailored approach to case management.

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

This is a new service.

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

This contractor will be evaluated through weekly reporting of program participant progress; data analysis of attendance; and recognizing and addressing parenting teens' emotional concerns. Also, evaluation will be determined by identification of expectant and parenting teen identification of developmental needs, birth outcomes, and data reporting of how many students have enrolled in post-secondary training programs and college which will be reported weekly.

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

This is not a professional development program; however, it is a service that will provide skills that can be utilized throughout the students' life spans.

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

This agreement is fiscally sound because historical valued trends in this type of service have proven to produce positive outcomes.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Beverly Richardson

FOR DEPARTMENT/PROGRAM:

Support for Pregnant & Parenting Teens Program

This Agreement entered into on the 25th day of February 2019, effective (*no sooner than the day after Board of Education Approval*), and the 26th day of February, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, Beverly Richardson, located at, 50 Whiting Street, Hamden, CT 06514 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$35 per hr.; 17 hrs. per wk. = \$595 wkly. minus \$45.52 FICA & \$40.46 Worker’s Compensation = \$509.02 wkly. salary ; for a total of 31 weeks. (Pending receipt of funds)

The maximum amount the contractor shall be paid under this agreement: Eighteen Thousand Four Hundred Forty-Five (\$18, 445). 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 Support for Pregnant & Parenting Teens Program of the New Haven Board of Education, **Account Number:** 25126032/56694 **Location Code:** 0062.

This agreement shall remain in effect from 2/26/2019 to 6/30/2019.

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).*

This contractor will provide case management with teen moms, register teen parents for the program, make home visits, monitor academics and attendance, re-engage students who have stopped attending school, provide workforce development training, schedule college and career training school tours, attend SPPT team collaborative meetings.

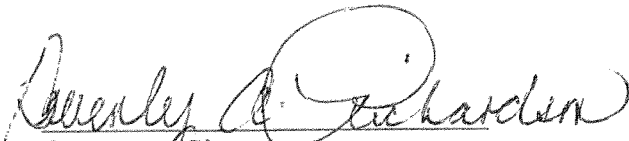
Exhibit A: Scope of Service: *Please attach contractor’s detailed Scope of Service with all costs for services including travel and supplies, if applicable. Attached*

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

2/5/19

Date

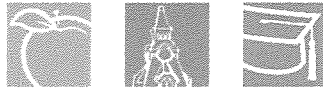
Date

____Beverly Richardson, Case Manager/Workforce Development____
Contractor Printed Name & Title

Revised: 10/2/18

The following are the scope of services to be provided by Beverly Richardson to the Support for Pregnant & Parenting Teens Program of the New Haven Public schools:

- Provide case management to teen moms and dads in SPPT Program
- Telephone contact with students enrolled in 2018-19 SPPT Program
- Provide workforce development training to SPPT students
- Assist students with preparing resumes, researching jobs, interviewing and dressing for success
- Schedule meetings with SPPT students and their families
- Recruitment of new SPPT Students & completions of SPPT Registration documents
- Documentation of student progress
- Attend SPPT staff/team meetings
- Home Visits with current SPPT students and new SPPT students who are absent from school
- Engaging families of the SPPT students
- Recruitment of SPPT students' babies for Celotto & LULAC Day Care Centers
- Linking SPPT students and their families to community resources
- Engaging SPPT students who stopped coming to school last year & ensuring that they enroll back into their home schools
- Scheduling college and career training school tours



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

BEVERLY A. RICHARDSON
50 Whiting Street Hamden, CT 06514
Phone: (475) 201-8881 / Email: richbeverly910@gmail.com

SUMMARY OF EXPERIENCE

Extensive social services background with strong emphasis in, mental health and crisis intervention. Skilled in developing and implementing standardized policies and procedures. Established long term, collaborative relationships with community based organizations. Excellent communication and assessment abilities and I am adept at working with diverse cultures and populations.

EDUCATION

Springfield College, Springfield, MA. / School of Human Services

EMPLOYMENT

3/2011-7/2015 & 12/2017-present **New Haven Family Alliance, Inc., New Haven, CT**
Case Management Juvenile Review Board & Career Development Specialist

- Assists Juvenile/Youth court referrals in developing competencies that would impact their behavior to avoid re-offending through NHFA based services: Such as: Home and school visits / counseling / NHFA Community profiled panels
- Support individuals with education, training and employment seeking opportunities
- Collaborate with community businesses to support referred clients
- Effectively instruct and guide client through job readiness curriculum and assist them in successfully securing employment, child care when necessary and meeting the goals of their employment plans

11/2016-Present **Emergency Shelter Management Services, New Haven, CT**
Case Manager

- Employment Seeking Techniques, Interviewing Skills, Psychology in the Work Place
- Provide information regarding employment and training opportunities
- Refer clients to Alcohol, Drug and Rehab facilities and agencies supporting housing
- Assist with setting appointments: i.e. Medical, etc.

9/2014-6/2016 **Support for Pregnant & Parenting Teens Program, New Haven, CT**
Case Manager

- Provide case management to teen moms and dads in SPPT Program
- Recruitment of new SPPT Students & completions of SPPT Registration documents
- Documented student progress, attend SPPT staff meetings.
- Recruitment of SPPT for students' babies for CELOTTO & LULAC Day Care Centers and Home visits with current and new SPPT students. Also linking the SPPT students and their families to community resources. Engaging SPPT students who were truant and scheduling college and career training school tours

9/2009 - 3/2011

Part-time Instructor

Sawyer Business, Hamden, CT

- Prepared lesson plans and syllabi using industry-standard approaches (e.g. multimedia, adult learning methodology)
- Instructed and evaluated students, using management-approved materials
- Managed and tracked student attrition, attendance and grades
- Communicated all relevant information to students as required

3/2005 - 9/2007

Community Renewal Team Inc., Hartford, CT

- Supported individuals with education, training and employment seeking opportunities by creating
- Created individualized services and employment plans with clients
- Collaborated with community businesses to support referred clients
- Documented and maintained client's confidential information
- Prepared and help residents become lease complaint

(Professional & Personal references furnished upon request)



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Gemma Joseph Lumpkin
Date: February 5, 2019
Re: Project Youth Court
Proposed Meeting Date: February 25, 2019

Executive Summary/ Statement: Youth Court will provide interventions that link school and community Mental Health/Crisis services, provide professional development in child and youth development and contribute to schools restorative practices.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$15,000.00 - \$1,000.00 per week for 15 weeks

Funding Source & Account #: Extended School Hours 2579 – 5326 – 56697

Key Questions:

1. Please describe how this **service is strategically aligned** with school or District goals: Project Youth Court is aligned with the goals of Connecticut Department of Education by reducing exclusionary practices, and ensuring equality, inclusiveness, and justice as fostered via the School Based Diversionary Initiative Program.
2. What **specific need** will this contractor address? This contractor will provide interventions that link school and community Mental Health/Crisis services, provide professional development in child and youth development and contribute to schools restorative practices.
3. **Contractor selection:** quotes, RFP, or Sole Source? This 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 contractor has extensive and successful background in providing support students.
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 continuing 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 performance will be evaluated by assessment of student's behavior.
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**? The program is able to effectively assist and support dozens of students throughout our schools.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Project Youth Court

FOR DEPARTMENT/PROGRAM:

Youth, Family and Community Engagement

This Agreement entered into on the 25th of February, 2019, effective (no sooner than the day after Board of Education Approval), the 26 day of February, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Project Youth Court located at, PO Box 9043 New Haven, CT 06532 (herein referred to as the "Contractor").

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 1,000.00 per week, for a total of 15 weeks.

The maximum amount the contractor shall be paid under this agreement: Fifteen Thousand Dollars (\$15,000.00). 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 Extended School Hours **Program** of the New Haven Board of Education, **Account Number:** 2579 – 5326 – 56697 **Location Code:** 0000

This agreement shall remain in effect from February 26, 2019 to June 14, 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).*

Project Youth Court and New Haven Public School's partnership seeks to further goals of Connecticut Department of Education to reduce exclusionary practices, and ensure equality, inclusiveness, and justice as fostered via the School Based Diversionary Initiative Program. Youth Court will provide interventions that link school and community Mental Health/Crisis services, provide professional development in child and youth development and contribute to schools restorative practices. Youth Court links schools, youth, families and community and law enforcement. Specifically Youth Court provides: Peer to peer model of addressing discipline. Youth court volunteers impose a Restorative Contract that reflects restorative justice principles. Youth courts do not determine guilt or innocence. The client must admit responsibility. Youth courts recognize client's strengths and positive contributions to the community. Youth Courts create a voice for the community and the victim.

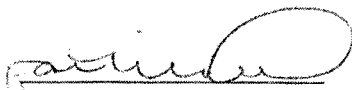
Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.

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

2/6/19
Date

Date

Jane Michaud - Executive Director
Contractor Printed Name & Title Project Youth Court

Revised: 10/2/18



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.

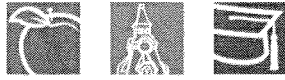
1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to 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



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Arthur Edwards
Date: Feb 8, 2019
Re: Music Haven
Proposed Meeting Date: Feb 19, 2019

Executive Summary/ Statement:

Music Haven empowers and connects young people through exceptional music education, mentoring, and performance by our student musicians in the heart of New Haven, giving all kids a chance to play.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$200.00 per day for 75 Days.
Total (\$15,000.00)

Funding Source & Account #: Extended Schools # **2579-5326-56697-0000**

Key Questions:

1. Please describe how this **service is strategically aligned** with school or District goals:
School music lessons can significantly increase children's cognitive skills, including language-based reasoning, short-term memory, planning and inhibition. In addition, these cognitive skills developed through music go on to positively influence students' performance in completely unrelated subjects, resulting in improved academics across the board.
2. What **specific need** will this contractor address?
3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe:
4. What **specific skill set** does this contractor bring to the project?
At Music Haven, young musicians study with and are mentored by members of our resident ensemble, the Haven String Quartet, or one of our other full-time conservatory-trained professional Resident Musicians, from when they are in first, second, or third grade until they graduate from high school. At the heart of our model is the relationship between teacher and student, and the relationships between the young musicians, themselves—they learn not only from the members of the string quartet, but also from the foundations of chamber music: listening to each other, working as a team, communicating through music, and dedication and focus in service of creating something beautiful together. Through music, they build community, develop resilience and self-confidence, and experience collective struggle and success.

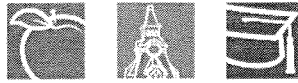
5. Is this a **new or continuation service**? Continuation

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

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

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

The Agreement provides quality after school programming with a reputable organization at a reasonable cost. Music Haven will provide these services at rates which are significantly more expensive with similar providers.



NEW HAVEN PUBLIC SCHOOLS

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

FOR DEPARTMENT/PROGRAM:
Insert School or Department Name Here

This Agreement entered into on the 25 day of February, 2019, effective (*no sooner than the day after Board of Education Approval*), the 25th day of February, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Music Haven located at, Erector Square, 315 Peck St, Box A10, New Haven, CT 06513 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$200.00 per day, for a total of 75 days.

The maximum amount the contractor shall be paid under this agreement: Fifteen thousand dollars and no cents (\$15,000.00). 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 Extended School Grant **Program** of the New Haven Board of Education, **Account Number: 2579-5326-56697-0000**

This agreement shall remain in effect from February 25, 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.* Music Haven will provide lessons and activities for 59 students from 22 New Haven Public Schools. The students will receive five (5) hours of programming per week which is inclusive of tuition, and hourly music lessons at the Music Haven facility.

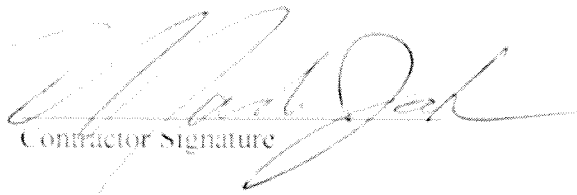
Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.

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'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

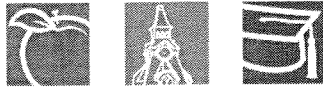
President
New Haven Board of Education

2/1/19
Date

Date

Mandi Jackson, Executive Director
Contractor Printed Name & Title

Revised: 10/2/18



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

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

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3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
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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

About Music Haven

"I want to be a better musician. When I grow up, I want to know how to keep on going even when things get tough. Music Haven can provide that for me."

-Music Haven Violinist, Age 11



Music Haven is a 501(c)3 non-profit organization providing free individual music lessons, group classes, ensemble and leadership development opportunities, and instruments to young people (ages 6-18) from low-income New Haven neighborhoods. All programming is 100% tuition-free, as are all instruments. Our teachers are professional, conservatory-trained musicians who also serve as long-term mentors for each of our students.

Music Haven's resident ensemble, the Haven String Quartet, presents a ticketed concert series, as well as free community concerts & workshops throughout the region. Any student who resides in one of the Promise Zone neighborhoods of New Haven is eligible. Currently, 83% of Music Haven students are Black and/or Latino, and

91% of Music Haven students are from Low-Income families. Our students and professional ensemble play as many as 50 concerts per year throughout New Haven and beyond, reaching nearly 5000 people. Individual donors and small family foundations provide approximately 75% of our revenue each year.

Music Haven's provides all students with:

- Weekly one-on-one lessons and group classes
- Ensembles (including chamber orchestra and student quartets)
- Instruments and supplies
- All teaching by conservatory-trained professional musicians with master's degrees
- Concert trips, workshops, and guest artists
- One-on-one mentoring of each student by professional Resident Musician



Music Haven aims to build community by making beautiful music in every corner of the city, and also to address unequal access to high quality music education, and empower young musicians, supporting them through mentorship, leadership development, and performance opportunities in their own neighborhoods and throughout the region. For more information, visit www.musichavenct.org.

"My daughter is so proud to be part of Music Haven and we are proud of her for taking on the challenge of learning a string instrument."

-Music Haven parent

Memorandum

To: NHPS Finance and Operations Committee
From: Lincoln Bassett Community School
Re: Buck Institute for Education
Meeting Date: February 4th, 2019

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and Buck Institute for Education. Sustained support visits from teachers previous training. Support visits support the implementation of project based learning in the classrooms of the workshop models the project process.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$5,500 per session with travel included for Buck Institute Staff for **3 sessions for a total of \$16,500**

Funding Source: School Improvement Grant (SIG);

Key Questions:

1. Please describe how this service is **strategically aligned** with school or District goals:
School staff has been trained in project based learning this past summer. Teachers have been working in grade levels to continue the project based planning. Staff from Buck Institute will offer support and recourses for teachers during these support visits to help plan with fidelity and sustainability. Professional development of best practices of building project based units and how to deepen
2. What **specific need** will this contractor address? Sustainability of project based learning professional development. Specific feedback and collaboration with trained staff from BIE around the planning and implementation of project based learning. Continuation of training from summer BIE Training based on project based learning planning, implementation and best practices.
3. **Contractor selection:** RFP through research based supported professional development.
4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the contractor's resume). Project Based learning training continued support and resources based on teachers previous Project Based Training BIE 101.
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? Continuation of service; a) cost has remained the same b) specialized contractor (planning framework we implementing)

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: Feedback survey along with teachers implementation of project based units in their classrooms.
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? No, these services are specific to Buck Institute and the training frameworks they provide.
8. Why do you believe this agreement is **fiscally sound**?

The professional development which teachers will receive will be sustainable project based learning planning and best practices which will continue to be developed to benefit teaching practices. Other benefits include; teachers will develop project based units which will increase engagement and student learning based on field study and data from BIE.

AGREEMENT

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

[Buck Institute for Education]

FOR DEPARTMENT/PROGRAM:

[Lincoln Bassett Community School]

This Agreement entered into on the 11th day of February, 2019 effective (no sooner than the day after Board of Education Approval), the 11th day of February, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, **Buck Institute for Education located at 3 Hamilton Landing Suite 220, Novato, CA 94949** (herein referred to as the “Contractor”).

SCOPE OF SERVICE: Sustained support visits with Project based learning staff. Teachers have been trained in the beginning of the year utilizing PBL design to units. Based on BIE's model of Gold Standard PBL, the workshop provides participants with the skills and knowledge needed to design, assess and manage a rigorous, relevant, and standards-based project. Support visits will assist teachers with the implementation and planning of project based learning in their classrooms. The units teachers have designed will be worked on with Buck Institute staff and crafted with best practices and resources.


Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of **\$5,500 per day(s)** for up to a maximum of **three day(s)**. The maximum amount the contractor shall be paid under this agreement: Sixteen Thousand five hundred dollars (\$16,500). 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 Program of the New Haven Board of Education, **Account Number:** 2531 - 6299 – 56694-0020
This agreement shall remain in effect from February 11th 2019 to June 30, 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

1/14/19

Date

Date

Debra S. Hunter, Chief Strategy and Operation Officer
Contractor Printed Name & Title

Revised: 7/17



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

**NEW HAVEN PUBLIC SCHOOLS
AMENDMENT TO AGREEMENT**

CONTRACTOR: Houghton Mifflin Harcourt Publishing Company

AMENDMENT #: 1

GRANT # if applicable: 12060-20679-2019-82071-170003-SDE00009

AGREEMENT #: 96301157

ATTACH COPY OF FULLY EXECUTED AGREEMENT

GRANT NAME: School Improvement Grant (1003)

DATE: 1/30/2019

FUNDING SOURCE FOR AGREEMENT: School Improvement Grant (1003)- West Rock

ACCT # FOR AGREEMENT: 2531-6165-56694-0049

ORIGINAL AMOUNT OF AGREEMENT: \$96,700

AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT: \$96,700

X ACTUAL OR _____ ESTIMATE

AMOUNT OF THIS AMENDMENT: \$

\$7,500.00 INCREASE OR _____ DECREASE

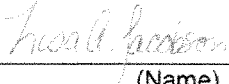
AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT: \$104,200.00

FUNDING SOURCE & ACCT # FOR AMENDMENT: School Improvement Grant (1003)- West Rock: 2531-6301-56694-0049
and School Improvement Grant (1003)- West Rock Authors Supplemental: 2531-6302-56694-0049

DESCRIPTION AND NEED FOR AMENDMENT:

To increase funding of \$96,700.00 by \$7,500.00 to \$104,200.00. And to change funding account numbers as follow: 2531-6165-56694-0049 to 2531-6301-56694-0049 (\$96,700.00) and to fund amendment amount of \$7,500 from account 2531-6302-56694-0049 for additional administrative coaching.

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

CONTRACTOR'S SIGNATURE:  February 5, 2019
(Name) (Date)

Lisa A. Jacobson
Director, Bids and Contracts, Houghton Mifflin Harcourt Publishing Company
(Title)

NEW HAVEN BOARD OF EDUCATION:

President

(Date)



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT NO. 96301157

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 13th day of December, 2018 effective (*no sooner than the day after Board of Education Approval*), the 8th 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 8th, 2019 to June 30th, 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.

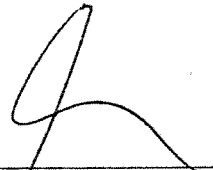
Lisa A. Jacobson

Contractor Signature

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

January 2, 2019

Date



President

New Haven Board of Education

1/28/19

Date

Contractor Printed Name & Title

Revised: 10/2/18



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



November 13, 2018

New Haven Public Schools of Choice
Yolanda Jones-Genetette
West Rock Stream Academy
254 Meadow Street | New Haven, CT 06515

I am writing to inform you that Math Solutions, a division of Houghton Mifflin Harcourt Publishing Company, is the sole source provider of professional development programs including the customized mathematics professional development courses.

The courses described on our website, www.mathsolutions.com, have been created by Math Solutions and are unique. The program, activities, and company materials are unique.

Should you need any additional information in this regard, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Patricio Dujan'.

Patricio Dujan
VP & General Manager
Math Solutions
Houghton Mifflin Harcourt

**NEW HAVEN PUBLIC SCHOOLS
AMENDMENT TO AGREEMENT**

CONTRACTOR: Clifford W. Beers Clinic, Inc.

AMENDMENT #: 1

GRANT # if applicable: 12060-20679-2019-82071-170003-SDE00120

AGREEMENT #: 96302156

ATTACH COPY OF FULLY EXECUTED AGREEMENT

GRANT NAME: School Improvement Grant (1003)- West Rock Authors Supplemental

DATE: 1/30/2019

FUNDING SOURCE FOR AGREEMENT: School Improvement Grant (1003)- West Rock Authors Supplemental

ACCT # FOR AGREEMENT: 2531-6165-56694-0049

ORIGINAL AMOUNT OF AGREEMENT: \$89,709.00

AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT: \$89,709.00

ACTUAL OR ESTIMATE

AMOUNT OF THIS AMENDMENT: \$

INCREASE OR DECREASE

AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT: \$89,709.00

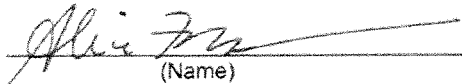
FUNDING SOURCE & ACCT # FOR AMENDMENT: School Improvement Grant (1003)- West Rock Authors Supplemental:
2531-6302-56694-0049

DESCRIPTION AND NEED FOR AMENDMENT:

This is a change from funding account 2531-6165-56694-0049 to 2531-6302-56694-0049. There is no change to services rendered or cost of services rendered.

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

CONTRACTOR'S SIGNATURE:


(Name)

2/5/19
(Date)

CEO

(Title)

NEW HAVEN BOARD OF EDUCATION:

President

(Date)



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT NO. 96202156

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 13th day of December, 2018 effective (*no sooner than the day after Board of Education Approval*), the 8th 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 8th, 2019 to June 30th, 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.

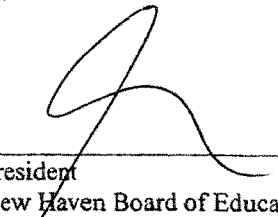
TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the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

12/18/18

Date



President
New Haven Board of Education

1/28/19

Date

MICHAEL A. RISO, CFO

Contractor Printed Name & Title

Revised: 10/2/18



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

**NEW HAVEN PUBLIC SCHOOLS
AMENDMENT TO AGREEMENT**

CONTRACTOR: Foundation for the Arts and Trauma, Inc. AMENDMENT #: 1

GRANT # if applicable: _____ AGREEMENT #: 96300178

ATTACH COPY OF FULLY EXECUTED AGREEMENT

GRANT NAME: School Improvement Grant 1003 Grant - Strong DATE: 2/5/19

FUNDING SOURCE FOR AGREEMENT: School Improvement Grant 1003 Grant - Strong

ACCT # FOR AGREEMENT: 2531-6279-56694-0028

ORIGINAL AMOUNT OF AGREEMENT: \$43,803.38

AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT: \$43,803.38

X ACTUAL OR ESTIMATE

AMOUNT OF THIS AMENDMENT: \$0.00

INCREASE OR DECREASE


AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT: \$43,803.38

FUNDING SOURCE & ACCT # FOR AMENDMENT: 2531-6300-56694-0028

DESCRIPTION AND NEED FOR AMENDMENT: Change in account number from Strong School SIG 1003

Account #: 2531-6279-56694-0028 to Strong School SIG 1003 Account #: 2531-6300-56694-0028.

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

CONTRACTOR'S SIGNATURE:  2/4/19
(Name) (Date)

President
(Title)

NEW HAVEN BOARD OF EDUCATION:

President

(Date)

AGREEMENT

By And Between
The New Haven Board of Education
AND AGREEMENT NO. 96300178

Foundation for the Arts and Trauma, Inc.

FOR DEPARTMENT/PROGRAM:

Strong 21st Century Communications Magnet and SCSU Lab School

This Agreement entered into on the 7th day of January 2019 effective the 14th 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 21st 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' 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

12/1/18
Date

David R. Johnson, PhD
Contractor Printed Name & Title

[Signature]
President
New Haven Board of Education

1/28/19
Date

Revised: 7/17

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

(Sajnani 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.
- Flook, L., Smalley, S.L., Kitil, M.J., Galla, B.M., Kaiser-Greenland, S., Locke, J & Kasari, C. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology*, 26, 70-95.

- 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 controlled 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.

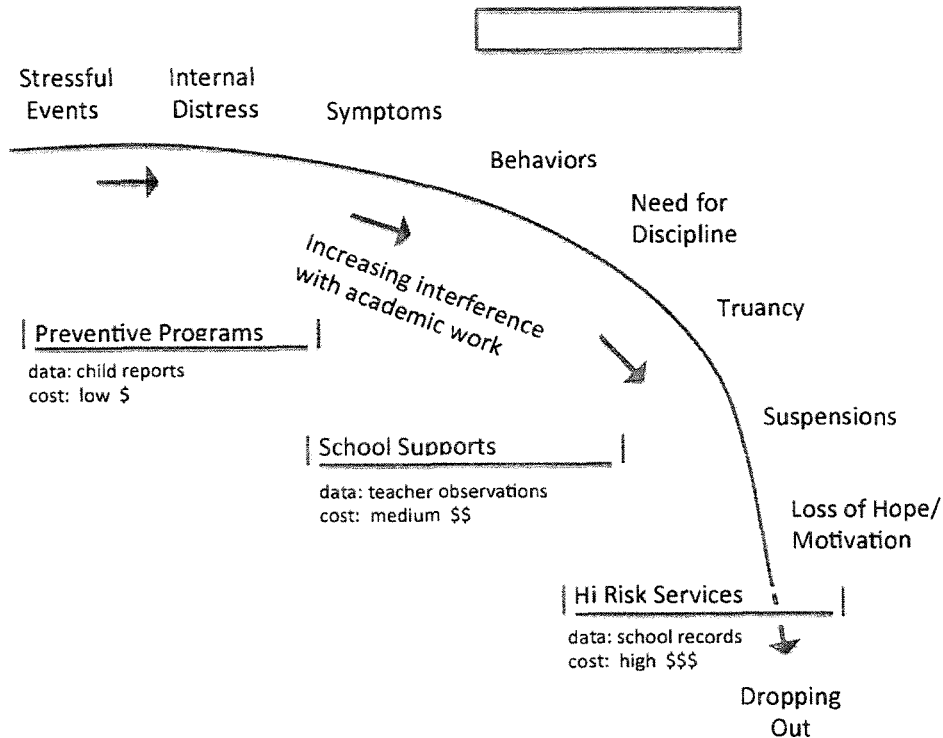
II: Intervening preventively, that is, prior to the expression of symptoms and behaviors, is essential.

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, Quinnipiac 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 bullyed 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 bullyed 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 bullyed 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
Dd in APRIL 2013.
he GOT SHOT. I MISS
when he told me how to
PLAY GOLF. we watch
SPORT MOVERS. it IS
hard in school with
OUT him. and it IS
hard at home with
OUT him. or
can one die in
YOUR FAMILY?
are you SAD.
HOW DO I
GOT THROW
THIS LOVE JERK!

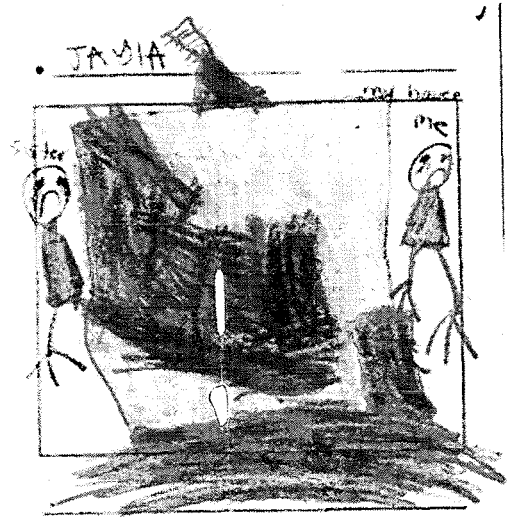
From a first grader

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

War and violence,
 I was scared by gun violence
 all over the place. I was at my old house
 and a lot of kids were and community
 center and two people were starting
 shooting with all the people outside
 that were running and screaming when
 we found out the two men were
 shooting at each other this was a party
 was time because I was one of
 the kids outside shouting and crying
 for the life but I made it in the
 sound and move it without anyone



mommy and daddy and I saved me
 when someone broke in.

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

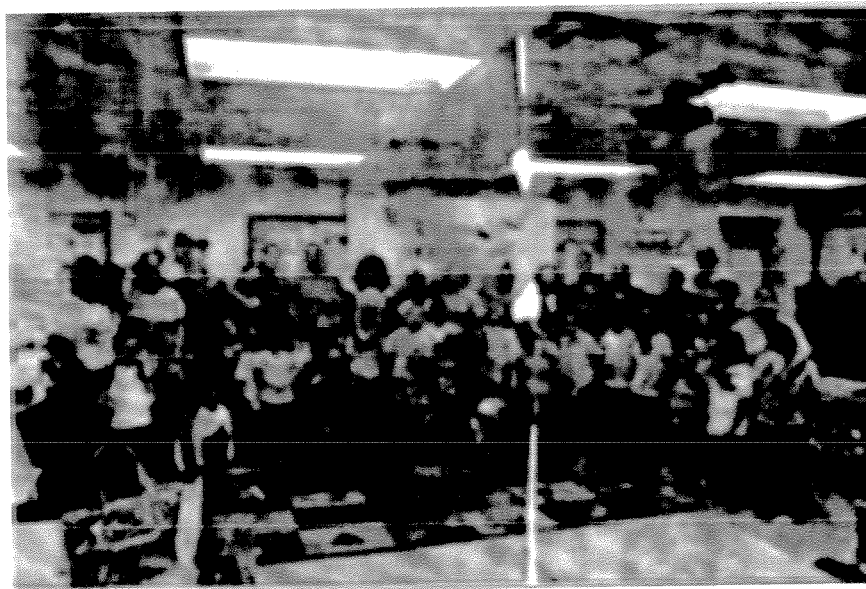
- City of New Haven
- Board of Education, New Haven
- Commissioner of Education's Network, State of Connecticut

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.

Memorandum

To: NHPS Finance and Operations Committee
From: Dr. Maria Clark, Assistant Principal – Brennan Rogers Magnet School
Re: **HMH Professional Learning for Improvement in Math, Reading Workshop and Project Based Learning**
Meeting Date: February, 2019

Executive Summary: Approval is requested for an Agreement by and between the New Haven Board of Education and (enter contractor name and describe in 1 or 2 sentences, specifically, the service to be provided).

Houghton Mifflin Harcourt (Math Solutions & International Center for Leadership in Education) will provide twenty days of job-embedding professional development that will include job-embedding coaching and modeling for teachers and staff that will deepen teacher content knowledge and expertise in the Reading Workshop Model, Project Based Instructional Excellence (Expeditionary Learning) and Math Instruction. With job-embedding coaching and model lessons, educators work side by side, enabling them to integrate these new skills/strategies immediately into their practice to improve the student achievement in the area of math, reading and project based learning.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$3500.00 per day/7 hours per day/20 days total

Total Cost: \$71, 000.

Funding Source: Brennan Rogers School Improvement Grant (SIG 1003) Acct. # 2531-6296-56694 0021

Key Questions:

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

This service is strategically aligned with the Brennan-Rogers and NHPS district goals that will address the goals of improving student achievement in the area of math, literacy and project based learning for the students at Brennan-Rogers.

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

This contractor will address the school's specific need to improve student performance in the academic area of math and the need for teachers to better understand how to scaffold instruction with a gradual release of responsibility, how to work with struggling students in math and how to match instruction to students' needs. More specifically, the professional learning will focus on how to deepen the math content knowledge for staff and support teacher success in differentiating math instruction. The educational consultants from HMH will help teachers and staff through job-embedded coaching by co-planning lessons, facilitating lessons within the classroom, collaborating with teachers on student

misconceptions, identifying specific aspects and strategies used to support student learning and reflecting on how to integrate this knowledge and refine teacher's instructional practice.

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).

The specific skill set the contractor brings to this project/professional learning is the contractor's expertise in providing professional learning on how to improve math and literacy instruction and is the "sole expert in mathematics and literacy professional learning." HMH Professional Learning for Improvement "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, resources all developed and delivered by experts in education." As outlined in the Educational Consultants' resumes, they are experts in the field of providing mathematics professional learning and will provide a wealth of knowledge, understanding and practice learning to the staff at Brennan-Rogers through this service.

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 of service to Brennan-Rogers Magnet School. The cost has increased due to the number of days that the consultants will be working at our school.

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 through the HMH Professional Learning Evaluation report that will provide an overview of the participant evaluations. Collaborative follow-up meetings with the educational consultants and school administration/staff will be held to discuss next steps, areas of strength and areas of growth. In addition, in the School Improvement Grant application, Brennan-Rogers established SMART goals to increase student achievement levels in their growth targets in Math on the Smarter Balanced Assessment areas by 5 percentage points which will be another measure demonstrating the effectiveness of the service.

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

This professional development program and training cannot be provided internally by district staff. NHPS does not utilize the professional learning programming that are specific to the



New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

areas addressed in the proposal for partnership with Brennan-Rogers Magnet School. Highly trained educational consultants to implement the professional learning on deepening the teachers' content knowledge in math and supporting teacher success in differentiating math instruction through job-embedded coaching.

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

This agreement is fiscally sound because HMH Professional Learning will provide professional learning services to the teachers and staff that will be individualized to Brennan-Rogers. The educational consultants will work with teams of teachers and staff to refine, review and reflect on current instructional practices and how to improve teachers' skills in differentiating math instruction and deepening their content knowledge. As a sole source, HMH Professional Learning is the only provider of this level of training and expertise in math instructional practices.

AGREEMENT

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

Houghton Mifflin Harcourt Publishing Company
(International Center for Leadership in Education & Math Solutions)

FOR DEPARTMENT/PROGRAM:

Brennan-Rogers Magnet School

This Agreement entered into on the _1st day of February 2019 effective (no sooner than the day after Board of Education Approval), the __12th__ day of _February, 2019__, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Houghton Mifflin Harcourt Publishing Company located at 222 Berkeley Street, Boston, MA 02116-3764 (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 contractor will provide twenty days of seven hours per day of professional development training with Educational Consultants for approximately 30-35 teachers and staff at Brennan-Rogers Magnet School in Grades K-8 through job embedded coaching during the school day and after-school professional learning designed to deepen teacher content knowledge on rigorous math and reading instruction, differentiation, project based learning, collaborative instructional planning and cultivation of leadership skills to drive innovation and instructional change. The twenty days of professional learning will be tailored to meet the specific grade level needs and provide an overview of the key methods and the important structures that teachers need to implement effective teaching practices aligned to the Math and Literacy Common Core Standards. The job-embedded coaching will include coaching for teachers and model lessons to support teachers by reviewing highly effective instructional practices, learning how to implement mathematics/reading and project based learning tasks that align with the Common Core Standards, reflecting on the effect of instructional strategies on student learning as observed in classrooms and analyzing the connection between tasks, active student engagement, reasoning and problem solving. The cost of services will include a collaborative needs assessment meeting with the school administration and educational consultants, customized professional development schedule and implementation plan, travel and expenses, materials for all participants and course related books and on-site and online professional development sessions throughout the 20 days of training.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 3,550.00 7 hours per/day(s), for up to a maximum of 20 /day(s). The maximum amount the contractor shall be paid under this agreement: seventy-one thousand dollars (\$71,000.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

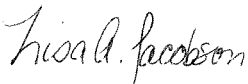
Fiscal support for this Agreement shall be by **Brennan Rogers School Improvement Grant Program** of the New Haven Board of Education, **Account Number:** 2531 6296 56694 0021

This agreement shall remain in effect from February 18, 2019 to May 30, 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

December 13, 2018

Date

Date

Lisa A. Jacobson, Director, Bids and Contracts
Contractor Printed Name & Title

Revised: 7/17



Brennan Rogers Magnet School

October 18, 2018

Presented to:

Dr. Maria Clark, Assistant Principal

Contacts:

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

Dr. Andrea Tottossy
DPL ICLE
Atottossy@leadedred.com
757.377.4758

Brenda Konicke
DPL Math Solutions
Bkonicke@mathsolutions.com
602.616.3802

Proposed Comprehensive Scope of Work for Brennan-Rogers

Recommended Scope of Work

We work to understand the unique characteristics, practices, and challenges of each district and school with which we partner. Through a comprehensive and blended approach, we will tailor your implementation of courses and coaching to fit your leadership and instructional needs, as well as the context of your school.

Essentials of Authentic Reading and Writing

10 days

Small chunks of the courses below can be provided during before school, after school or teacher meeting sessions.

Deepening Student Learning through Reading Workshop (K-6)

Building on the **Fundamentals of Authentic Reading** course, **Deepening Student Learning through Reading Workshop** is designed to sharpen instructional practices to develop true student ownership of reading. In this course, participants will explore ways to structure and integrate authentic reading experiences during reading workshop to deepen student learning and reading behaviors. Through interactive activities, participants will explore how to design effective and engaging whole and small group mini-lessons using anchor charts, work-time, student conferences, and book-clubs, enabling them to immediately apply new learning and strategies in their classrooms.

Learning Outcomes:

- Structure effective authentic reading experiences to deepen student thinking
- Implement student-to-student conferencing strategies to facilitate student ownership of their reading
- Increase rigor/relevance in authentic reading and learning experiences during reading workshop
- Increase student voice, resilience and academic tenacity
- Use data to monitor student progress toward goals

Guided Reading and Small Group Instruction (K-6)

This course is designed for grades K-6 teachers who are using leveled books in their classrooms. Teachers will learn how to use leveled text as part of a balanced literacy program, and where applicable, in conjunction with a core reading program. Additionally, they will investigate the benefits of using small-group instruction, how to maximize the effectiveness of small-group lessons, and learn strategies to form groups, plan, and manage the rest of the class. Teachers will plan guided reading and small-group lessons with a clear instructional focus to meet individual needs.

Learning Outcomes

- Define balanced literacy, guided reading and small group Instruction
- Build consensus of the benefits of guided reading and small group instruction
- Explore the steps of guided reading
- Integrate guided reading and small group instructional strategies and routines
- Determine relevant resources

Deepen Student Learning and Ownership through Writing Workshop

Building on the **Fundamentals of Authentic Writing** experience, **Deepening Student Learning through Writing Workshop** is designed to sharpen instructional practices and develop a high quality planning process for Writing Workshop. In this highly interactive course, participants will dive into the essential components of Writing Workshop that build student confidence, ownership and resilience. Participants will learn how to create effective and focused mini-lessons and how to structure writing time to ensure student success. To empower student voice, participants will design rigorous and relevant sharing sessions, enabling them to apply new learning in their classrooms immediately.

Learning Outcomes

- Integrate the essential components of the Writing Workshop
- Create effective and focused mini-lessons
- Make writing conferences more meaningful and productive
- Increase student voice, resilience and academic tenacity
- Cultivate the opportunity for students to experience real-world, authentic experiences in writing, editing, revising, publishing, and presenting written language
- Use data to monitor student progress toward goals

Instructional Coaching

ICLE instructional coaches will use their relevant experience and a selection of high-quality resources to best meet the instructional needs of each teacher aligned to their individual goals. During coaching, best practices will be introduced and modeled with personalized consultation to ensure teachers can design and implement newly learned strategies in their own instruction.

A coaching plan will be developed in collaboration with the school's leadership team. The plan will include, but not be limited to:

Example Instructional Coaching Sessions

- Re-envisioning student learning and classroom environment to support authentic reading and writing in a balanced literacy classroom
- Managing and delivering guided reading and small group instruction
- Developing effective read-aloud practices
- Developing effective shared reading practices
- Developing close-reading strategies
- Delivering systematic and explicit foundational skills instruction
- Creating structures to improve student accountability in reading, writing, speaking and listening
- Developing meaningful student goals and helping students track goals

- Structuring purposeful student conferences and giving focused feedback
- Developing and delivering rigorous and relevant minilessons within Reading Workshop or Writing Workshop (using anchor charts when appropriate)
- Providing authentic writing experiences in Writing Workshop
- Building student choice, ownership and resiliency
- Adjusting instruction to meet individual needs
- Developing ways to engage and motivate reluctant writers to be intentional in their writing choices
- Developing a research cycle from hooking interest to types of final performances and/or projects

Instructional Excellence in Project Based Learning

5 days

The **Project-Based Instructional Excellence** experience is designed to sharpen instructional practices, improve relationship development, and establish a high-quality planning process for rigorous and relevant learning.

ICLE will assist teachers in preparing students for 21st Century Skills for College and Career Readiness. Participants will learn the process to design project-based lesson plans that meet the highest criteria of the Rigor/Relevance Framework[®], Quadrant D. Participants will explore lesson plan phases, frameworks for lesson flow, tools, and strategies that support quad D learning. Teachers will observe, experience, and evaluate model lessons that demonstrate high rigor/high relevance and will be guided through planning project-based learning experiences.

Teachers will be able to:

- Implement effective instructional project-based strategies to raise rigor and relevance
- Describe the elements of an effective project-based lesson
- Recognize and evaluate with justification the level of rigor and relevance present in a model lesson
- Utilize tools to help construct rigorous and relevant lessons

Job-Embedded Instructional Coaching

At ICLE Instructional Coaching is a partnership process. Working shoulder-to-shoulder with individual or small groups of teachers, our ICLE coaches personalize the professional learning experience to create instructional excellence through rigor, relevance, and engagement. Whether during planning periods, before or after school, during early release time, or right in the classroom, this job-embedded process provides teachers the support needed to learn new strategies or refresh existing ones, all while engaging in meaningful dialogue to meet the needs of all learners.

ICLE instructional coaches will use their relevant experience and a selection of high-quality resources to best meet the instructional needs of each teacher aligned to their individual goals. During the process,

best practices will be introduced and modeled with personalized consultation to ensure teachers can design and implement these strategies in their own instruction.

Math Solutions Job-Embedded Coaching

3 days- K-5 teachers of math
2 day- 6-8 teachers of math
Total = 5 days

These 5 days will be tailored to meet the needs of the teachers including some modeling. This may include creating a schedule that includes coaching with groups of teachers during the school day and then after-school professional learning designed to deep teacher content knowledge.

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

Investment Summary

Component – Readers and Writers Workshop	Investment
Authentic Reading Instructional Coaching & PD <i>(10 days @ \$3,550/Day)</i>	\$35,500
Component- Project-based Learning	Investment
Job-Embedded Instructional Coaching <i>5 Days @ \$3,550/day</i>	\$17,750
Component- Math Solutions	Investment
Job-Embedded Instructional Coaching <i>5 Days @ \$3,550/day</i>	\$17,750
Total (All inclusive)	\$71,000



**Houghton
Mifflin
Harcourt**

10/16/2018

Dr. Maria Clark,
Brennan Rogers Magnet School
54 Meadow Street,
New Haven, CT 06519

Dr. Clark:

Please be advised that **Houghton Mifflin Harcourt™ (HMH)** is the sole source distributor, provider, and publisher for the following programs and services. This includes all student editions, teacher editions, technology and applicable ancillaries. In addition, HMH is the only source for implementation, in classroom coaching and other services, where specifically agreed with the district or the state.

Math Solutions and the International Center for Leadership in Education (ICLE)
professional development services, coaching, training and supporting training materials

Thank you for your interest in HMH programs and services. Should you need additional information or clarification, please contact your local representative.

Sincerely,

Intervention Solutions Customer Experience
Houghton Mifflin Harcourt
255 – 38th Avenue, Suite L
St. Charles, IL 60174
877-234-7323

Pauline (Polly) M. Patrick

Education

- 1992 Master's Degree: Curriculum and Instruction, St. Mary's University
- 1988 Alternate Master's Minnetonka School program to allow teachers to design their own Master's degree.
- 1972 Bachelor's Degree Mankato State University: Double major: ELA and Social Studies
- Minnesota Teaching Licenses: ELA and Social Studies with a concentration in psychology

Positions

- 2010-present PDA, Leadership and Learning Center/HMH
- 1986-2014 Adjunct Instructor of Education, University of St. Thomas
- 1984-2014 Instructional Coach and Teacher, Minnetonka High School
- 2006 Staff Development Specialist, Minnetonka Schools
- 2005-2007 Negotiator, Minnetonka Education Association
- 1972-79 Edina Schools

Advisory Board for the Department of Curriculum and Instruction

TEAC (advisory board for Department of Education)

Professional Activities (Current)

Staff Development Specialist, Minnetonka Schools

Trainer, Mentor Teachers, Minnetonka Schools

Trainer, Mental Health Issues for Teacher Licensure, Minnetonka Schools

Lead Coordinator, Seniors Serve, Minnetonka Schools

Negotiator for the teacher contract 2007-9, Minnetonka Teacher Association

National Conference Presentations

1996 Teaching of Psychology, St. Petersburg, Florida

1998 Social Studies Conference, Phoenix, Arizona

2004 New Teacher Center, San Jose, California

2004 SITE: Society for Information Technology & Teacher Education, Atlanta, Georgia

2009 ASCD: Ticketed Session, Orlando, Florida

2010 ASCD Grading and Reporting Session

2015 ASCD Ask, Don't Tell

2015 COSA on School Improvement

2016 COSA on Being a Learning Leader

Keynote Addresses

1989, 1992 and 1996 Graduation, Minnetonka High School
2005, Opening Day, Marshall School
2006, Student Teachers and Mentors, University of St. Thomas
2008, Opening Day, Visitation School
2014 Minnesota State Reading Conference

LLC/HMH Certifications and Practices

Currently coaching in two school on School Improvement: Jordan High School and East Gresham Elementary
PSET
DT4L
Core Literacy
WTL
Argumentative Writing
Visible Learning
School Improvement Coaching
Myriad of Customized Seminars including: Instruction, Mindset, Building School Culture, Engagement
Twice wrote and was a trainer in Lusaka, Zambia on instruction

Publications

Ask, Don't Tell, co-author
Navigating the Common Core for Struggling Learner-one chapter on feedback
Contributor to the manual for School Improvement
Editor, *Multipliers: Zambian Teachers Writing about Their Application of Our Work Together*
Contributor in the Teaching through the Use of Activities in Psychology

Current Professional Memberships

APA and ASCD

ABIMBOLA DISU
5932 Myrtle Avenue Ridgewood NY 11385
Tel.: 347-385-9718/ E-mail: bodisu33@yahoo.com

Education

2017: ED.D. Teacher Leadership, Concordia University Portland
2012: Masters Degree in Educational Leadership, Concordia University Portland
2003: Masters Degree in Reading, Long Island University, New York USA
1999: Bachelors Degree in Elementary Education, Long Island University, New York USA
CERTIFICATION: New York State *Licensed Reading Specialist (k-12)*

CAREER DEVELOPMENT

Time to Teach Classroom Management Consultant and Trainer-2017
John C Maxwell International Leadership Development- 2015-Present
Facilitative Leadership Training (NYU): 2012-2014
Danielson Framework for Teaching Training 2011-2013
TERC Training: 2011-2013
Teachers' College Coaching Institute, 2010-2011
Responsive Classroom Workshops, 2010, 2011
Emerging Leaders Fellowship, New York City Charter Center 2009-2010
Teachers' College Reading and Writing Workshops 2006-2008
Reading First Program, Reading Academy 2004-2006

EDUCATIONAL CONSULTANT EXPERIENCE (Contractual)

2017: US Virgin Islands School Districts

- Provided professional development to school leaders, K-12, on an instructional coaching cycle.
- Conducted pre and post observations with teachers, K-12
- Demonstrated effective ways to analyze students' work and plan next steps in instruction.
- Provided strategies for differentiated instruction to increase student achievement.

2014-2015: New Hope Academy Charter School (K-5)

- Conducted data driven instruction meetings with school leaders and teachers.
- Observed, coached and mentored instructional staff, using a teaching framework, to ensure was intentional, engaging, and rigorous, and that teachers were creating a warm, structured, and responsive classroom culture.
- Supported the lesson planning process and provided weekly feedback to teachers on their lessons.
- Modeled balanced literacy and interactive writing strategies.
- Worked with school leaders in professional development planning for teachers.
- Provided leadership development in conducting classroom walk-throughs, facilitating coaching conversations, and providing effective professional learning workshops.

2013-2014: Staten Island Community Charter School (K-4)

- Conducted data driven instruction meetings with school leaders and teachers.
- Coached teachers in implementing instructional strategies for "at risk" students in literacy.
- Collaborated with the board's academic committee in creating an instructional strategic plan.
- Participated in the school's charter renewal planning, and visit.
- Conducted informal observations to support teachers with the academic and social climate in the school.
- Provided teachers with feedback toward reflection and teaching improvement.

- Worked with school leaders in professional development planning for teachers.
- Collaborated with consultants on creating a tiered method of support for teachers and students.
- Participated in the hiring process of school leaders and teachers.

ADMINISTRATIVE EXPERIENCE

2011-2013: Our World Neighborhood Charter School, Assistant Principal (K-5)

- Contributed to the academic and social tone of school through the consistent demonstration of professionalism and enthusiasm of the school community.
- Developed a cohesive educational team by setting high expectations and encouraging team approach; supported professional learning communities to address school wide issues/goals and to share instructional ideas.
- Ensured high student achievement by working with teachers and school leaders to coordinate an instructional schedule and curriculum to be most effective for students.
- Worked with staff, administrators, and consultants to regularly analyze school wide data to plan systematic approaches to make curricular adjustments.
- Facilitated data meetings with teachers on using common core standards in instruction.
- Conducted pre and post conferences with teaching staff and literacy coaches to review observations, professional growth plans, and evaluations.
- Coordinated student teachers, grad students, and high school volunteers, to be part of the academic and social structure of the school.
- Cultivated a culture for parental involvement with the use of school wide events.

2010-2011: Our World Neighborhood Charter School, Literacy Coach Grade 3

- Provided support to teachers in the implementation of Teachers' College literacy program.
- Monitored the progress of students through data analysis.
- Coached teachers in providing direct reading support to "at risk" students.
- Created literacy plan to support teacher growth in the areas of reading.
- Facilitated appropriate discussion on accommodation strategies for all students based on data analysis.

2009-2010: Our World Neighborhood Charter School Emergent Leader Fellowship Intern

- Collaborated with school leaders to keep accurate records on at risk students and ensured they were appropriately served.
- Monitored student growth and progress using academic and behavioral data
- Collected and reviewed academic and behavioral intervention plans.
- Reinforced the use of behavioral plans, incident logs, and parent communication logs amongst staff.
- Observed classes with "at risk" students in mind.
- Ensured at risk students were being challenged in an academically rigorous setting.
- Planned and led trainings focused on classroom management, parental involvement, and school culture.
- Planned meaningful opportunities for parents to connect with the school.
- Reviewed and assisted with implementing discipline policies and communicating them to families.
- Prepared and facilitated the hiring process.
- Scheduled parent conferences as needed.
- Created and managed the duty schedules of assistant teachers.
- Reviewed recess plans, and gave feedback, to ensure a safe learning and social atmosphere at recess.

TEACHING EXPERIENCE

2004-2010: Our World Neighborhood Charter School, Reading Specialist k-5

- Identified students needing diagnosis and/or remediation.
- Prepared subject material for presentation to students according to an approved curriculum
- Provided assessment and evaluation of skills acquisition
- Administered and analyzed test data
- Evaluated progress of students and discussed results with teachers, parent(s) and admin team
- Participated and facilitated staff meetings, educational conferences, and staff development workshops
- Prepared and implemented enriching and innovative remedial programs for students
- Supported teachers in implementing an approved literacy curriculum
- Actively involved in “Student Intervention Team” to devise academic intervention plan for “at risk” students.
- Facilitated literacy events to motivate all students to read, and involve parents as partners in education.

Laurie King

10 Marian Lane

Clinton, Connecticut 06413

(585) 943-8579 cell

lking@mathsolutions.com

lking198182@gmail.com

SUMMARY: Currently employed as Professional Math Consultant for Math Solutions

EDUCATION

UNDERGRADUATE

State University College at Brockport, New York, Bachelor of Science degree in Health and Elementary Education

GRADUATE

Stetson University, DeLand, Florida, Masters of Education in School Counseling

POST-GRADUATE WORK

State University College at Brockport-additional coursework in School Counseling to receive permanent certification

Mount Holyoke College-additional graduate level work in Mathematics grades K-8

University of Rochester, New York-Graduate certification program for School Administration

CERTIFICATIONS

NYS Permanent Teaching Certification for grades N-6.

NYS Permanent Teaching Certification for School Counseling, Grades K-12

NYS Permanent SDA/SAS Administration

WORK EXPERIENCE

Educational Consultant/Staff Developer

Elementary Classroom Teacher

School Counselor

Math Intervention Specialist

Elementary Math Coach

Teacher Leader

PROFESSIONAL DEVELOPMENT

Fall 1997-Cognitive Coaching participant (Led by Rachel Billmeyer)

Summer 1999- Math Solutions Training

Summer 2000-Math Solutions II Training

Spring 2001-Strength-Based Assessment Training

Summer 2001-Inquiry-Based Math Training

Summer 2003-Participant at the Summer Math Institute at Mt. Holyoke College.

Developing Mathematical Ideas: Building a System of Tens and Making Meaning For

Operations

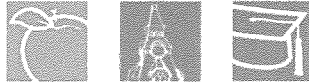
Fall 2003-2004- "Instruction for All Students"-Paula Rutherford
Summer 2005-Participant at the Summer Math Institute at Mt. Holyoke College for two weeks, focus on rational numbers.
Summer 2008-Mt. Holyoke Summer Math Institute-DMI Training
Fall 2008-Math Retreat-Mt. Holyoke College
Summer 2010-Mt. Holyoke Summer Math Institute-DMI Training
Summer 2011-Participated in "Digging Deeper into Common Core" training at Victor High School, Victor, New York
Spring 2013-2015-Numerous training opportunities as Teacher Leader, ie. Mike Mattos, Bradley Giese, Cognitive Coaching, Summer Institute, etc.
Spring 2014-Attended ASCD National Conference
Winter 2015-Visited Denver City schools to observe implementation of Zearn
Spring 2015-Attended NCSM Conference in Boston

PROFESSIONAL SERVICE

Summer 2002 and 2003-Facilitator for Inquiry-Based Math Training (University of Rochester-Warner Center)
Summer 2003-Investigations Trainer
Summer 2004-Investigations Trainer
Summer 2004-Curriculum Writing Project through ASK Foundation
April 2005-Presenter at the national NCTM conference in Anaheim, California
Summer 2005-Curriculum Writing for Greece Central to connect new state math standards to Math "Investigations" program
Summer 2011-Curriculum Writing for Greece Central to connect new Common Core Learning Standards to Math Expressions
2011-2012-Worked on committee through Warner School/U of R to review and edit Common Core Math Standards
2002-Facilitator of numerous in-building and district level staff development and Parent Training workshops, Math Leadership Team for Greece Central
2002-Present-Staff developer for the University of Rochester, facilitation of DMI: Building a System of Tens and Making Meaning For Operations.
Winter 2015-Worked with Deborah Schifter (Math Researcher at EDC in Boston), Virginia Bastable (Math Staff developer Mount Holyoke College) and other math leaders from all across the country to dig deeply into "The 8 Standards for Mathematical Practice" to embed the standards in DMI Professional Development modules
2014-2016-Lead Staff development on using data effectively to inform instruction

HONORS

Nominated "Teacher of the Year" 1991
"Golden Apple Teacher" award recipient 2003
Gerald L. Brown Award, SUNY Brockport, 2006



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
Re: Support for Pregnant & Parenting Teens Program
From: Mary Derwin
Date: 2/5/2019

Proposed Meeting Date: 2/19/2019

Executive Summary/ Statement:

Nursing services will be provided that ensure that pregnant and parenting teens are receiving appropriate pre-natal and post-natal health services. Services will be culturally sensitive, will alleviate anxiety and fear concerning child birth and parenting, and will make certain medical appointments are kept. Referrals to community resource agencies for teens and their families will be made when necessary.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$38 per hr.; 17 per wk.= \$646 - \$49.34 FICA & \$43.86 Worker's Comp. = \$552.80 weekly salary for 31 weeks.

Total Gross Salary: \$20,026

Funding Source & Account #: CT Office of Early Childhood
Acct. # 25126032/56694

Key Questions:

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

This service will provide medical supportive services to pregnant and parenting teens leading to positive health outcomes for them and their children which will enable them to be successful in school and in life.

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

This service will address child birth, pre and post-natal health, ensure healthy birth weights among children born to teens, keep students in school, and prevent repeat pregnancies.

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

This service was selected through a proposal process.

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

The nurse brings 25 years of clinical experience in patient care, team collaborations, and completing biopsychosocial assessments.

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

This is a new service.

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

This service will be evaluated through weekly reporting of program participant progress; data analysis of attendance; and recognizing parenting teens' medical and developmental needs. Also, evaluation will be determined by identification of pregnant and parenting teens, identification of clinical health and developmental needs, birth outcomes and infant growth and completion of data that will be reported weekly.

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

This is not a professional development program; however, it is a service that will provide skills that can be utilized throughout the students' life spans.

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

This agreement is fiscally sound because historical valued trends in this type of service have proven to produce positive wellness and health outcomes.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Kenya Yopp, LPN

FOR DEPARTMENT/PROGRAM:

Support for Pregnant & Parenting Teens Program

This Agreement entered into on the 25th day of February 2019, effective (*no sooner than the day after Board of Education Approval*), and the 26th day of February, 2019, by and between the **New Haven Board of Education** (herein referred to as the “**Board**” and, Kenya Yopp, located at, 49 Beers 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 \$38 per hr.; 17 hrs. per wk. = \$646 (wkly.), for a total of 31 weeks FICA = \$49.34; Worker’s Comp = \$43.86; Total Weekly Salary with Deductions Totals--- \$552.80. (Pending receipt of funds)

The maximum amount the contractor shall be paid under this agreement: Twenty Thousand Twenty-Six Dollars (\$20,026). 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 Support for Pregnant & Parenting Teens **Program** of the New Haven Board of Education, **Account Number:** 25126032/56694 **Location Code:** 0062 .

This agreement shall remain in effect from 2/26/2019 to 6/14/2019.


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 contractor will provide medical assessments and documentation, health and wellness counseling, birthing and birth control counseling, monitoring and tracking medical appoints, assistance with completing medical forms, conduct pre and post-natal education and follow up meetings, made home visits, attend SPPT team collaborative meetings, monitor, track and report all program data, track child immunizations and well child visits.

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'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

2/5/19

Date

President
New Haven Board of Education

Date

Kenya Yopp, LPN

Contractor Printed Name & Title

Revised: 10/2/18

Exhibit A

Scope of Service: Kenya Yopp, LPN

I will provide my nursing services to the SPPT Program in order to properly assess young teen parents attending New Haven Public Schools which will ensure positive and healthy wellness outcomes.

- I will ensure that pregnant teens are receiving proper pre-natal care as measured through periodic medical assessments and contact with their health providers
- On occasion, I will accompany them to pre-natal and post-natal appointments
- I will monitor and track symptoms of illness, make referrals to medical services, coordinate with school-based health centers for additional care needs, and track medical appointments of teen students and their children
- I will monitor timeliness of appointments and help address barriers to keeping appointments
- I will provide information regarding birth control and provide links to community agencies and clinics
- I will counsel teen students regarding reproductive health in order to postpone subsequent pregnancies
- I will provide workshops regarding reproductive anatomy, physiology and birth control
- I will provide appropriate and culturally sensitive supportive services
- I will be available to answer any questions that involve anxiety and fear concerning child birth
- I will complete medical assessment forms and provide documentation
- I will attend all mandatory SPPT meetings and provide program updates and reports as required.



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

Kenya Yopp

New Haven, CT 06511

(203) 584-1534

Kenayoppgreene@yahoo.com

Qualifications

- Licensed Practical Nurse with more than 25 years' clinical experience
- Calm demeanor with demonstrated patience in difficult situations
- Provides a positive customer experience with an attentive and understanding service approach
- Loyal, compassionate and collaborative team player

Professional Skills

- Conflict Resolution
- Interpersonal
- Detail Oriented
- Clear Communications
- Credible
- Reliable
- Problem Solving
- Tolerant of Change and Uncertainty

Professional Experience

Apple Rehab; Avon, CT

07/2012 – Present

Charge Nurse

- Administers prescribed medications to patients while adhering to the specific policies and procedures
- Performs wound assessment and dressing changes
- Provides the care, maintenance and administration of IV medications
- Supervises Nursing Assistants, ensuring quality care is provided

West Rock Health Care Center; New Haven, CT

01/2003 – 06/2012

Behavioral Health Unit Manager

- Promoted and restored patients' health by developing day-to-day management and long term planning of patient care
- Ensured all operations met Connecticut Department of Public Health standards
- Pre-screened, hired, trained and developed staff members
- Collaborated with physicians, nurse practitioners and other multidisciplinary staff
- Provided both physical and psychosocial support for patients and family members

Branford Hills Healthcare Center; Branford, CT

08/1997 – 05/2003

Charge Nurse

- Operated under the supervision of a Registered Nurse
- Supported medical providers including Physicians, APRN's, and Physicians Assistants
- Performed tests, administered oral medications and injections, and dressed wounds

Education

Procure LTC Pharmacy of CT

IV Certificate

Cheshire/CT

Eli Whitney Technical Vocational School

Licensed Practical Nurse Program

Hamden/CT

James Hillhouse High School

High School Diploma

New Haven/CT

**NEW HAVEN PUBLIC SCHOOLS
AMENDMENT TO AGREEMENT**

CONTRACTOR: ARTE Inc.

AMENDMENT #: 1

GRANT # if applicable: 2579

AGREEMENT #: 96178107

ATTACH COPY OF FULLY EXECUTED AGREEMENT

GRANT NAME; 21st Century Cohort

DATE: 2/08/2019

FUNDING SOURCE FOR AGREEMENT: 21st Century Cohort

ACCT # FOR AGREEMENT: 21st Century Cohort XII (Clinton) 2579-6177-56694-0013 (\$4,000.00)
21st Century Cohort XIII (Hill Central). 2579-6273-56694-0009 (\$5,800.00)
21st Century Cohort XVIII (Davis). 2579-6273-56694-0013 (\$5,400.00)

ORIGINAL AMOUNT OF AGREEMENT: \$ 15,200.00

AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT: \$ 15,200.00

X ACTUAL OR ESTIMATE

AMOUNT OF THIS AMENDMENT: \$15,000.00

X INCREASE OR DECREASE

AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT: \$30,200.00

FUNDING SOURCE & ACCT # FOR AMENDMENT: Extended School Hours Grant # 2579-5326-56697

DESCRIPTION AND NEED FOR AMENDMENT: To add the following service lines to the scope of service:
ARTE Inc. currently provides 76 sessions at a rate of 200.00 per session and will provide 75 additional sessions at 200.00 per session. ARTE will extend programming at current locations and offer additional services at Columbus, Daniels, Bishop Woods, Truman, and J. Martinez Schools (See Attachment A).

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

CONTRACTOR'S SIGNATURE: _____


(Name)

February 6, 2019
(Date)

Cofounder / Director
(Title)

NEW HAVEN BOARD OF EDUCATION:

NEW HAVEN PUBLIC SCHOOLS AMENDMENT TO AGREEMENT

President

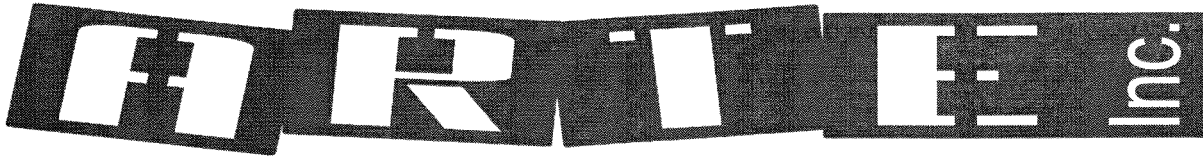
(Date)

Attachment A

Location	Topic	Instructor	Days	Ext Hour Agreement	
Columbus - 255 Blatchley Ave	Arts & Crafts	James Arcila	Tue & Thur	6	
Daniels - 569 Congress Ave.	Sewing & Arts & Crafts	Myrna Rosa Cruz	Tue & Thur	6	
Daniels - 569 Congress Ave.	Arts & Crafts	David Wagoner	Tue & Thur	6	
Daniels - 569 Congress Ave.	Dance & Movement	Ester Combo	Tue & Thur	6	18 Total Daniels
Davis Street -35 Davis St	Arts & Crafts	Julies Ly	Mon & Tue	8	
Davis Street - 35 Davis St	Dance & Movement	Johnny Johnson	Mon & Tue	8	16 Total Davis Street
Hill Central School - 140 Dewitt St	Arts & Crafts	Jessica Colon	Tue & Thur	6	
Bishop Woods - 1481 Quinnipiac Ave	Reading & Journaling	Cassandra Simmons	Tue & Thur	6	
Truman School - 114 Truman St	Arts & Crafts	Carmen Padilla & Kelly Casey	Mon & Thur	6	
Martinez School - 100 James St	Arts & Crafts	Maggie LoRicco	Tue & Thur	5	
Clinton Ave School	Arts & Crafts	Toni Lucian	Thur	6	
Clinton Ave School	Arts & Crafts	Michelle Wingreen	Mon & Tue	6	12 Total Clinton

\$15,000 / \$200 = 75 Sessions

75



26 Atwater St. New Haven, CT 06513 / 203-787-ARTE / www.arte-inc.com

February 8, 2018

Gemma Lumpkin
Director of Youth, Family & Community Engagement.
New Haven Public Schools
54 Meadow Street
New Haven, CT 06519

Dear Gemma:

As you know, ARTE Inc. has run effective public programming for more than fourteen years. ARTE has partnered with New Haven Public Schools during those years, offering multiple youth and family programs and events. ARTE has built an impeccable reputation of providing top quality programs and activities.

ARTE provided NHPS and the City of New Haven with \$110,000 in pro-bono programs and services last year.

There is a great need for additional extended hour and weekend youth programming. These programs keep kids off the streets and occupy their down time, while helping to mentor and mold our youth. This is especially important in an urban environment where children do not have the same exposure and experiences their suburban peers do.

ARTE is pleased to partner with NHPS in providing supplemental programs for Saturday Academy. These enrichment programs engage students and provide additional support of social emotional development, teambuilding, language, reading, creative thinking and healthy minds. Arts, creativity and physical activity are an integral part of a child's development and important components of the Connecticut State Department of Education accountability.

Research Supporting the Impact of Arts Programming

In the report, *Champions of Change: The Impact of the Arts on Learning*, published jointly by the President's Committee on the Arts and Humanities and the Arts Education Partnership, several independent researchers concluded that engagement in the arts nurtures the development of cognitive, social and personal competencies. Arts programs can increase academic achievement, help decrease youth involvement in delinquent behavior and improve youth attitudes about themselves and the future.

Specifically, researchers found that learning in and through the arts:

- Contributes significantly to improved critical thinking, problem solving and decision-making.
- Fosters higher-order thinking skills of analysis, synthesis and evaluation.
- Regularly engages multiple skills and abilities.
- Develops a person's imagination and judgment.

Learning in and through the arts can even help students overcome the obstacles of disadvantaged backgrounds. For example, one of the Champions of Change reports, using data from a study that followed over 25,000 students for 10 years, found that students consistently involved in the arts show significantly higher levels of mathematics proficiency by grade 12 - regardless of their socioeconomic status. (Source: NEA: Publication – “How the arts can enhance after school programs.”)

Research Supporting the Impact of Exercise & Physical Fitness Programming

One in three kids in the United States is overweight or obese. Obesity can also have serious ramifications for kids’ cognitive development. Further, both childhood obesity and poor academic performance tend to be clustered in schools with a high percentage of lower-income, minority students, creating a student health issue that is especially problematic in those communities. There is a growing body of evidence indicating that physical activity and fitness can benefit both health and academic performance of children, both immediate and long-term. Over time, as children engage in physical activity, they can have additional positive effects on academics in mathematics, reading, and writing. A research project conducted with 24 elementary schools, showed that adding sessions of physical activity could have long-term benefits, such as improved academic performance. (Source: Active Living Research)

Saturday Academy Programs All instructors will arrive for two-hour periods. Workshops are designed as 2 – 60 minute sessions or 4 – 30 minute sessions. See attached chart for further details.

ARTS & CRAFTS: A variety of arts and craft projects and mediums that are age appropriate.

DANCE: Very popular classes may include, salsa, bachata, bomba, zumba or other dance styles.

SPORTS & PHYSICAL ACTIVITIES: Sports as a whole, circuit sports, recreational sports, exercise, stretching and various physical activities.

“HOT TOPICS & COOL SOLUTIONS” - TALK SHOW: Students write “issues or problems”, student panelists and audience come up with solutions.

LANGUAGE ARTS: Journaling, Reading, Public Speaking & Poetry Slams.

STUDENT AUTHORS: Students write / illustrate their own book on topics such as anti-bullying, dealing with illness, overcoming fears, how to be a friend, and other topics for young children.

ICE BREAKERS, GAMES & BRAIN TWISTERS: Activities, games, puzzles, riddles that engage and stimulate creative thinking. These are extremely popular with the students.

Scope of Services:

ARTE will:

- Coordinate, engage and hire the instructors for the selected workshops.
- Conduct background checks on all instructors unless already cleared by NHPS.
- Cover payroll, taxes, and insurance for all of its instructors.
- Develop workshop inclusions, topics, and lesson plans.
- Provide all necessary art supplies and materials, equipment for physical fitness / sporting activities, music and sound system for dance workshops, journals, writing materials and books, printed materials, activities, games and supplies for “Hot Topics” and “Thinking Game Activities”.

- Supply activity reports / time sheets, attendance forms, all copies and printed materials.
- Liaise with school staff and program administrators to assure successful implementation.
- Monitor programs and instructors on going.
- Conduct site visits and instructor evaluations periodically.

Workshops do not include:

- Materials or supplies in addition to those required for these programs.
- Facilities for workshops.
- Building staff or support staff (IE: Janitors, Coordinators)
- Other costs or inclusions not specifically outlined.

Cost / Workshop: \$15,000 (\$200 per workshop)

Number of Workshops: 75 additional sessions at Columbus (6), Daniels (18), Davis (16), Clinton (12), Hill Central (6), Bishop Woods (6), Truman (6), and J. Martinez (5), schools

We look forward to partnering with New Haven Public Schools and bringing these programs to our students. Please feel free to contact me if you have any questions or need further details.
203-469-4536 O / 203-804-9175 M / arteinc@comcast.net

Sincerely,



David S. Greco
Cofounder / Executive Director

CONTRACTORS COPY

AGREEMENT

AGREEMENT NO. 96178107

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

AND

Arte Inc.

FOR DEPARTMENT/PROGRAM:

Youth Family and Community Engagement: 21st Century Afterschool Program

This Agreement entered into on the 31st day of August, 2018 effective (no sooner than the day after Board of Education Approval), the 1st day of October, 2018, by and between the New Haven Board of Education (herein referred to as the "Board") and, Arte Inc., located at 26 Atwater St New Haven CT 06513 (herein referred to as the "Contractor").

Fiscal support for this Agreement shall come from the following accounts:

21st Century Cohort XIII (Clinton): 2579-6177-56694-0013 (\$4,000.00) pending receipt of funds

21st Century Cohort XIII (Hill Central): 2579-6178-56694-0007 (\$5,800.00) pending receipt of funds

21st Century Cohort XVII (Davis): 2579-6273-56694-0009 (\$5,400.00) pending receipt of funds

SCOPE OF SERVICE:

I. Overview The contractor will provide 76 afterschool arts and culture sessions, with each session running for one hour and serving up to 20 students. A proposal is attached. The sessions will be divided as follows: 20 sessions at Clinton, 29 sessions at Hill Central and 27 sessions at Davis. All sessions must take place outside of regular school hours.

II. Record Keeping Due to grant requirements, the contractor agrees to maintain daily attendance records for all program participants. The contractor agrees to maintain these records independent of any record keeping activities performed by NHPS staff and to furnish these records upon request of the Chief of Youth, Family and Community Engagement or her designee. Attendance will be submitted in the form of an Excel spreadsheet.

III. Make-up Days In the event that the program is unable to be held due to closure of the building or some other situation that prevents use of the facilities, missed sessions may be made up during the contract period at the discretion of the principal or their designee.

IV. Program Data The contractor agrees to furnish any collected program data upon request to the Chief of Youth, Family and Community Engagement or her designee. Program data includes pre and post assessments, credentials or credits earned, and program evaluations, independent or otherwise.

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of **\$200.00 per session** for up to a maximum of **20 sessions at Clinton and 29 sessions at Hill Central, and 27 sessions at Davis, 76 sessions total**. The maximum amount the contractor shall be paid under this agreement: fifteen-thousand-two-hundred dollars and no cents (**\$15,200.00**). Compensation will be made upon submission of an invoice which includes a detailed description of work performed, date and location of service, and attendance for each day.

This agreement shall remain in effect from October 1, 2018 to June 30, 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.

WARRANTY: 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.

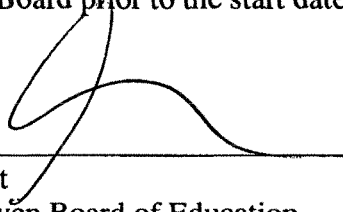
TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the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

August 31, 2018

Date



President
New Haven Board of Education

9/24/18

Date

David S Greco /Cofounder Executive Director

Contractor Printed Name & Title

Revised: 7/17



19 Grand Avenue - New Haven, CT 06512 203-804-9175 www.arte-inc.com

August 29, 2018

Hunter Prendergast
Extended School Hours Program Coordinator
New Haven Public Schools
54 Meadow Street
New Haven, CT 06519

Dear Hunter:

As you know ARTE Inc. has been collaborating with New Haven Public Schools for a long time. ARTE has offered numerous after-school programs, activities, workshops and events over the years. Many of these have been offered pro-bono to NHPS and the City of New Haven. ARTE has a solid reputation for providing top quality programs with measurable positive results. ARTE is delighted to be proposing the following programs for the 2018 / 2019 school year.

Arte will offer a variety of after-school programs during the school year. These may include, but are not limited to, arts, crafts, dance, drama, science, photography, sports and other interactive fun learning experiences. ARTE will provide instructors and all materials and supplies required for the duration of each program. Arte understands that additional programs at other schools may be added to this agreement pending future funding and mutually agreed upon terms. ARTE is open to suggestions from NHPS, administrators, parents and students for inclusions, topics or lessons.

ARTE will conduct site visits and instructor evaluations to monitor classes and provide ongoing support. ARTE will also conduct surveys of parents, students and instructors at the end of the programs. ARTE is not responsible for populating the classes and enrollment / attendance will be conducted by individual school administration.

September 2018

HILL CENTRAL Middle School

September 11 – 30, 2018 30 Sessions – all school days \$6,000

J.C. DANIELS Middle School

September 11 – 30, 2018 30 Sessions – all school days \$6,000

HILL CENTRAL Middle School

October 2018 – June 2019 29 Sessions – days TBD \$5750

CLINTON AVENUE Middle School

October 2018 – June 2019 20 Sessions – days TBD \$4000

DAVIS STREET Magnet School

October 2018 – June 2019 27 Sessions – days TBD \$5,400

All schools will be offered a variety of arts and craft projects based on age group and interest of the school / children. The Schools will select the days of the week and populate the class with students.

Background checks: Arte conducts background checks through NHPS for all instructors teaching multiple days who are not or have not been employees of NHPS. Many of the instructors Arte hires are current employees, instructors or teachers with NHPS.

Once again we look forward to partnering with New Haven Public Schools for the 2018 / 2019 school year. We appreciate the continued relationship. Please let us know if you have any questions or need further details.

Respectfully,



David S. Greco
Cofounder / Executive Director
203-804-9175



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Gemma Joseph Lumpkin
Date: February 6, 2019
Re: Foundation for the Arts and Trauma Agreement
Proposed Meeting Date: February 25, 2019

Executive Summary/ Statement: This service provides positive behavioral intervention and supports allowable under Title I to promote positive behavior in students and create positive conditions for learning in schools as well as early intervention services in schools to improve academic achievement.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$152,212.50 (\$112.75 per hour)

Funding Source & Account #: Title I Account # 2531-5170-56694

Key Questions:

1. Please describe how this **service is strategically aligned** with school or District goals: The program is aligned with the Title I and district goals.
2. What **specific need** will this contractor address? This contractor will address behavioral intervention and support to students.
3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe: This is a Sole Source Contractor
4. What **specific skill set** does this contractor bring to the project? The contractor has extensive and successful background in providing support to high needs students in Title 1 schools.
5. Is this a **new or continuation service**? This is a continuing service.
6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?** The performance will be evaluated by assessment of student's behavior.
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**? The program is able to effectively assist and support hundreds of high needs students in 3 schools.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Alive, Foundation for the Arts and Trauma

FOR DEPARTMENT/PROGRAM:

Youth, Family and Community Engagement

This Agreement entered into on the 25th day of February 2019, effective (*no sooner than the day after Board of Education Approval*), the 26th day of February, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Foundation for the Arts and Trauma located at, 19 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 \$112.75 per hour, for a total of 420 hours per school.

The maximum amount the contractor shall be paid under this agreement: One Hundred Fifty Two Thousand Two Hundred Twelve with Fifty Cents (\$152,212.50). 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 Title I Program of the New Haven Board of Education, **Account Number:** 2531-5170-56694 **Location Code:** 0000.

This agreement shall remain in effect from February 26, 2019 to June 28, 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).*

The Foundation's ALIVE Programs will serve students from Kindergarten through 12th grade in Barnard, Quinnipiac and Hillhouse Schools. Programs include primarily in-school, in-classroom activities, individual stress reduction sessions, mentoring services, after school programs, and summer programs. A significant parent engagement component is integrated into these programs.

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

2/6/19

Date

Date

DAVID R. JOHNSON, President

Contractor Printed Name & Title

Revised: 10/2/18

Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

203-624-2146

Statement of Qualifications

1. David Read Johnson PhD, President
Foundation for the Arts and Trauma, Inc.
2. 19 Edwards Street
New Haven, CT 06511
3. 203-215-0658 cell
203-624-2146 phone
203-624-2791 fax
davidreadjohnson@gmail.com
4. The Foundation was organized in 1976.
5. It is incorporated as a 501c3 public charity in the State of Connecticut.
6. The Foundation has been engaged in its services under its present name since 1996.
7. Previous Experience in Work Similar to This Proposal:

A. Board of Education, New Haven

Wilbur Cross High School

Agreement #96103599

\$80,000: October 1, 2017 – June 30, 2018

ALIVE Program counseling services to at risk youth to address trauma and support improved academic achievement and school engagement.

Edith Johnson, Principal edith.johnson@new-haven.k12.ct.us

B. Board of Education, New Haven

Strong, Barnard, Brennan Rogers, and Hillhouse High schools

Agreement #95170636

\$200,000: October 1, 2017 – June 30, 2018

ALIVE Program and Miss Kendra program counseling services to at risk youth to address trauma and support improved academic achievement and school engagement.

Gemma Joseph-Lumpkin, New Haven Public Schools gemma.joseph-lumpkin@new-haven.k12.ct.us; Susan Denicola, Principal Strong School susan.denicola@new-haven.k12.ct.us; Rosalyn Bannon, Principal Barnard school rosalyn.bannon@new-haven.k12.ct.us

8. The Foundation has never failed to complete any work awarded to us.
9. The Foundation has never defaulted on a contract.
10. There are no pending litigations or encumbrances on the Foundation.
11. David R. Johnson is the officer authorized to bind the Foundation in negotiations with the City of New Haven.

Foundation Board of Directors:

David Read Johnson, Ph.D., RDT-BCT (President) is a clinical psychologist and drama therapist, Associate Clinical Professor in the Department of Psychiatry, Yale University School of Medicine; former President of the National Association for Drama Therapy; and the co-author (with Hadar Lubin, MD) of *Trauma-Centered Group Psychotherapy for Women* (Taylor & Francis, 2008) and *Principles and Techniques of Trauma-Centered Psychotherapy* (American Psychiatric Publishing, 2015); and co-editor (with Nisha Sajnani) of *Trauma-Informed Drama Therapy: Transforming Clinics, Classrooms, and Communities* (Charles Thomas, 2014). He is the Co-Director of the Post Traumatic Stress Center, an outpatient clinic that evaluates and treats clients who have experienced traumatic events. He has published over 150 articles and chapters, and 8 books.

Nisha Sajnani, Ph.D., RDT-BCT (Vice-President) is Associate Professor and Coordinator of the Drama Therapy MA program and senior advisor in the Expressive Therapies PhD program at Lesley University (Cambridge, MA). She also teaches a course on Arts-Based Research at New York University and lectures on Aesthetics in the Harvard Program for Refugee Trauma. Nisha is past-president of the North American Drama Therapy Association (NADTA) and the editor of *Drama Therapy Review*, the journal of the NADTA. She co-edited (with David Johnson) *Trauma-Informed Drama Therapy: Transforming Clinics, Classrooms, and Communities* (Charles Thomas, 2014). She is one of the original developers of the ALIVE Program.

Daniel Wiener, Ph.D., RDT-BCT is Professor of Counseling and Family Therapy at Central Connecticut State University, is also in private practice. In 1984 he developed Rehearsals! for Growth (RfG), a Drama Therapy of Relationships, presenting and teaching it nationally and internationally. In addition to authoring over 40 articles in professional journals and books Dan has written two published books and edited /co-edited three others. His DVD, *Action Methods in Couple Therapy*, was published in 2011. He has received the Zerka Moreno Award from the American Society for Group Psychotherapy and Psychodrama and both the Gertrud Schattner Award and the Research Award from the North American Drama Therapy Association.

Warren McCommons, MA, RDT is a psychotherapist and Registered Drama Therapist/Board Certified Trainer who practices in numerous clinical and non-clinical settings in California from psychiatric hospitals to juvenile halls, as well as in a private practice. He is an adjunct professor at the California Institute of Integral Studies as well as at Antioch Seattle University and a past Board Member of the North American Association for Drama Therapy.

Robert Miller, Ph.D. is Director, Center for Parenting and Child Consultation, Hoboken, NJ. He is a clinical psychologist and drama therapist who specializes in work with traumatized youth. He is the former Director of the Institute for Developmental Transformations in New York City, and Chief Drama Therapist in the National Center for PTSD at the VA Medical Center, West Haven, CT. He is the author of numerous articles on trauma treatment and drama therapy.

Cecilia Dintino, Psy.D. (Secretary) is a clinical psychologist and drama therapist who lives in New York City. She is Assistant Clinical Professor of Psychology at Columbia University and adjunct professor at New York University's drama therapy program. Dr. Dintino is the co-founder and director of Drama Lab NYC, a therapeutic theatre company that provides individuals suffering with emotional or physical pain the opportunity to interface with the theatre community and create original performance events. She has a private psychotherapy practice where she utilizes Dialectical Behavior Therapy and other methods, including theatre, to help individuals with mood, anxiety and personality disorders.

12. All inquiries should be addressed to:

David R. Johnson, Ph.D., President
Foundation for the Arts and Trauma, Inc.
19 Edwards Street
New Haven, CT 06511
203-215-0658 davidreadjohnson@gmail.com

13. Yes, we will provide any and all financial statements or other information required by the City of New Haven.
14. Tax Identification Number: 51-0189834.
15. No we are not able to receive credit card payments.
16. None.

Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

203-624-2146

Request for Qualifications School Year 2018-2019

1. Foundation for the Arts and Trauma Inc
 2.
 - a. 19 Edwards Street
New Haven, CT 06511
203-624-2146 ph 203-624-2791 fax 203-215-0658 mobile
 - b. David R. Johnson PhD, President
davidreadjohnson@gmail.com 203-215-0658
 - c. David R. Johnson PhD, President
davidreadjohnson@gmail.com 203-215-0658
 - d. ALIVE Program
Project Leader: Catherine Davis
cat.davis@ptsdcenter.com 203-624-2146
- Website: www.traumainformedschools.org

3. Mission

The mission of the Foundation for the Arts and Trauma is to provide state-of-the-art socioemotional supports to public school students by addressing the impact of trauma and toxic stress. The aim is to utilize low intensity, inexpensive, but pervasive interventions for all school students in order to prevent the outbreak of psychological or behavioral problems, truancy, and dropping out. The goal is to improve students' capacities for learning and succeeding in school by decreasing the amount of energy required to control their worries and stress.

4. Scope of Services

The Foundation's ALIVE Program has been implemented for over 10 years in Kindergarten through 12th grade, and more recently at Gateway Community College and in various Housing Developments of the City. Last year ALIVE served a total of 3,500 New Haven public school students. Programs include primarily in-school, in-classroom activities, individual stress reduction

sessions, mentoring services, after school programs, and summer programs. A significant parent engagement component is integrated into these programs.

5. Services provided:
 - a. After School programs
 - d. Parent Engagement
 - e. Youth Development
 - f. Restorative Practices
 - g. Drop Out Prevention
 - h. Mentoring

6. We serve Kindergarten through 12th grade.

7. Program Types

A. Elementary School (K – 8): Miss Kendra Program

7. Narrative: The ALIVE Program in the elementary schools has been ongoing for 10 years and is based on the Miss Kendra Program, which has established itself nationally as an effective, preventive, trauma-informed socioemotional intervention that lowers disciplinary behaviors among students and improves their capacities to learn. Years of collaboration and development with teachers, principals and social support personnel in the New Haven Public Schools has been responsible for this program. The New Haven Public School District can be proud to take credit for its role in the development of the Miss Kendra Program.

We are currently providing the program to Strong, Barnard, and Brennan Rogers through direct funding from the Board of Education. In addition, we provide the program to Truman and Bishop Woods through the New Haven Trauma Coalition. This year we are also proposing funding from the Board of Education for Lincoln Bassett and Quinnipiac schools, if funds are available, due to incoming Principals who have direct experience with ALIVE in their previous schools. Each school can receive basic coverage with \$50,000.

8. Program Goals

To institute trauma-informed norms within every classroom. To decrease experienced stress of students so that they are able to attend to academic tasks.

9. Outcomes

Increased calm and good behavior in classrooms; improved teacher morale; decreases in office referrals, suspensions, and expulsions; increased parent engagement in student's schooling.

10. Outcome measures

Office referrals, suspensions, expulsions, number of parents participating in Red Bead Clubs; ratings on Teacher Feedback forms.

11. Monitoring

Our senior staff meet or talk to school leadership weekly; ALIVE staff attend SSST meetings and consult with school social support staff; teachers fill out mid-year and end of year evaluations/feedback forms; senior staff observe ALIVE counselors in the classrooms quarterly.

- 12. a. Hours of operation: 9 am to 1 pm every day
- b. Beginning date: September 1, 2018 end date: June 30, 2019
- c. Number of weeks 36
- d. Proposed locations Strong, Barnard, Brennan Rogers, Lincoln Bassett, Quinnipiac

13. Staffing: Staff include Masters level counselors trained in trauma, counseling, drama therapy, and restorative practices; plus bachelors level Mentors who run mentoring groups as well as assist the counselors.

14. Staff/student ratio per session: In classroom activities, it is 1/25; in individual sessions it is 1/1.

15. Parent Engagement activities: As part of the Miss Kendra program, "Red Bead Clubs" are conducted in every classroom twice a year in which parents are invited to participate with the students in writing letters to each other about the strength that is necessary to live through hard times. These programs often attract a large number of parents, anywhere from 6 to 25 per classroom. Our parent engagement coordinator, Cindy Cadet, a parent who initially volunteered and now is on our payroll, has developed a Facebook page for ALIVE parents to engage with each other.

16. Professional Development: All Masters level counselors have been intensely trained trauma professionals. All staff receive specialized training in mandatory reporting, sexual abuse and molestation, emergency procedures, cultural competency, and vicarious traumatization. All staff are supervised by senior clinicians at the Post Traumatic Stress Center.

- 17. a. Total cost: \$50,000 per school
- b. Cost per session: for Miss Kendra classroom sessions: \$50
for stress reduction sessions: \$17
- c. Cost per pupil: \$125 per year, or \$3.47 per week.

B. High School Programs

7. Narrative: The ALIVE Program in the High Schools began 11 years ago at Scholars Academy and has developed over the years through a deep collaboration with teachers, principals, and social support personnel. ALIVE counselors provide individual stress reduction sessions, run the Freshmen Seminar for 9th graders, participate in the SSSTs, and create innovative learning projects with students.

We are currently providing the ALIVE Program to Wilbur Cross and Hillhouse High Schools through direct funding from the Board of Education. In addition, we serve High School in the Community and Metropolitan Business Academy through a grant from the New Haven Trauma Coalition. Having served at New Horizons, we are also interested in providing services to the newly constituted alternative high school at Riverside.

The program at Wilbur Cross has been funded at \$77,000 per year and at Hillhouse \$50,000 per year.

8. Program Goals

To create and sustain trauma-informed norms within the school; to decrease students' experienced stress levels; to decrease acting out behaviors leading to suspension, expulsion, and truancy; provide creative and positive avenues for students to express and give testimony about their experiences instead of seeking negative attention to alleviate their stress.

9. Outcomes

Improvement in students' abilities to study; decreases in suspensions and expulsions, fighting and truancy; increase in teacher morale.

10. Outcome measures

Percent of students graduating; number of suspensions, fights, and expulsions; truancy rates; teacher morale as reported on teacher evaluations.

11. Monitoring

Our senior staff meet or talk with school leadership weekly; ALIVE counselors consult daily with teachers and social support staff; teachers provide written feedback at mid year and end of year.

12. a. Hours of operation: 8 am to 1 pm, every day
- b. Beginning date: September 1, 2018 end date: June 30, 2019
- c. Number of weeks 36
- d. Proposed location Wilbur Cross and Hillhouse High Schools

13. Staffing: Staff include Masters level counselors trained in trauma, counseling, drama therapy, and restorative practices; plus bachelors level Mentors who run mentoring groups as well as assist the counselors.

14. Staff/student ratio per session: In Freshmen seminars, 2/15; in stress reduction sessions, 1/1.

15. Parent Engagement activities: Our staff often speak with parents on the phone or in parent conferences when a problem develops.

16. Professional Development: All Masters level counselors have been intensely trained trauma professionals. All staff receive specialized training in mandatory reporting, sexual abuse and molestation, emergency procedures, cultural competency, and vicarious traumatization. All staff are supervised by senior clinicians at the Post Traumatic Stress Center.

17.	a. Total cost	Wilbur Cross \$80,000; Hillhouse \$50,000
	b. Cost per session:	\$53
	c. Cost per pupil	\$160 per year, or \$4.44 per week

C. After School Programs

7. Narrative: We have been conducting ALIVE After School Programs at Wilbur Cross High School (two: one in English and one in Spanish), and at Brennan Rogers Elementary School for 1st-3rd graders. The programs at Cross are 90 minutes once a week and at Brennan Rogers are for 3 hours 3 days a week. The Brennan Rogers program is funded by the New Haven Housing Authority.

8. Program Goals: Consistent with the preventive, trauma-informed character of ALIVE, in all programs we attempt to foster a safe and open environment for the students to address their worries and stresses so that they are able to attend to their academic tasks. In the high school this is done quite directly, with students focusing on presentations to their peers in the high school through workshops, dramatic and creative presentations, and direct testimony; in the elementary school, we provide time for homework, snacks, recreation as well as the ALIVE Miss Kendra program where they write letters to her about what is bothering them.

9. Outcomes:

Provide students a safe and productive after school experience; deepen trauma-informed norms in students; increase students' confidence and abilities to express their concerns through creative and appropriate avenues instead of negative or destructive forms of communication.

10. Outcome measures:

Student and parent satisfaction; project-based evaluations; office referrals and suspensions.

11. Monitoring:

Our senior staff meet or talk with school leadership weekly; ALIVE counselors consult teachers or school staff weekly; senior staff observe sessions quarterly; students and parents fill out evaluation forms end of year.

12. a. Hours of operation: At Cross: 2:30 – 4 pm;
at Brennan Rogers, 3:15 – 6 pm, Tues – Thurs.
- b. Beginning date: September 1 end date: June 30
- c. Number of weeks: 36
- d. Proposed location: Wilbur Cross

13. Staffing

At Cross, the English program is run by two Masters level counselors; the Spanish program is run by one Masters level counselor and an assistant; at Brennan Rogers, the staff team includes two Masters level counselors, one Masters level assistant, and three mentors (all current or former New Haven high school students).

14. Staff/student ratio per session: At Cross, the English program is 2/15; the Spanish is 2/15; and at Brennan Rogers it is 6/25.

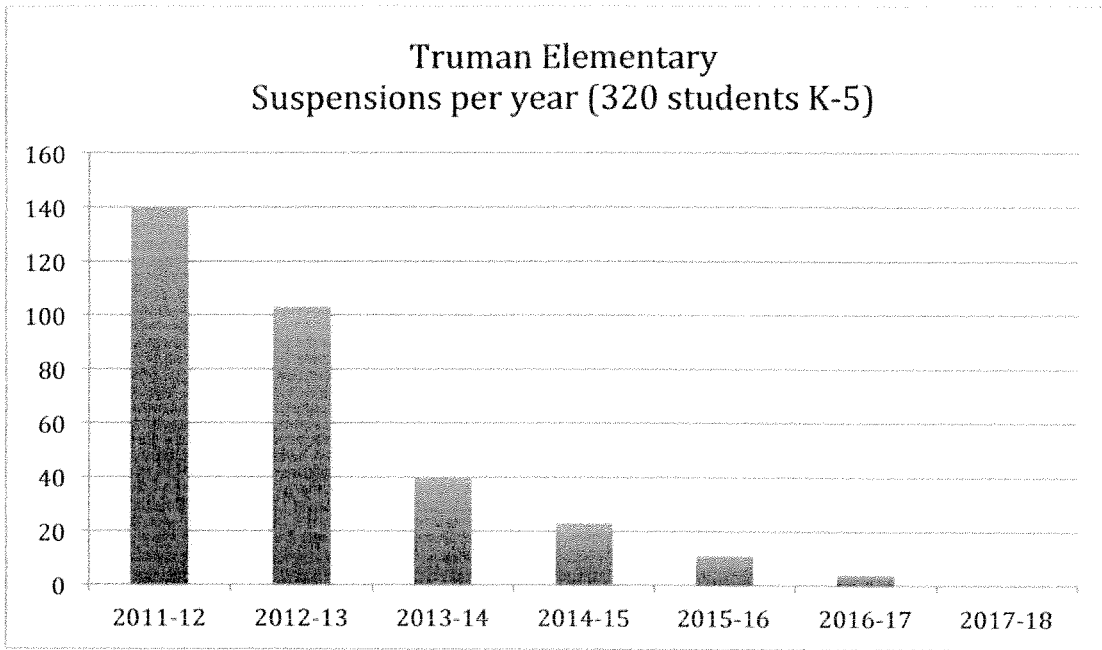
15. Parent Engagement activities: These programs are generally not involved with direct parent engagement, except at Brennan Rogers, where regularly scheduled “parent days” occur with parents participating in the activities.

16. Professional Development: All Masters level counselors have been intensely trained trauma professionals. All staff receive specialized training in mandatory reporting, sexual abuse and molestation, emergency procedures, cultural competency, and vicarious traumatization. All staff are supervised by senior clinicians at the Post Traumatic Stress Center.

17. a. Total cost: Wilbur Cross English (\$10,000); Spanish (\$5000)
- b. Cost per session: WC English (\$277); Spanish (\$139)
- c. Cost per pupil: WC English (\$666); Spanish (\$333)

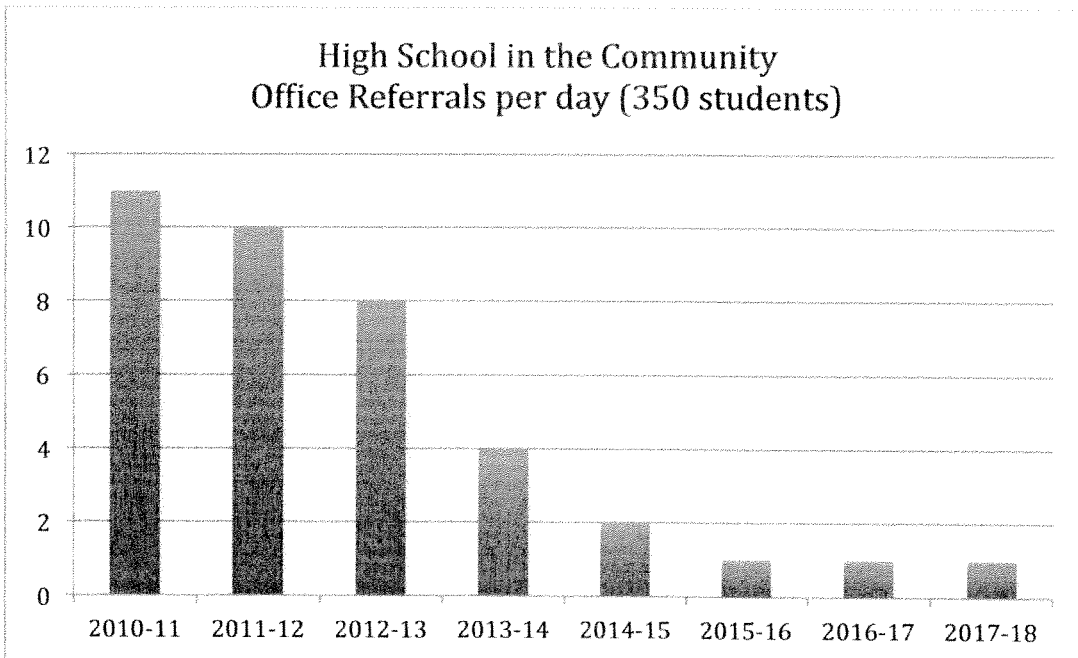
See attached Documents on various aspects of ALIVE.

Some Outcome Data for ALIVE Schools

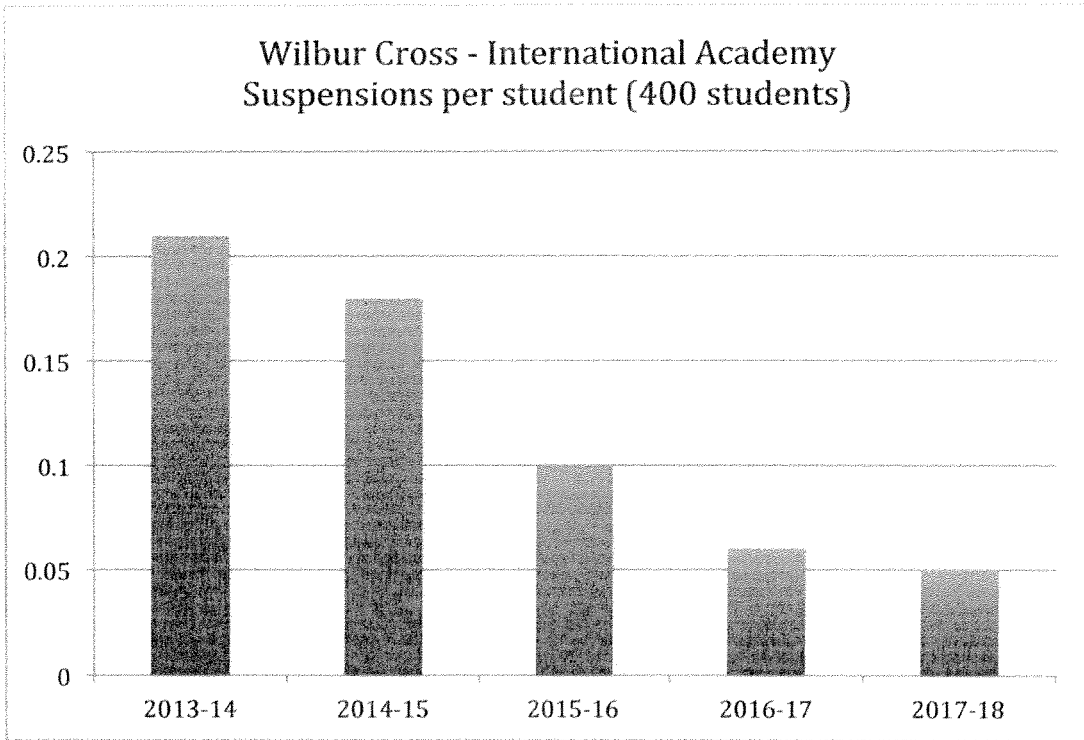


ALIVE
Begins

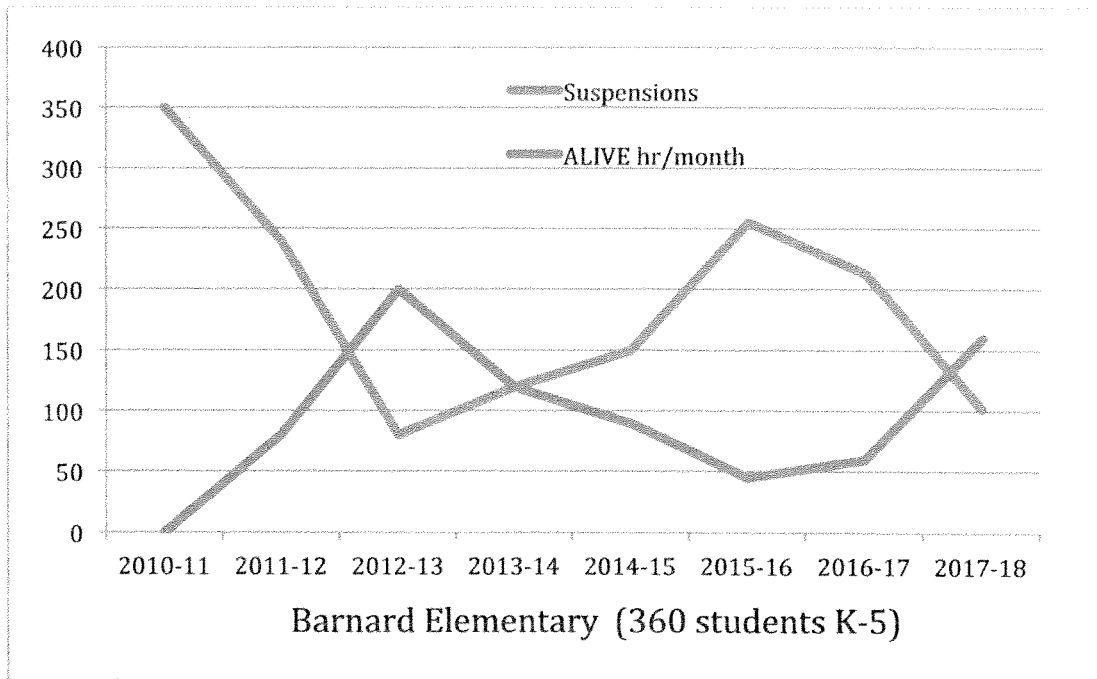
[0 suspensions in 2017-2018]

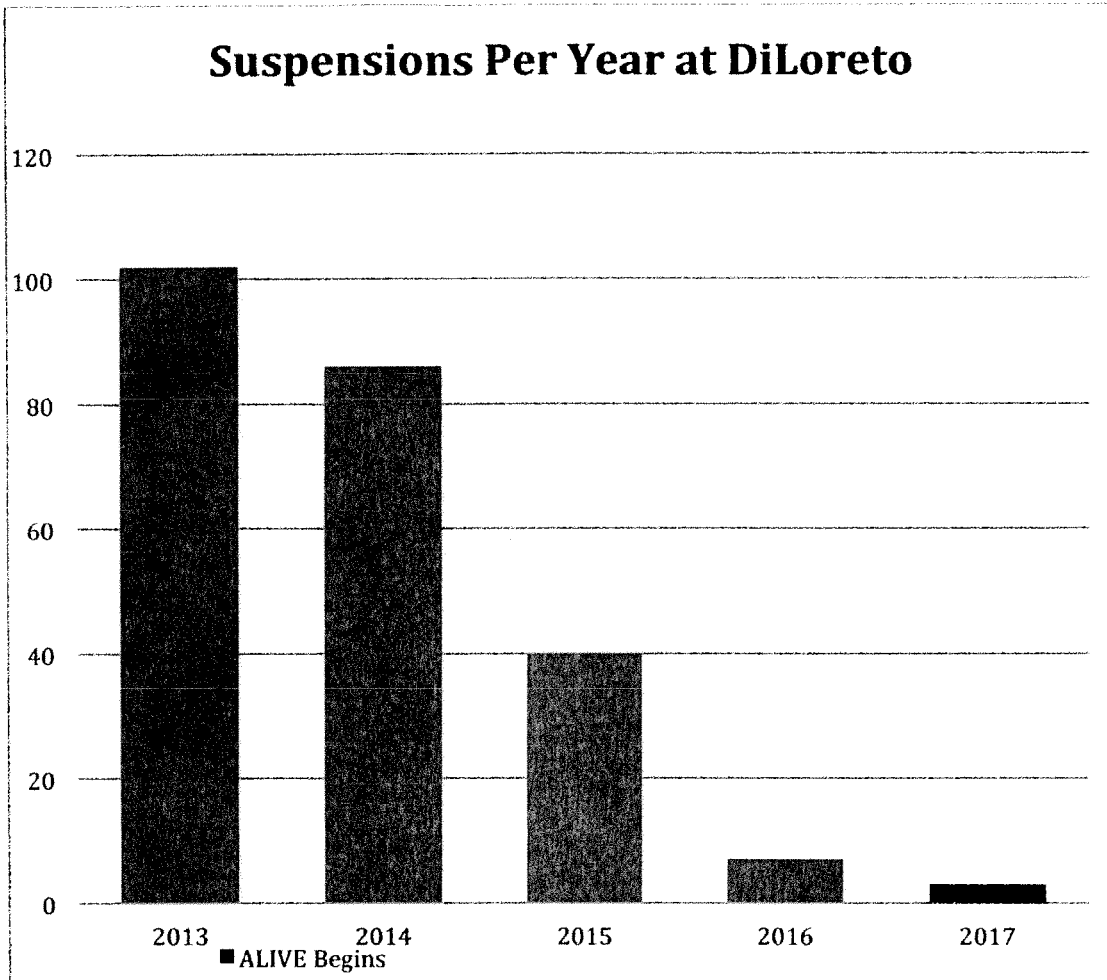


ALIVE
Begins



ALIVE
Begins





DiLoreto Elementary is in New Britain, and has 550 students, K-5.

Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

203-624-2146

Report to the District: The ALIVE Program

January – June, 2018

The Foundation for the Arts and Trauma Inc (EIN: 51-0189834) received funding from the New Haven School District for programs at Wilbur Cross High School, Hillhouse High School, Strong School, Brennan Rogers, and Barnard Elementary School through Title 1 (2531-5170-56694) and Alliance (2547-6108-56694) sources. This report summarizes the work that was accomplished, including available evaluation data and accompanying photographs.

Background

The ALIVE Program aims to create an environment in the school, classroom, and for students in which their stressful experiences and accompanying worries can be openly addressed, preventively, so as to help them increase their capacity to attend to their studies and succeed academically.

We have been serving New Haven school district for 10 years, and this year, in addition to the schools reported on here, the ALIVE Program was in New Horizons, Metropolitan Business Academy, High School in the Community, Bishop Woods, and Truman School, serving a total of 2,500 separate students each week.

Funding for these additional schools was obtained from sources outside the district.

The ALIVE Program reported on here includes brief individual stress reduction sessions with students classroom based Miss Kendra groups (elementary), Red Bead Clubs involving parents (elementary), and after school groups at Brennan Rogers, Wilbur Cross.

Collaborations

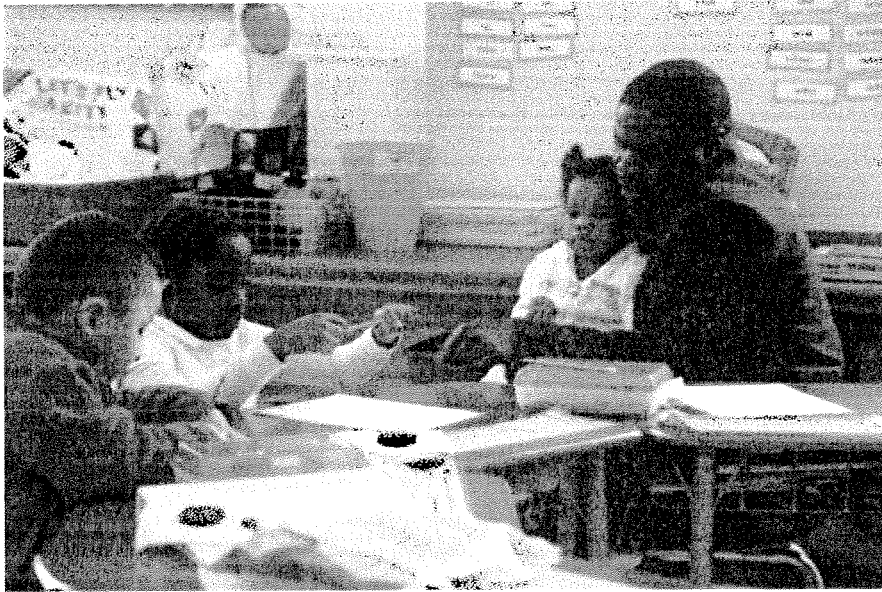
The ALIVE Program works in partnership with a number of other programs and agencies, including YouthStat, Fresh Start, Restorative Practices Initiative, Solar Youth, Clifford Beers Clinic, Integrative Wellness Group, the District's Truancy officers, JUNTA, IRIS, New Haven Family Alliance, Bethel AME Church, Sullivan Basketball Academy, New Haven Housing Authority, Gateway College, University of New Haven, Guns Down Books Up, and the City's Youth Services Department.



Assessment of Stress

Wilbur Cross. For the past two years, we have administered a needs assessment questionnaire to students. This was optional and all data are anonymous. 899 students filled out the form. The full data report is included in APPENDIX A. The data show a high level of stressful experiences, psychological symptoms, and current stressors among our high school population. Students reported having difficulties concentrating at school, being worried about friends and family, and struggling with anger, depression, and anxiety. 21% reported having someone close to them die of disease, and 13% from violence.

Barnard and Strong. Each year teachers are asked to report on their students' grade level, symptoms, behaviors, and management demand. 634 students at these schools were rated and full results are listed in APPENDIX B. The major observations include: a significant number of students are performing below grade level, inattention appears to be the most frequent problem in students' academic progress, and about 20% of students are showing symptoms of sadness, anxiety, defiance or aggressive behaviors, and are taking up the greatest share of management demand on the teachers.



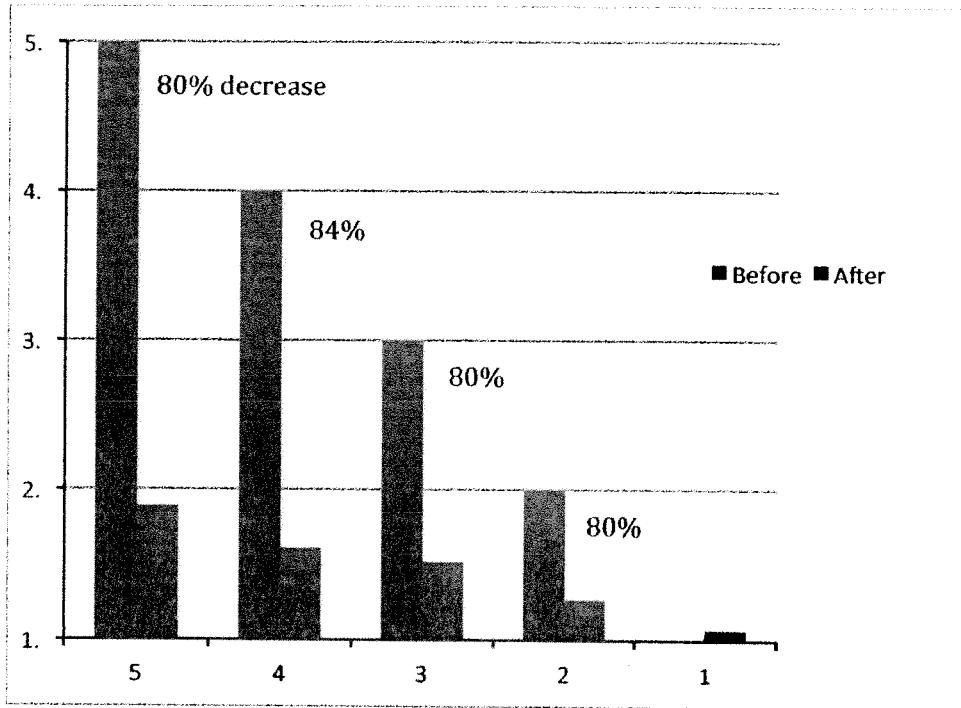
ALIVE in the Elementary Schools

Individual Stress Reduction Sessions

1620 Number of sessions conducted at Barnard, Brennan Rogers, and Strong

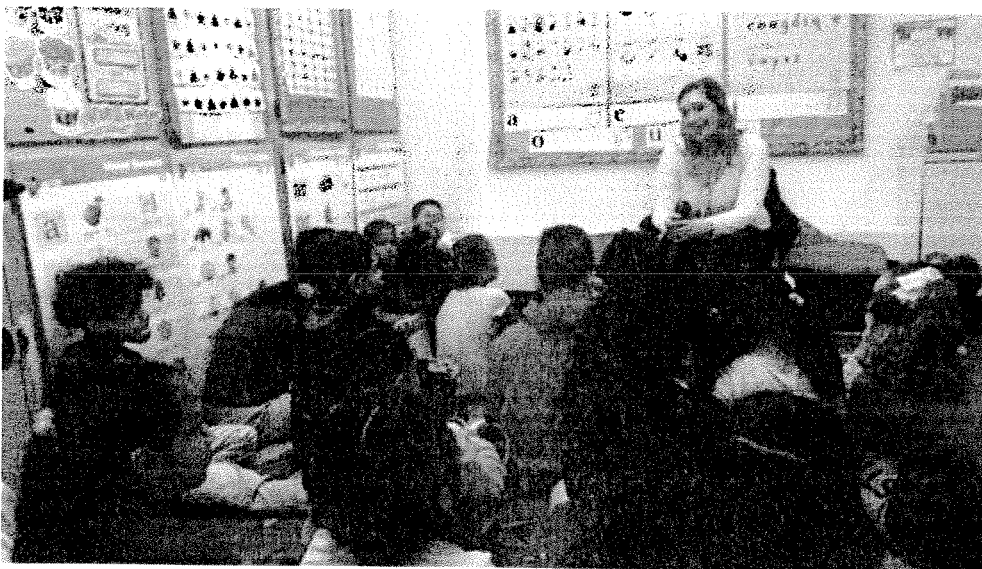
In the elementary schools, children were asked to rate their stress before and after each session, and this data is presented below. On average there was an 80% reduction in self-reported stress after each session, resulting in students who returned to their classrooms more relaxed and more prepared to learn. Teachers reported observing this effect (see below for more detail). On end-of-year evaluations, 92% of participating teachers reported that the ALIVE program helped clam down upset students and helped them prepare for academic work.



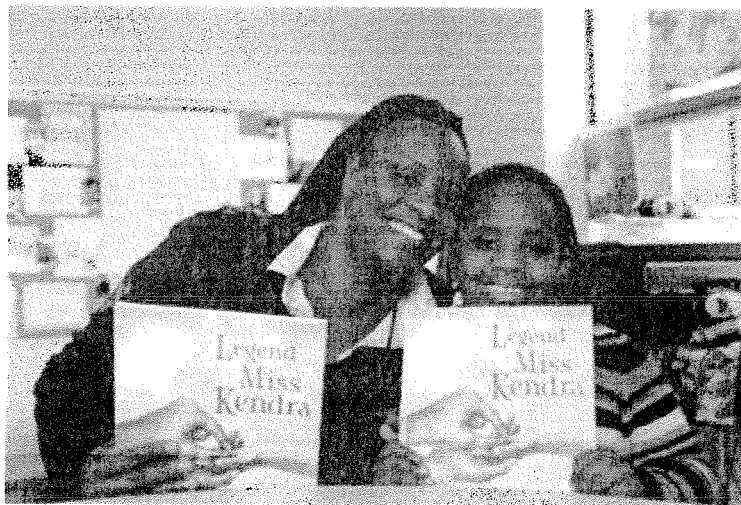
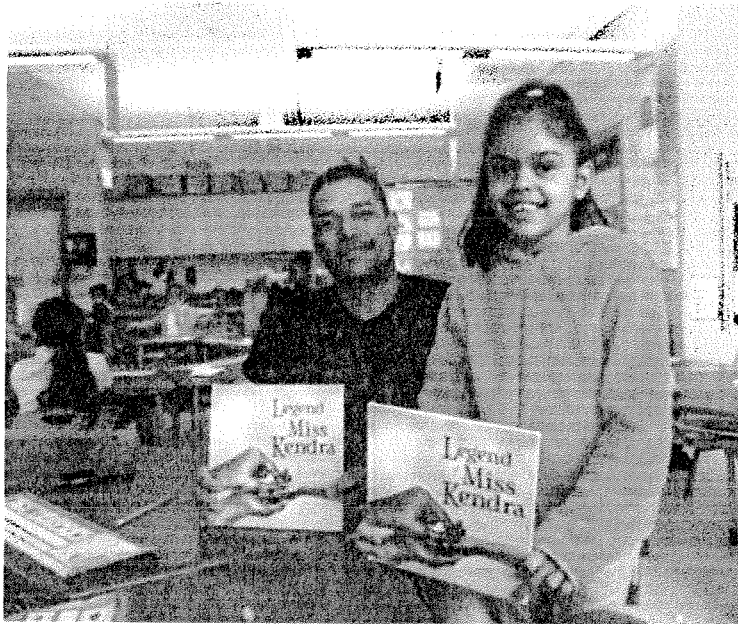


Miss Kendra Program

We ran 667 classroom sessions at Strong, Barnard, and Brennan Rogers, working as partners with 38 teachers. These sessions reviewed Miss Kendra's List, provided engaging socio-emotional activities, and allowed students to write letters to Miss Kendra and receive letters back from her. We received a total of nearly 5,000 letters from these students (see Appendix C for examples).



We also published the Legend of Miss Kendra and through an external grant, were able to give a free copy to every child we are working with (1500 elementary children total) in April!



Here are the results of formal end-of-year evaluations of the Miss Kendra program by the teachers:

98% Yes. Did Miss Kendra activities help your students name and process their worries or stressful experiences?

- 92% Yes. Did Miss Kendra activities help your students focus on their academic work?
- 90% Yes. Were the individual Stress Reduction sessions helpful in calming down your upset students?
- 93% Yes. Did you feel that the ALIVE specialist was your partner in helping your students?
- 100% Yes. Did the ALIVE program help you achieve a trauma-informed classroom?
- 98% Yes. Would you recommend the ALIVE program to other teachers or schools?

Here are examples of written comments by teachers about the ALIVE program:

"Students were able to express themselves without feeling judged or thinking a staff member would feel differently about them."

"Students seemed calmer and less disruptive after ALIVE sessions."

"I love knowing that if I have a concern about a student and am not quite sure how to breach the subject, I have Miss Alicia to call. She has always been extremely helpful and the students love her!"

"The students enjoyed Miss Kendra time and being able to go with the ALIVE counselor when they had worries or were stressed."

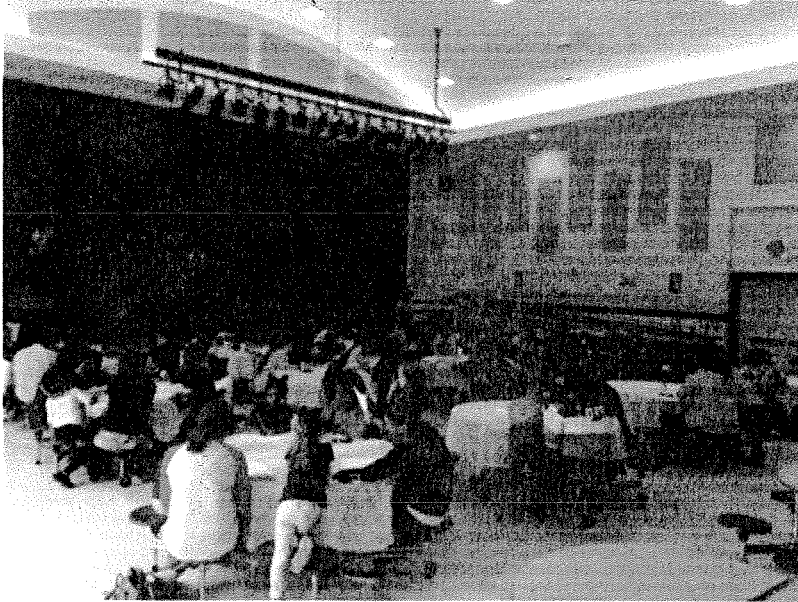
"It has been a great pleasure to have the ALIVE staff. It has been very beneficial to me as a teacher to truly understand the stresses in my students' lives, and then to be able to work with them and teach them effectively. It also has helped me form trusting relationships with my students, which enhanced the overall classroom environment."

"My ALIVE staff specialist did a great job. I liked how he paced the lessons and kept them flowing. He was kind and respectful to staff and students. He showed genuine concern for the students and was very open to discussion with me about different students and information that he may have gotten during his sessions. It helped me to be more sensitive to what some students may be feeling or going through."

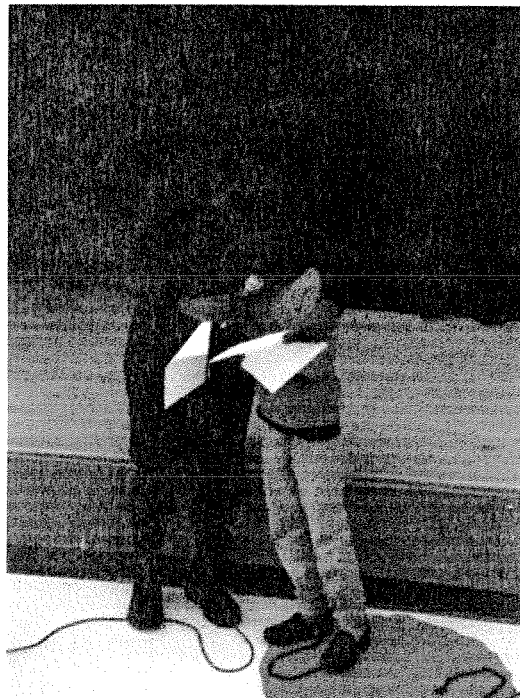
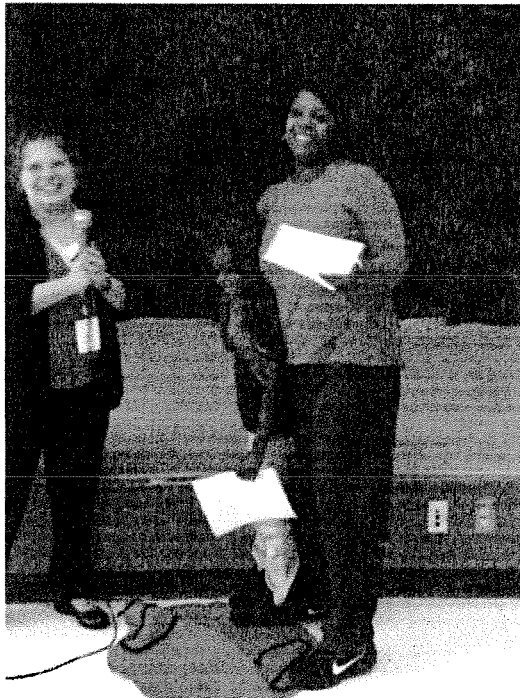
"I am so grateful for the ALIVE program. And all of the support we received. This program is so important for the health and well-being of our students, and Miss Charlotte was a great source of support for me."

Red Bead Clubs

We conducted 65 Red Bead Clubs in 33 classrooms, attracting over 370 parents and family members! At several sessions, 20 or 21 family members attended, during the day!



32 parents and family members attended this Red Bead Club at Barnard this May!



Parents and their children read letters to each other about their resilience and strength.

Teachers were very appreciative of the parent engagement. On their evaluations:

94% Yes. Were the Red Bead Clubs for parents effective?

"I had more parent engagement in the ALIVE Red Bead Clubs than at parent conferences."

"The letters that the parents and students wrote to each other were amazing and touching."

"It allowed an opportunity for the child and parent to bond in areas of need and to share their love and strength with one another."

"Students love having their parents come in. Parents writing their own letters is so exciting for the students."

ALIVE in the High Schools

Stress Reduction Sessions

1172 Number of sessions conducted at Wilbur Cross and Hillhouse.

In the high schools, ALIVE counselors make themselves available in an immediate and flexible manner, to address emerging concerns among students BEFORE they break out into unmanageable behaviors. ALIVE counselors check in with administration when they arrive, and then make rounds throughout the school rather than stay in an office, to be available to students in the halls, or checking in with teachers during classes-in-process. The intention is to be a "forward line" to identify situations that can either be managed quickly on the spot, or need referral to social support or administrative services.

Here are the results of the end-of-year formal written evaluations by teachers:

100% Yes. Did your students benefit from ALIVE stress reduction sessions?

98% Yes. Were your students calmer after meeting with ALIVE staff?

100% Yes. Did you feel that the ALIVE counselors were your partners in working with students?

100% Yes. Would you recommend the ALIVE program to other schools?

Here are some written comments by teachers:

"The support you provide is vital to the success of so many students at school."

"The support for students in need of both long term and immediate crisis mode help has been amazing. I see a real change in some of the students I referred that make a meaningful difference in my classroom."

"Every student that I referred has reported a close and trusting relationship with their ALIVE counselor."

"I am extremely happy they have more Spanish-speaking clinicians."

"The ALIVE counselors have been an invaluable resource for our students. I have personally witnessed marked improvement in those working with ALIVE."

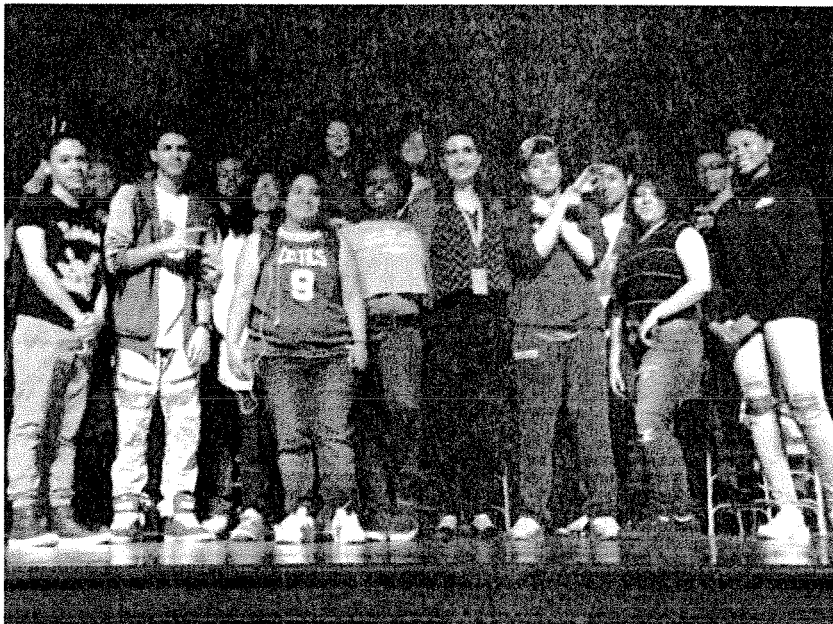
"The ALIVE staff is very professional, knowledgeable, helpful and efficient."

"The ALIVE team is such a vital part of our school! Many of our students have experienced major trauma which they could not otherwise get help for."

After School Groups at Wilbur Cross and Brennan Rogers

Wilbur Cross

The Strong Leaders Group consisted of 15 students who met each week to discuss issues important to them, and then preparing workshops on dealing with stress which they conducted for groups of other Wilbur Cross students, both in workshop formats and push-ins to specific classrooms. A total of 150 students participated.



The Wilbur Cross Strong Leaders

In February we were able to start an additional after school Strong Leaders Group for Spanish speaking students, led by our Spanish-speaking counselor Jessica Northam. 16 students met weekly to share experiences (many were newcomers or undocumented immigrants), gain mutual support, and develop performance pieces within the group. They expressed tremendous satisfaction with having a Spanish only group, and hoped to continue next year in mentoring other newcomer students at Cross.

Here is the evaluation data from students about WC after school Strong Leaders programs:

100%	I am glad I was in this after school program.
100%	This program made me feel more hopeful about the future
93%	This program has motivated me to go to college.
100%	I feel safe when I am in this group.
93%	I have people in this program who care about me.

Written comments by students:

"This group is important because it helps you become a better leader and overall a better person."

"Before this group I had no one who would listen to me. I couldn't talk to anyone. But learning that other people are going through the same things is comforting."

"The performances we did proved to me that other people could listen to us and not judge us. I feel more confident and trusting now."

"Every Monday I had a place I could let out my frustrations and sadness and not be judged."

"A lot of us don't have an outlet and its not good to hold that stuff in. By opening up I learned that I am much braver than I think I am, and that there are people who can relate to what I have gone through."

"I learned that everyone comes from different backgrounds and that is good to know because each of us has our own experiences to share with others."

Brennan Rogers

We ran an ALIVE after school program at Brennan Rogers, which included 35 students. It was an all-round success (See attached full report.) The program provided a frame at the school that enhanced the introduction of the Miss Kendra program into the school day, for 2nd through 4th graders. Parents were especially grateful for the attention to the socio-emotional needs of their children, and our staff of counselors, mentors, and high school peer leaders led a broad range of activities for the students.

Disciplinary Data

Final statistics on office referrals and suspensions have not been made available to us as of this date, but from the administrators reporting at Strong and Barnard, we believe that ALIVE has contributed to the reduction in negative student behaviors. At Brennan Rogers, our program has just begun and we do not expect significant effects until next year. At Wilbur Cross and Hillhouse, given the large number of students at these schools, ALIVE's impact on disciplinary data is very difficult to ascertain.

SUMMARY

The Foundation's ALIVE Program is honored to serve the New Haven school district and its students. The socio-emotional issues that many students are struggling with are one of the major reasons for poor academic performance, truancy, and negative behaviors. ALIVE is specifically targeted toward these issues.

We hope to be able to continue to contribute to the health and well-being of New Haven students in the future.

Sincerely,



David Read Johnson PhD
Chief Executive Officer
ALIVE
Foundation for the Arts and Trauma Inc.

APPENDIX A

Wilbur Cross Student Questionnaire - 2017 and 2018

	2017	2018	
Total Number:	898	899	
<u>Grades:</u>		<u>Grades:</u>	
9	223	9	266
10	234	10	229
11	197	11	248
12	197	12	98
?	47	?	57
<u>Academies</u>		<u>Academies</u>	
IA	220	IA	177
BFA	145	BFA	184
LPS	193	LPS	194
HCS	245	HCS	205
?	95	?	139

* Indicates significant decrease since last year.

<u>Item</u>	<u>WC-2017</u>	<u>WC-2018</u>
Number:	898	899

In the past six months, have you experienced any of these events?

Physical abuse	18%	13% *
Neglect	11	10
Emotional abuse	24	22
Sexual abuse or assault	3	1
Made to Work	22	16 *
Witness abuse/violence	31	24 *
Severe arguments in home	52	48
Physical fights in home	18	19
Told Not to Speak about this	20	17

Item	WC-2017	WC-2018
-------------	----------------	----------------

In the past six months, have you had any of these symptoms?

Depression	22%	23%
Anxiety	26	25
Fear	11	11
Anger	29	27
Problems concentrating	53	53
Worries about others	63	50 *
Feel like giving up	25	21
Feel you won't succeed	24	23
Hopelessness	13	12
Not eating enough	12	10
Use alcohol to deal with pain	6	3 *
Use drugs to deal with pain	5	3

In the past six months, have you experienced any of these events?

Someone close die of disease	21%	21%
Someone close die of violence	16	13
Lost a lot of weight	15	13
Hospitalized for medical reason	8	7
Hospitalized for psych reason	4	2
Became pregnant	2	2
Fired from a job	2	1
Arrested	3	2
DCF referral on you/family	3	2
Homeless for more than a week	2	1
Paid money for sex	0	1

APPENDIX B

Elementary School Teachers' assessments of their students, January 2018

Teachers were given forms to rate each child in their classroom.

N = 634 children
2 elementary schools [Barnard, Strong]
26 classrooms, K - 5

Teachers' Ratings of Child's Overall Academic Grade Level

Below Grade Level	44%
At Grade Level	38%
Above Grade Level	18%

Symptoms Noted in the Child's Classroom Behavior

Inattention	32%
Anxiety	12%
Sadness	11%
Fear	3%

Are these symptoms interfering with the child's ability to work? 34% yes

Behavioral Problems Noted in the Child

Defiance/Aggressiveness	18%
Withdrawn/Tantrums	12%

Frequency of These Behaviors

More than once a day	11%
Once a day	9%
Once a week	9%

Are these behaviors interfering with the child's ability to work? 22% yes


Teachers' Overall Rating of the Management Demand of the Child

Not a management problem	80%
A frequent management problem	15%
A serious management problem	5%

Major Observations:

1. Management Demand was most closely related to Inattention symptoms.
2. A significant percentage of students (44%) were rated by their teachers as being below grade level.
3. Symptoms were judged to be more significant interferences in learning than behaviors (34% vs. 22%).
4. On the whole, students behave well and do not require a lot of management. It seems that a minority of students take up a lot of the teachers' time.

APPENDIX C: Sample Letters to Miss Kendra


Dear Miss Kendra, I wanted to tell you about how my sister died. I was 7 years old and I was excited to see my sister in the hospital but my parents sat me down and told me she was dead. I cried for days and when my godmother found out she and I would sit on her steps every day and cry and listened to music. My sister was 14 years old and her funeral was on her 15th birthday but I'm better now and I don't cry as much.

From: _____


Dear Miss Kendra,

One of my worries are that when I was playing outside I heard gun shots down the street. I got really scared so I ran into the house then I heard 2 people got shot which was one of my family members were shot and one of my friends family members got shot when I found out one of my family members got shot I was crying really hard.

From: _____

ALIVE Program

David Johnson 203-215-0658
davidreadjohnson@gmail.com

Last year the BOE funded the ALIVE Program at Wilbur Cross, Brennan Rogers, Barnard, Hillhouse, and Strong for a total of \$277,000.

Summary of Programs and Funding 2017-2019

Schools	Funded in 2017-18	Funds Needed in 2018-19
---------	----------------------	----------------------------

High Schools

Wilbur Cross	\$77,000 (BOE)	\$75,000
(Funds are needed to maintain our 6 year service to Cross, now covering all 1500 students.)		

Hillhouse	\$50,000 (BOE)	\$50,000
(This school has high needs regarding stressed students.)		

Metro B.A.	Funded by Trauma Coalition ✓	
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HSC	Funded by Trauma Coalition ✓	
-----	------------------------------	--

New Horizons	Trauma Coalition	XXX
(We are interested in helping the newly combined alternate school.)		

Elementary

Barnard

ALIVE	\$50,000 (BOE)	\$50,000
(This is a critically important service to this school.)		
(Pipeline project) Community Foundation ✓		
(Immigration project) Community Foundation ✓		

Brennan Rogers

ALIVE	\$50,000 (BOE)	\$50,000
After school	Housing Authority ✓	

Strong	\$50,000 (BOE)	\$50,000* (funding has been approved)
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Truman	Funded by Trauma Coalition ✓	
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Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

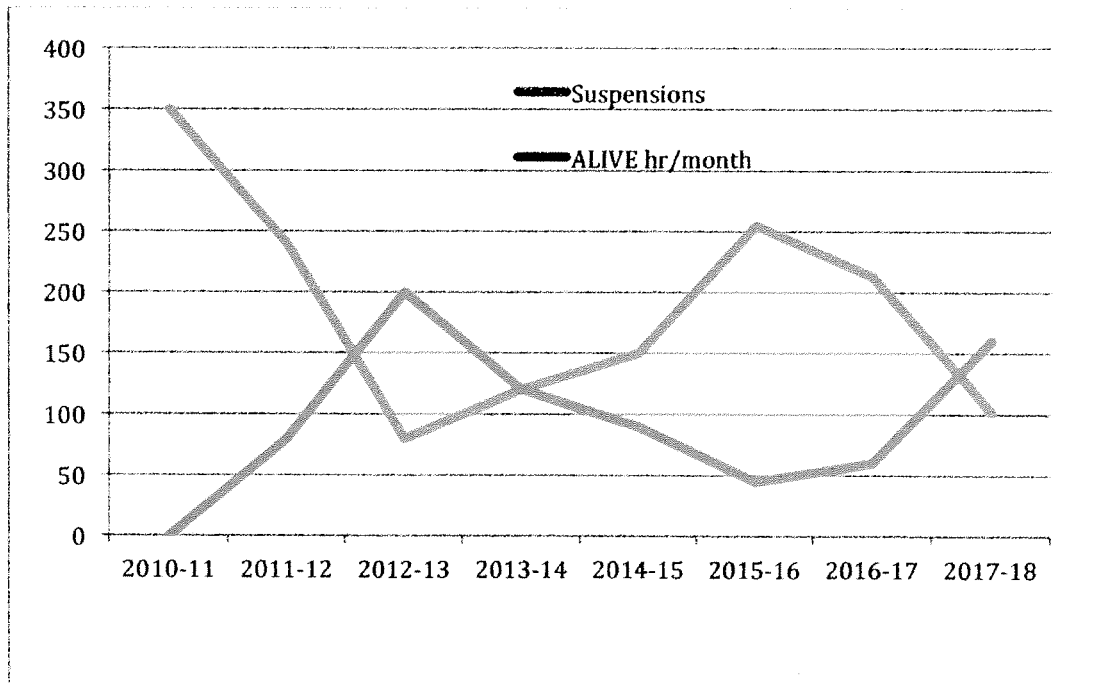
203-624-2146

Special Report:

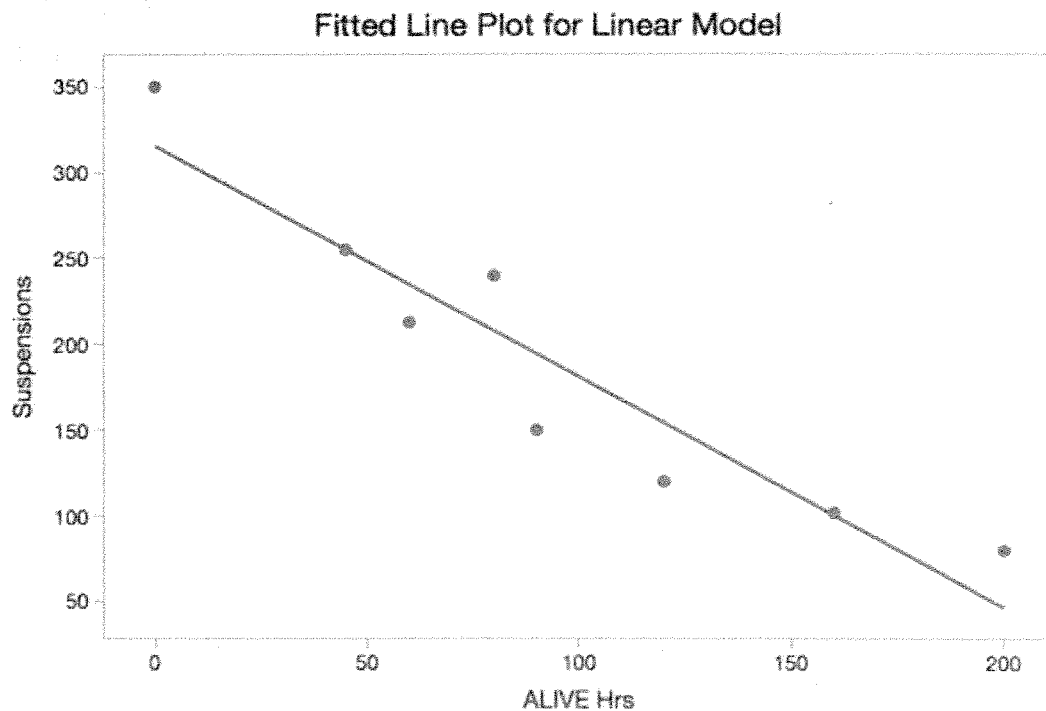
7 Years of ALIVE at Barnard (K-8, 550 students)

ALIVE has been at Barnard Elementary School for 7 years, through 3 principals, 2 superintendents, with funding and without funding. ALIVE has persevered in partnership with the school staff and has never given up. Due to variations in funding, the amount of hours per month we could provide has varied greatly. As in many other schools, suspensions and disciplinary behaviors have been reduced, but due to the variation we have the ability to track with greater accuracy the effect of ALIVE.

The following results show convincingly that the ALIVE Program has a direct effect on suspensions. When the amount of ALIVE time increases, suspensions decrease, and vice-versa. ALIVE began at Barnard in the 2011-2012 year. Suspension data comes from the school.



Taking these data and conducting a test to look at their correlation through a regression analysis, we get the following graph, which demonstrates how directly the hours of ALIVE are associated with a reduction in suspensions:



The statistics are highly significant:

The correlation coefficient (r) is .94, and the regression analysis is $F(1,6) = 45.03$, which is very significant $p < .0005$.

The specific strength of ALIVE's effect can be estimated:

A relatively exact equation can be derived from this data, which is that for each hour per month of ALIVE time, suspensions are reduced by 1.34. This means that for each hour per week, suspensions are reduced by 5.36, and for 10 hours of ALIVE per week (or .25 FTE), suspensions are reduced by 53.6!

Causality can be deduced:

Normally correlation data cannot be used to determine causality, but in this case since ALIVE hours are determined at the beginning of the year, prior to any suspensions, this data is highly indicative of a causal relationship whereby the ALIVE Program reduces suspensions.

We are excited and proud of this data.

More importantly, we are excited and proud to have held firm in our commitment to Barnard and our other schools, and to continue to partner with their teachers and administrative staff all these years.

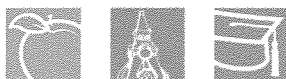
Sincerely,

A handwritten signature in black ink that reads "David R. Johnson, PhD". The signature is written in a cursive style with a large, prominent initial 'D'.

David R Johnson PhD
and the entire ALIVE Team

davidreadjohnson@gmail.com
203-215-0658

Submitted by: Dr. Iline Tracey ___ Phone: 203-824-4326



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee

From: Dr. Iline Tracey

Date: February 1, 2019

Re: Comer SDP

Proposed Meeting Date:

Executive Summary/ Statement:

This contract is between New Haven Public Schools and Yale University, to continue the Comer Process (School Development Program) at Lincoln Bassett, Fair Haven, Wexler-Grant, West Rock, and Hillhouse. The work will support the education of our students in the above mentioned schools with a focus on developing “the whole child.” The work will link children’s academic growth with their emotional wellness and social and moral development in a collaborative school culture that is congenial to learning.

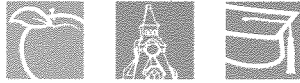
Amount of Agreement and the Daily, Hourly or per Session Cost: Amount of agreement: \$50, 000.

Funding Source & Account #: 2547-6108-56694

Key Questions:

1. Please describe how this **service is strategically aligned** with school or District goals:
This service is strategically aligned with the District’s goal of addressing the Social-Emotional needs of students as well as improving school climate through a collaborative, consensus-building, no fault approach to problem solving between parents and school staff.
2. What **specific need** will this contractor address?
The contractor will address Professional Development and coaching needs of staff with regards to the implementation of the Comer Model around child development. Additionally, there will be monitoring of Technical support Teams such as SPMT and SSST at Lincoln Bassett, Fair Haven, Wexler-Grant, West Rock, and Hillhouse.
3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe:
The contractor was selected because they are the sole source provider for the Comer Model around Child Development.

4. What **specific skill set** does this contractor bring to the project?
The contractor is the expert in the Comer Model and the Sole Source Provider for the model around child development.
5. Is this a **new or continuation service**? This is a continuation of service.
6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?** The performance of the contractor will be evaluated by the services provided as well as a detailed description of work performed and date of service.
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? No because the contractor is the sole provide for this service.
8. Why do you believe this agreement is **fiscally sound**? I believe this agreement is sound because the contractor has done work for the district in more than four decades.



NEW HAVEN PUBLIC SCHOOLS

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

FOR DEPARTMENT/PROGRAM:
Alliance Program

This Agreement entered into on the 1st day of February 2019, effective (*no sooner than the day after Board of Education Approval*), and the 30th day of June 15, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, Yale University located at, 25 Science Park, 3rd Floor, 150 Munson Street, 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 \$ 50,000 total @ \$10,000 per school.

The maximum amount the contractor shall be paid under this agreement: 50,000.00 (\$). 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 Alliance Program of the New Haven Board of Education, **Account Number:** 25476108 – 56694 **Location Code:** 00

This agreement shall remain in effect from February 1, 2019 to June 15, 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.*

The following five schools will receive the bulk of services laid out in this contract: Lincoln Bassett, Fair Haven, Wexler-Grant, West Rock, and Hillhouse. The scope of that service shall consist of:

Administration of survey and analyses of survey data

- Administration of the SDP’s School Improvement Questionnaire Abbreviated (SIQ-A) to each of the five schools
- Analysis of survey data and generating of report for each school

Subtotal for this section: \$10,000 (\$2,000 per school)

Professional development opportunities:

- Professional development for members of the School Planning and Management Team (SPMT) and Student and Staff Support Team (SSST) from each school

Sub-Total for section: \$15,000 (\$3,000 per school)

Meetings/Consultations:

- Consultation with school administrators (2 @ \$500 per session); includes documentation of meeting discussion

Sub-Total for section: \$5,000

Coaching, Monitoring, Technical support for teams:

- Monitoring, coaching/feedback, and when needed, onsite professional development for School Planning and Management Teams (SPMT). Three meetings/consultations per school @ \$500 per meeting/consultation for a total of \$7,500
- On-site monitoring and coaching of the Student and Staff Support Teams (SSST); 3 visits for each the 5 schools at \$500 per visit for a total of \$7,500

Sub-Total for section: \$15,000

Team Leadership cross-district collaborative sessions:

- One mid-year assessment session for SPMT chairpersons for each of the 28 schools with SPMT (\$2,500 for session)
- One mid-year assessment session for SSST chairpersons from each of the schools with SSST (\$2,500 for session)

Sub-Total for section: \$5,000

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

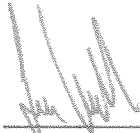
Exhibit B: Student Data and Privacy Agreement: Attached

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.

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
James Cresswell
Sr. Contract Manager
Office of Sponsored Projects

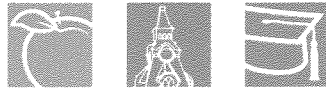
President
New Haven Board of Education

Yd 1/1 2019

Date

Date

06-0646973
Contractor Federal ID



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.

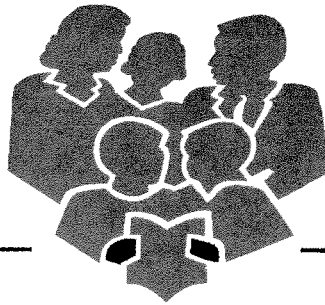
1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to 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



Yale Child Study Center

**SCHOOL
DEVELOPMENT
PROGRAM**

**Scope and Impact of SDP Work in New Haven Public Schools
Under 2016-2018 Contracts**

**Submitted By:
School Development Program Faculty**

**Submitted To:
New Haven Board of Education**

December 17, 2018

Scope and Impact of SDP Work in New Haven Public Schools

Executive Summary

This report covers work from 2016-2018. The Impact of the SDP in the New Haven Public Schools falls into two main categories: a) SDP-NHPS contract work and, b) SDP-SCSU-NHPS Collaborative; a third category, Continued Liaison with the Department of Education is included with a focus on two specific elements.

SDP-NHPS contract work

Professional development resulted in: i) improved classroom climate; ii) increased teacher efficacy and confidence; iii) deepening of teachers' and administrators' knowledge base; and iv) shifting of mindsets for teachers and some Central Office staff.

Parents, Partners, and Peers (PPP) initiative resulted in: i) development and implementation of a parent curriculum; ii) 6 parents trained as leaders and mentors; iii) 50 parents completing 10-week training; iv) a network of support for parents with specific needs; v) empowerment of parents; vi) increased knowledge base, confidence and efficacy; and, vii) improved parental skills.

Student and Staff Support Teams (SSST) work resulted in: i) involvement from parents in some schools in creating intervention plans for their children; ii) a greater sense of support for classroom teachers; iii) a decrease in referrals in some schools; and, iv) a mechanism for identifying and trouble-shooting global school issues.

Establishment & Monitoring of School Planning and Management Teams resulted in: i) schools with evidence-based functioning SPMTs; ii) greater sense of staff inclusiveness in decision-making; and iii) greater SPMT expertise in ascertaining strengths and dealing with challenges.

SDP-SCSU-NHPS Collaborative

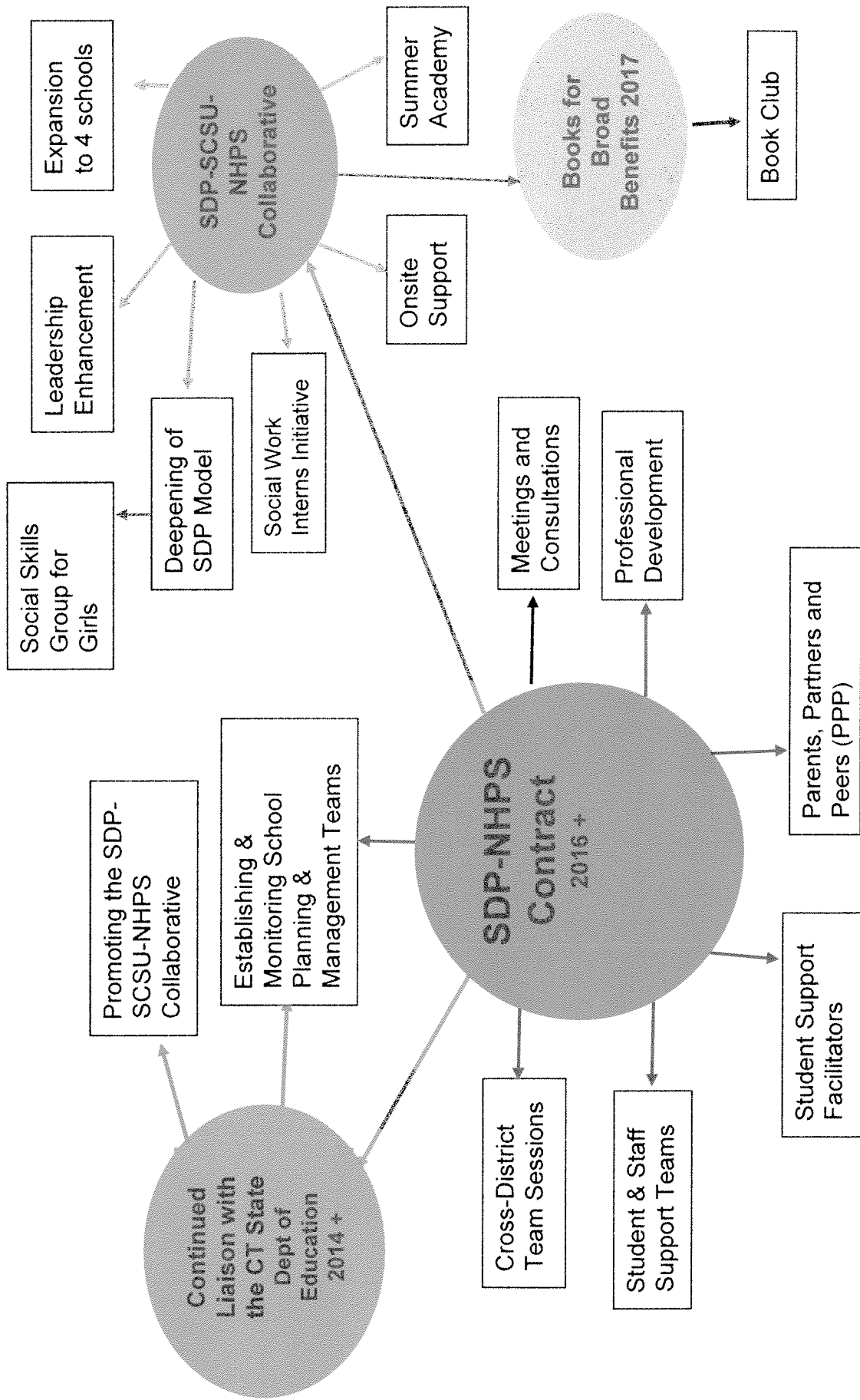
Work with the Collaborative resulted in: i) deepening of the SDP model in four schools; ii) leadership enhancement for principals in participating schools; iii) social work interns initiative to provide support for students and staff in participating schools, e.g., establishing and/or facilitating peer mediation groups; one-on-one support for students in crisis and sessions with small group of students. iv) Summer Academy for Developmentally Centered Education; v) social skills group for girls; vi) books for broad benefits which led to the establishment of a book club in one school.

Continued liaison with the Connecticut State Department of Education

SDP faculty continued liaison work with the Connecticut State Department of Education to: i) Keep abreast of any changes regarding the School Planning and Management Teams; and ii) Promote the expansion of the PD element of the SDP-SCSU-NHPS Collaborative.

The chart below summarizes the SDP work in, and impact on, the New Haven Public Schools.

SDP-New Haven Public Schools Impact Report Schematic



Scope and Impact of SDP Work in New Haven Public Schools

The SDP-NHPS' Contract:

The most recent contract (2017-2018) between Yale School Development Program and New Haven Public School System can be better understood as a continuation of the work started under previous contracts; thus, this report is intended to provide a link to the work provided under the contract for the past two years.

The 2016-2018 SDP-NHPS' contracts had the following components:

- Professional development
- Parent curriculum
- Meetings and consultations
- Monitoring, coaching and on-site support for School Planning and Management Teams (SPMT) and Student and Staff Support Teams (SSST)
- Cross-district leadership team sessions

Professional Development:

Summary of PD impact: Improved classroom climate; increased teacher efficacy and confidence; deepening of teachers' and administrators' knowledge base; and, shifting of mindsets for teachers and some Central Office staff.

For the 2016-2017 academic year, on-site PD was conducted by SDP faculty at several schools in New Haven. Professional development content included the importance of relationships for school and classroom practices; development as the foundation for effective teaching and learning; teachers' self-awareness and self-care; and strategies for enhancing the functioning of SPMTs and SSSTs. Although we did not collect quantitative data to measure impact of these sessions, through self-reports/qualitative indicators, we were informed of specific impact including those referenced above. The scenario below provides a detailed description of a PD session and its outcome:

In a session conducted by Dr. Fay Brown aimed at helping one school to improve teacher-student relationships, teachers were asked to list the names of every student in their classroom; were given specific areas on which to focus as they examined their relationship with each student; and to look for correlations across the specified areas. That is, to see if the same names fell in more than one area which, depending on the overlap could indicate more of how teacher behaviors can impact students' behavior and learning as opposed to students simply acting out as a consequence of their own internal states. At the end of the session, as we debriefed, there were some powerful reactions from several teachers, including commitments to change some of their classroom practices. But, one of the most impactful stories was shared in a follow-up meeting.

That meeting included the two administrators along with about five teachers representing different grade levels, and members from the SDP faculty including Dr. Comer. Each teacher shared examples of changes they have experienced in their own work/lives, and in the overall functioning of the school as a result of the professional development they received from the SDP faculty, and the on-site support they have received from us. One fourth grade teacher shared an experience that resulted from the PD session described above. Based on the results of her reflection done at that PD session, she decided to bring the activity to her class the following day and engaged her students in a similar analysis and discussion. She explained to the students that she wanted to get their honest feedback about how they experience her treatment of them so that she can learn from them about any changes she needed to make to help the class operate even more smoothly. She asked if there were students in the class on whom it seems she calls consistently to answer content-related questions; if there were students she seems to ignore and never call on; if there were students on whom she seems to call only regarding behavior issues; and, if there are students she tends to treat like they were her favorites. She shared with us that she was surprised and humbled by the honesty and openness of several students in the classroom. They were able to name several students whom they believe fell in each category which she realized reflected a truth that she had to face. Some revelations surprised and delighted her, while others required her to make some apologies openly to students. The overall result was a more positive classroom climate, and some closer relationships between her and several students.

During the 2016-2017 school year, not only did we conduct on-site PD in several individual schools, we also had the opportunity to provide professional development to key central office leaders. We convened the first session with about twenty central office administrators in April 2017. This group represented a cross-section of roles and responsibilities, including: the interim superintendent of schools and his chief of staff; directors of instruction; the director of student services; supervisors of: foreign languages; research, assessment and student information; science; reading; social studies; bilingual/ESL program; and, the chief of youth, family, and community engagement. For several of these individuals, this was their first time attending a Comer training even though they have been working in the district for many years. Some admitted that they have heard a lot about bits and pieces of the model and have seen elements of it implemented in some of their schools; however, they had not been to any Comer professional development event prior to this experience.

Foundational to the SDP model and therefore to the work we do in schools is the emphasis on relationships and knowledge of child and adolescent development along six critical pathways (physical, cognitive, language, social, ethical, and psychological). These foundational areas, along with the guiding principles of collaboration, consensus, and no-fault problem solving are often the areas we first provide to schools to help them create a culture and climate that enables the students and adults to interact in a way that prevents problem behaviors; and,

supports best possible student development, academic learning and ongoing preparation for life.

Over the years of working with many New Haven schools through on-site PD, coaching and feedback, and teachers' attendance at our Academy for Developmentally Centered Education, we taught them about these critical elements, and provided them with strategies to embed this understanding in their day-to-day practices. So, many school personnel understood these elements, and were striving to implement them in a meaningful way. However, the Central office personnel who supervised their work did not have the same understanding of these critical elements. The result was a certain degree of incongruence between key focused areas of school staff and central office personnel. So, administrators and teachers from several schools would implore us to provide PD to the central office staff about the importance of relationships, the guiding principles, and a developmental understanding for effective teaching, learning, and other school functioning. They were seeking a common language and common understanding between the school personnel and central office personnel, so that when those from central office come into the schools to observe and critique, they would better understand some of the areas on which the teachers were focusing attention in their instruction and other classroom practices.

The key areas of focus for that April session were the three guiding principles and relationships, with emphasis on enhancing communication in the workplace. Working with the central office staff to aid in the deepening, expansion, and sustaining of the SDP efforts in the district is so important to our overall work in the district, that Dr. Comer also participated in the session. He usually leaves the PD to be carried out by the SDP faculty; however, his involvement underscored the significance of working with this group of educators and district policy makers.

He started off the day's PD by framing the issues in terms of challenges faced by educators, development as the critical missing element in education, the SDP as a systems-change model with the comprehensiveness and robustness to bring about needed changes in schools and districts, and the important role of the central office personnel in helping to facilitate those needed changes. His explanation of development in the primary family network with emphasis on marginal and mainstream families; the difference between preparedness for school for underdeveloped and well-developed children; the elements that define an ineffective school environment; and, the role of central office educators and policy makers in the planning for, and the providing of support for students' development, led to a great discussion and identification of some of the changes that need to be made at central office level to effect meaningful changes at the school level.

By the end of the day, many in the group asked for a date to be selected for a second part of this PD. This was an opportunity that was greatly appreciated by us at the SDP because we know how challenging it has been to get a large group from

the Central office together for PD; and, how critical this group can be to assuring the infusion of the principles and the foundational elements of this model in the work of their different departments, and in the manner in which they carry out their work in schools. **(See Appendix A for comments from this group's feedback for that first session).**

The second session was convened on June 27, 2017. That entire session was focused on the six developmental pathways framework. Participants were provided with different materials about the pathways; and perhaps more importantly, time to discuss and critique with their colleagues, areas of strengths across the district regarding those pathways; and, areas of challenges where improvements need to be made in order for district personnel to increase their own capacity to provide support to schools to help them become more adept at providing support for students' learning and overall development.

Since the PD sessions with the central office group, we at the SDP have heard from several individuals who attended the sessions that, as of the day following the first session, they started using some of what they learned about relationships and interpersonal communication in their own work. We also received invitations from a couple supervisors to provide PD for all the individuals whom they supervise. We were able to provide some of the requested PD during August of 2018.

For 2017-2018, we continued to provide on-site PD for schools based on their individual needs; and convened a one-day PD event for Central office staff, school principals and their assistant principals. Also, we did not ask the group to complete an evaluation at the end of the session; however, within days of that session, we received emails from several attendees expressing thanks for the session and including ways the session impacted them. With permission from the principal, see below for an example that feedback:

Dear Dr. Fay Brown,

Thank you for an inspirational meeting this morning. I was truly moved by your presentation. I am planning my Monday Staff Meeting around your research and mindset suggestions. The information you shared hit home. Everyone must speak to our children in a respectful manner and listen to their needs. At Quinnipiac, we are going to hit the reset button and observe adult actions and beliefs. We need to greet the kids with a big hello every morning, which I do.

Thank you for a wonderful morning!

*Thank you,
Grace*

Development and Implementation of a Parent Curriculum

Summary of Impact: Parents trained as facilitators of conversations; network of support for parents with specific needs; empowerment of parents; increased knowledge base, confidence and efficacy; and, improved parental skills.

The development of the curriculum for parent is evolving as a continuous and expanding project. The merging of the Safe and Secure Children's curriculum developed by Dr. Martha Okafor at the Satcher Health Leadership Institute at the Morehouse School of Medicine and the Comer School Development Program's Six Developmental Pathways and other elements has been a process that not only prepares content for parents, but also engages parents in the process of curriculum development. We used the Parent Education Core Curriculum Framework disseminated by the Minnesota Association for Family and Early Education (MNAFEE) as the guideline for the merger of content. Those guidelines provided a level of confidence that our session topics were appropriate.

Named the Parents, Partners and Peers (PPP) initiative, the hybrid version of the curriculum was used as the guide for the parent training and the conversation sessions held by the parents from the two participating schools: Brennan-Rogers and Columbus Family Academy. After each session, parents provided feedback about their experiences with presenting the content. This was especially critical to the bilingual parents at Columbus. They provided suggestions for more relevant cultural examples which could be used in the next iteration of the development of the curriculum. These feedback sessions made it clear that not only language translation of content is needed, but cultural examination is critical and should be conducted with parents' as well as professionals' input.

Translation of materials has been a challenge due to the expense for professional translation services. To address this challenge, we identified university students proficient in Spanish to support oral and written translation. The school district was also helpful with providing oral translation on occasions.

Recruit and train parent mentors and parent leaders:

1. Recruited six parents to serve as parent leaders for the project.
2. Training was held for these parent leaders to expose them to the curriculum and facilitation skills. This five-day session provided opportunities for the parents to engage in role play and simulation of the conversation format to be used in the groups they would facilitate. Each parent was provided with the draft facilitator handbook, participant books, a thumb drive with lesson PowerPoints, videos, handouts, and other supporting resources.

3. Parents conducted recruitment activities at parent events held at the schools to identify parents of children ages 0-5. In the end, 50 parents participated in the initiative.
4. Parent leaders conducted 10 to 12 conversation sessions with parent groups. Some parents were apprehensive to work individually with small groups of 3-5 parents; so, adjustments were made to the original design allowing the parent leaders to work as a team. In the spring, we plan to transition to the original design of having them work individually to facilitate their small groups.
5. Dr. Camille Cooper and SDP's senior administrative staff Sarah McIver and Cheryl Criscuolo organized and hosted a celebration for all the parent participants on the evening of February 28, 2018, at the Yale Child Study Center. This venue was selected to bring the parents and some of their family members to the Child Study Center, a location that many New Haven parents only have access to when their child is in crisis and they are seeking the services of the Center's professionals. This celebration event allowed for the parents to celebrate their accomplishment, and to socialize and network with other parents and with the faculty and staff from the SDP, including Dr. Comer. Certificates of completion were presented to participants; and, the parents and parent leaders were afforded the opportunity to share about the impact of the training experience on their lives, including changes they have made in their parenting practices.
6. Unfortunately, the coordinator for the PPP initiative suffered a stroke and was out for 6 weeks. Her absence resulted in a setback that impacted the team's ability to rollout the Spring sessions. Being motivated to keep the momentum going, the parent team at Columbus school used the spring weeks to review and translate the materials and support resources.
7. Sadly, in May 2018, a tragic shooting occurred in the Brennan Rogers community killing one of the parents from the school. The trauma of this event revealed the impact on young children of the loss of a parent to violence and/or incarceration. This tragic event also led us to discover that several parent leaders and PPP participants had been incarcerated or had an incarcerated mate, or family member. And, several children and families in the school community are currently experiencing parental incarceration. As a result of this discovery, a professional was identified to facilitate small group conversations to address the impact of incarcerated parents on young children. The conversation series supported caregivers and parents of children with incarcerated parents. Families that participated in these sessions expressed the need for support, information, and resources. As one participant shared, "Everyone around here has someone in their family locked up."

It is important to note that the above-mentioned discovery and strategy brought about by the tragic shooting was certainly an unanticipated element of the work. When the need arose, we modified elements in our existing parent curriculum and added the sessions to meet the expressed needs of several parents in the Brennan-Rogers

community. Having the PPP initiative in the school at the time of the shooting provided the school community with added resources that might not have otherwise been available to them. (See the accompanying SDP Newsline article with comments from parents about the impact of the PPP initiative).

Establishing and Monitoring School Planning and Management Teams:

Summary of SPMT Impact: Schools with evidence-based functioning SPMTs; more of a sense of inclusiveness on the part of large number of staff in decision-making regarding school programs and overall school functioning; and, members of SPMTs having the tools and knowledge to ascertain strengths and challenges of their team and the capability to implement changes to deal with the challenges.

The School Planning and Management Team (SPMT), one of the three mechanisms of the School Development Program has been a decades-long element of NHPS as it was written into the Union contract for schools under the leadership of a former superintendent, Dr. John Dow, Jr. Over the years, most schools in the district have had a SPMT, though their level of functioning was not ensured by support from the SDP. Through Public Act 10-111, in 2011 the State legislated that certain schools had to have a School Governance Council or a similar model and identified several schools in the district as needing such team. Over the years, that number increased and as of 2017-2018, we provided services to the following 28 schools to establish and maintain a SMPT. SDP faculty also serve in a liaison capacity with the representative at the State Department of Education to ensure her understanding of the team and to seek waiver on behalf of two schools to establish their SPMT.

1. Barnard	15. Hyde (Creed)
2. Beecher	16. Jepson
3. Betsy Ross	17. John Martinez
4. Bishop Woods	18. King-Robinson
5. Brennan-Rogers	19. Lincoln Bassett
6. Career	20. Mauro-Sheridan
7. Columbus	21. Metropolitan Business Academy
8. Conte West Hills	22.. New Haven Academy
9. East Rock	23. Ross-Woodward
10. Edgewood	24. Troup
11. Fair Haven	25. Truman
12. Hill Central	26. West Rock Author’s Academy
13. Hillhouse	27. Wexler-Grant
14. HSC	28. Wilbur Cross

To help the schools get their team up and running, the SDP faculty provide PD to school staff regarding: the purpose of the SPMT; team composition; members' roles and responsibilities; and ways of conducting meetings both on-site in some schools, and at the district level for many schools at the same time. SDP faculty members attend many of the monthly meetings in schools, observing and giving coaching and feedback to the members, or sometimes to the leadership. **(See Appendix B for a copy of the observation and coaching form)**. The SDP also provided schools with the SPMT inventory to allow them to assess their own level of functioning **(See appendix C for a copy of the inventory)**; and, at the end of the year, provide them with an end-of-year assessment. **(See appendix D for a copy of that assessment)**.

At the end of the year, the SDP faculty ranks the SPMTs' level of functioning based on a number of factors. The rankings are: high functioning, moderately high functioning, moderate functioning, and moderately low functioning. Of the 28 schools, 19 ranked between moderately high and high functioning; and 9 ranked between moderate and moderately low functioning. Level of functioning is based on, but not limited to the following factors:

- Consistent monthly meetings held during the school year
- Representation from all constituent groups, including parents and students
- An administrator present and active at each meeting
- A written agenda with substantive items and time allocation for each item
- The inclusion of data to aid in the critical discussion of issues pertaining to curriculum, instruction, assessment, and student behavior at most, if not all meetings
- Questions and/or substantive discussion following the sharing of data
- Meetings run by agreed-upon norms including the SDP's three guiding principles of collaboration, consensus, and no-fault problem solving
- Roles (i.e., chairperson, facilitator, time keeper, note taker) utilized to ensure productive meetings
- Meetings are used for sharing of key information; and for problem solving and decision making that are in the best interests of students

On a positive note, over the years, teams have improved and moved from moderate functioning to moderately high or even high functioning; unfortunately, during the past year, two schools have moved from moderately high to moderately low functioning, and one has remained in the moderately low functioning category. These three schools have a few elements in common: change in leadership both at the principal level and for the SPMT; and for two of those schools, the principal serving as the SPMT chairperson as opposed to having a teacher or another school personnel with more flexibility in their schedule serving in that role.

The Student and Staff Support Team (SSST):

Summary of SSST Impact: In some schools, involvement from parents in creating intervention plans for their children; a greater sense of support for classroom teachers; a decrease in referrals in some schools; and, a mechanism for identifying and trouble-shooting global school issues.

As it was for the SPMT, over the years many schools in the district made the claim of having a SSST; however, the functioning of that team was questionable given that there was no oversight from the district, nor visits from the SDP faculty to assess the level of functioning of the team and to offer support. That situation changed in the 2014-2015 school year with the Student Support Facilitators' (SSF) initiative funded by the Teacher Incentive Fund (TIF). Each school was allowed two SSFs with the primary responsibility of establishing and maintaining an effective SSST. With training provided by the SDP faculty, the SSFs were provided with tools, strategies, and a variety of materials to equip them to effectively execute their role.

In addition to the four-day initial professional development, SSFs also had monthly two-hour meetings aimed at achieving the following: 1). Cross-district sharing of best practices; 2). Sharing of challenges and the opportunity to problem solve with the assistance of peers and others; and, 3). Mini professional development sessions to meet surfaced needs. With that model in place, almost every school in New Haven had a functioning SSST with the personnel and evidence to support its status of functioning. Two retired NHPS educators were hired part-time to provide support to those teams, and additional support was provided by the SDP faculty. **(See appendix E for a copy of the SSST observation and coaching form; and Appendix F for a copy of the SSST implementation rubric).** The SSST continues to function in schools, and in most schools is chaired by the same individual for the past three of four years; however, the SSF initiative ended when the TIF funds ended in 2017.

In each school, the SSST is comprised of personnel such as: the social worker, the school psychologist, the school counselor, the school nurse, special education teacher, coaches, and the administrator. In most schools, the team meets twice per month to plan interventions for students referred for service and support. The team's two key areas of focus are: individual student referrals and global school issues.

Cross-district Leadership Team Sessions: SPMT and SSST

As previously mentioned, over the past three years, there has been great improvement in the functioning of SPMTs and SSSTs across the district; however, for even the most highly functioning teams, there are differences in how they function, sometimes context-specific differences. Thus, we convene cross-district team sessions that bring together administrators and chairpersons from SPMTs and SSSTs to help teams learn from one another, and to allow for additional learnings from the SDP faculty. **(See appendix G for an example of an agenda for such a session).**

Meetings and Consultations:

One of the ways of ensuring common understanding between SDP faculty and school personnel and between SDP faculty and Central Office personnel is through meetings with key individuals. Thus, over the past couple years, numerous meetings were conducted at individual school sites, including one-on-one meetings with new SPMT chairpersons to help them deepen their understanding about the functions of the team and their role in effectuating those functions.

Particularly for the past couple years, Drs. Iline Tracey and Abie Benitez were assigned as the central office liaisons to the SDP; thus, SDP faculty members convened check-in meetings with both professionals and sought their input in planning and executing the aforementioned professional development sessions for central office staff and school administrators.

Overall, meetings and consultation visits served the pivotal function of strengthening relationships between the SDP and school and central office personnel. Those relationships then allowed for open and honest discussions and sharing of challenges and concerns often from administrators that would not be shared had those relationships not been established. And, despite the many changes in the district over the years, and the “fits and starts” of the implementation of the model in different schools, the ongoing meetings and the established relationships have helped to keep the SDP visible in the district since the inception of the model.

The Collaborative for Developmentally Centered Education:

As a result of our long-standing relationship with New Haven Public Schools, we wanted to expand that relationship into a new partnership with a local university that prepares large numbers of teachers. Thus, we were able to leverage that relationship to successfully apply for a grant from the W. K. Kellogg Foundation to create that partnership. The main goal of that grant is to:

To create a collaborative model among a school system (New Haven Public Schools), a state university (Southern Connecticut State), and the SDP that will enable educators to create school environments and/or cultures that integrate student development and academic learning in a way that prepares all students for academic and life success.

Two schools were initially involved in the work of the grant: Beecher and Brennan-Rogers Schools. For the 2017-2018 school year, Strong and Columbus schools were added. The work with these schools include: on-site support to deepen the implementation of the model, especially through the strengthening of the SPMT and SSST; opportunities for the leadership to enhance their capacity and networking capabilities by attending the Collaborative leadership team meetings convened at SCSU three times per year; the placement of SCSU social work interns in the schools;

and the participation of teachers in the Academy for Developmentally Centered Education convened in July each year of the grant.

The Academy for Developmentally Centered Education was established to accomplish the following key objectives:

1. To underscore the four major components of the SDP's model of teaching and learning: curriculum, instruction, relationships, and development.
2. To reinforce the critical importance of the Developmental Pathways framework to guide and support instructional practices and interactions with students.
3. To provide participants with information, tools, and strategies that will help them integrate knowledge of child development into their practices.

Summary Impact of Academy: Pre-service teachers learning from current teachers; deepening of teachers' knowledge base; re-energization of teachers; re-ignition of teachers' spark for their profession; teachers' mindset shift in viewing and understanding students.

The participants for this Academy are teachers from the Collaborative schools and teacher candidates/pre-service teachers from SCSU. This model of pre-service and current teachers learning and working together to execute different activities over three or four days of professional development is a powerful one. It offers the opportunity for education candidates to learn about applied child development theories, including aspects of neuroscience beyond what they are typically exposed to in their education courses. Also, it provides the unique opportunity for students/pre-service teachers – many of whom may one day be placed in NHPS – to have in-depth discussions with, and learn from, current teachers.

In July 2017, we convened the Academy for four days to bring together the participants from the 2015 and 2016 Academies, along with new participants. Those attending for the first time attended all four days, and those returning, attended for the last two days. For July 2018, we used the same format as 2017, and added new content for days three and four. The new content included a whole day's focus on a module we call: "Comer-in-the-classroom." This module highlights for participants the following seven standards we believe should be demonstrated in, or should distinguish any classroom in a "Comer school:"

- Have high expectation for all students
- Teach from a challenging and rigorous curriculum
- Develop positive healthy relationships
- Cultivate mutual respect and trust
- Honor the three guiding principles of collaboration, consensus, and no-fault problem solving
- Operate from a developmental perspective
- Know your students.

Participants were given time to engage in activities that include discussion with their tablemates and/or personal reflection associated with each of the standards. Also, it is important to note that a key component of the Academy is the focus on the Six Developmental Pathways framework. Because a central objective of the grant is to help current and pre-service teachers understand the importance and the applicability of infusing child development principles in their curriculum and day-to-day teaching practices, each year, day one of the academy is spent on helping them understand the pathways framework. This module is then reinforced the following morning by having a teacher from our New Haven Comer network of schools demonstrate for the participants strategies she uses in her classroom to help support students' learning and overall development. She enhances her presentation by showing examples of student work, and books she uses to help her students better understand the pathways and make meaningful connections from characters in those books to their own lives. This in-depth and applied approach to understanding the pathways continues to be an eye-opening and insightful experience for participants. **(See Appendix H for participant's overall feedback about the 2018 Academy).**

One of the SCSU students who attended the first Academy in July 2015, graduated that year and obtained a position teaching at one of New Haven Public Schools. Dr. Fay E. Brown saw her at a SPMT meeting at that school, and she mentioned how invaluable her learnings and overall experience at the Academy had become for her during that first year of teaching. Wanting to learn more from her Dr. Brown interviewed her and she shared the following:

The Academy for me was truly eye-opening. I learned so much. But, what I learned became really important once I was in the real-life setting of the classroom. The six developmental pathways became everything for me. Every day when kids come up to me upset, it's as if I automatically go over the pathways in my head, and I find myself thinking: "are you hungry? Are you sad? What might really be going on behind your being upset?"

*Actually, I had a really emotional group of students in that class; and, I found that the pathways understanding really impacted how I interacted with them. I am not saying it was easy, because it wasn't; but, when they acted out, I found myself thinking that "this is not **who** they are, it's **how** they are acting. They can come out of it." I take into consideration what they are dealing with, not just cognitively, but physically, psychologically, and along all the other pathways. Using that thinking and strategies along the pathways help my school day to go by a lot smoother.*

Had I not attended that academy and learned about the developmental pathways and the importance of relationships in the classroom, my first year of teaching would have been a lot more difficult. (3rd year teacher at Davis Street Inter-District Magnet School).

Social Work Intern Initiative:

Summary impact of social work intern initiative: added needed support for students and staff, including work with SSST; establishing and/or facilitating peer mediation groups; one-on-one support for students in crisis; and, sessions with small group of students.

As referenced earlier in this document, one of the activities laid out in this grant was the placement of social work interns in the Collaborative schools. We included that component in the grant because we had learned from the leadership of both schools — L.W. Beecher Museum Magnet School and Brennan-Rogers Magnet School— that they needed more help in the school to deal with challenging student behaviors.

SDP faculty member Cynthia Savo, met with SCSU social work faculty, with Johanna Samberg-Champion, the newly appointed supervisor of the social work department in NHPS and the administrators of both schools to discuss expectations, parameters, possible challenges and opportunities for this component of the grant work; and, agreed on the placement of the interns. Over the months that followed, the experiences of the social work interns and the outcomes and impact of their involvement were different at each school, with those at Brennan having a more positive experience and positive impact than those at Beecher due mostly to the late disclosure that the interns at Beecher did not want a school placement. For that reason, we will briefly focus on Brennan-Rogers.

From the beginning of their placement, the two interns, the leadership, and the social worker established a positive working relationship and agreed upon the expectations and the parameters of their involvement. The interns worked with several of the students who displayed severe behavior challenges. For example, the MSW intern spent time in and outside the classroom with a boy that had been referred to the SSST several times but was unable to receive needed community-based mental health resources because his mother would not give permission to the school to refer her son. This situation is not uncommon and is a compelling reason for school-based health and mental health services to be in all schools serving vulnerable children.

In the beginning of the school year, the BSW student had a difficult time dealing with students who were exhibiting extreme behavior challenges. With support from the assistant principal, Dr. Maria Clark, the social worker, and her clinical supervisor, she gained skills and experience and became so helpful in the school, that the Brennan-Rogers School Planning and Management Team requested that the Comer SDP pay both interns to continue working there after their internships ended in May. We were able to grant that request which allowed the interns to work until the end of the school year in late June.

Social skills group for girls

One of the most important functions of the SSST is to identify patterns and trends among individual student referrals in order to plan and execute prevention and/or intervention strategies aimed at helping those students, and if needed, the broader school community. Last winter, SSST members at Brennan-Rogers observed that there was a cohort of girls in second and fourth grades that were demonstrating similar challenging behaviors. Cynthia Savo, the SDP consultant to the SSST, proposed to the administrators that they consider having Patrice Collins, a doctoral student in the Sociology Department at Yale University run a social skills group for girls. Collins was already familiar with Brennan's context since she was doing her research on the impact of parental incarceration on children at the school.

Patrice accepted the assignment and facilitated a girls' mentoring and support group from February through June 2018. The weekly girls group consisted of eleven African-American second and fourth grade students. The sessions were focused on fostering positive relationship between the girls and their peers, and with adults; and designed to promote safety and honesty which allowed the girls to express their personal feelings, challenges with friendships, and school work. She also included a community-neighborhood based component called "MzPearlCarez Double Dutch and Dance Program" (DDDP) in the sessions. This program targets kids in the housing development and engages them in positive activities to foster confidence and an aptitude for skills-learning. It also helps to build resilience in young people through physical exercise and engagement in teamwork.

By participating in these sessions, the girls learned skills that taught them to be patient and willing to learn; to help others in need; to be team players; to focus on the big picture; to be leaders in life; and to respect themselves and others.

The leadership and SSST members at Brennan-Rogers recognized that a "one-size-fits-all" canned program or strategy is often not an answer for dealing with students with challenging behaviors. So, they allowed for this more customized approach in working with this group of girls. Grounded in child development principles, and fueled by the Comer guiding principles of collaboration, consensus and no-fault problem solving, this approach yielded positive outcomes for these second and fourth graders that teachers and parents have requested that Ms. Collins expand the initiative for the 2018-2019 academic year.

Books for Boarder Benefits:

When kids understand themselves from a developmental perspective through the lens of the six pathways (physical, cognitive, language, social, ethical, psychological) that understanding can actually serve as a personal capacity building strategy and as a preventative measure. An example comes from one 5th grader in a NHPS who once said, "I used to not behave myself very well, but when I learned about the cognitive pathway, I learned to think before I act." To help students gain that understanding,

some teachers use books to help teach important lessons especially about social and ethical behaviors.

Through funding from the Kellogg grant, the SDP was able to provide a number of books to Beecher school. One 6th grade teacher shared about the “broader benefits” of those books for her students. She explained that they formed book clubs to read certain books such as Hidden Figures and as a class she and the students went to see that movie. Most importantly, the forming of the book clubs excited many of her students and motivated them to read more books than they had in the past. Also, that sense of excitement led to an increase in attendance as students did not want to miss time with their book club.

Appendices:

- Appendix A: Comments from Central Office Staff**
- Appendix B: SPMT Observation and Coaching Form**
- Appendix C: SPMT Inventory**
- Appendix D: SPMT End-of year Assessment**
- Appendix E: SSST Observation and Coaching Form**
- Appendix F: SSST Implementation Rubric**
- Appendix G Agenda for SPMT & SSST End-of-year Session**
- Appendix H: Comments from Academy Participants**

Appendix A: Selected Comments from Central Office Participants in Comer Training (April 26, 2017)

I Received	I Value	After the Workshop, I plan to:
<ul style="list-style-type: none"> • A reminder of how important relationships are to move the district goals forward • Great feedback and insight on how we need to seriously self-reflect on our role and work. • Valuable content information to help frame my beliefs and 2) more constructive ways to address concerns that exist regarding equity in the workplace. • Thoughtful discussion with my colleagues • Many great ideas on how to work with schools • Great research and resources • Wonderful, open and honest conversations with colleagues & a renewed growth mindset; a trust building opportunity. 	<ul style="list-style-type: none"> • Revisiting Comer principles from the eyes of an administrator • The information on relationships for school and classroom practices; work on communication. • The fact that our district leader recognizes the need to address the issue of workplace conflict which does impact students in the long run. • Time talking with colleagues; expertise of presenters; getting handouts and articles. • The entire training • The conversations in the room and at our table • The high level of expertise of the presenters and the opportunity to engage in small group discussions. • Having the opportunity to share with others; it brought confidence to the conversation. Also, the research supporting each principle and real experiences. Importance of interpersonal relationships. 	<ul style="list-style-type: none"> • Read & make decisions on strengthening the Guiding Principles for interactions on teams. • Make sure that our meetings adopt no-fault core principle in our meeting norms. • Read the articles; talk to teachers about how they are using Comer (I've seen it in schools but didn't know a lot about it.) • Be more mindful of my behaviors and interpersonal relationships on a district level; and 2) Be an even more active proponent for equity in our classrooms. • Have some PD around relationship and communication with my entire department • Find ways to extend this learning to my entire team • Consider my communication with other administrators in the district • Reflect on my style & behavior & Comer SDP principles to my Central Office work with the same passion I had in the classroom. Focus on developing relationships with my colleagues, my staff, & other administrators.

Appendix B

**School Development Program
SPMT Observation and Coaching Form**

School's Name: _____

Observer's Name: _____

Date of Observation: _____ Beginning Time: _____ Ending Time: _____

Number of school attendees: _____ Number of Parents: _____

SPMT Quality Indicators	Yes	No	Some- what	Mostly	Always
1. The meeting began on time.					
2. At this meeting, the SPMT was representative of the constituent groups in the school community					
3. The SPMT had a written agenda					
4. The agenda had time allocations for each item.					
5. The agenda was reflective of the goals of the School Improvement Plan.					
6. When appropriate, agenda items were accompanied by data to facilitate substantive discussion					
7. Minutes were taken during the meeting.					
8. The SPMT meeting was used as a vehicle for integrating all components of school activities.					
9. There was opportunity during the meeting for the SSST representative to present data and/or raise issues that have school-wide impact.					
10. There was opportunity for the Parent Team representative to present data and/or raise issues that have school-wide impact.					
11. There was opportunity for the student representative to present data and/or raise issues that have school-wide impact.					
12. There were opportunities for the SPMT to make decisions during the meeting.					
13. The SPMT members used consensus to make decisions.					
14. The meeting was characterized by descriptive non-judgmental language.					
15. Issues were raised and addressed without blaming or finger pointing.					
16. Team members used roles (chairperson, facilitator, timekeeper, note taker) to guide the process for the meeting.					
17. There was sufficient time for discussion of each item.					
18. The SPMT meeting ended with a brief discussion about what went well and did not go well during the meeting.					

**APPENDIX C SCHOOL DEVELOPMENT PROGRAM QUALITY STANDARDS:
SCHOOL PLANNING AND MANAGEMENT TEAM (SPMT) INVENTORY
NEW HAVEN EDITION**

1. The SPMT is representative of constituent groups in the school community. Please check all that apply:
 a) Administrators b) Teachers c) Students d) Parents e) Para-professionals f) Clerical staff
 g) SSST representative h) Library media specialist i) Cafeteria staff j) Custodial staff k) Security
 l) Other _____

Choose the best option that applies. If you select yes, where appropriate indicate “yes sometimes,” or “yes regularly.”

SPMT Quality Indicators Membership Roles and Responsibilities	Level of Implementation			
	No	Yes	Sometimes	Regularly
2. All SPMT members understand the role and responsibilities of the team.				
3. The team established norms at the beginning of the year and operates within those norms at each meeting.				
4. The SPMT meets at least once a month.				
5. All SPMT meetings have a: principal/administrator, chairperson, facilitator, note-taker, and timekeeper.				
6. All SPMT members execute their roles as defined on the role cards provided by the SDP.				
7. The SPMT members tend to stay on task at meetings.				
8. Meetings begin and end on time.				
9. Notes are taken during meetings and written up as minutes.				
10. The SPMT monitors and assesses its own effectiveness including a brief end of the meeting discussion about what went well and did not go well during the meeting.				
11. To carry out its work, the SPMT has subcommittees that are representative of the total school community.				
12. The subcommittees meet, carry out their responsibilities and report back to the SPMT.				
13. List the sub-committees of your SPMT:				
Relationship to Other Teams	No	Yes	Sometimes	Regularly
14. The school community has clarity with respect to the roles and responsibilities of the SPMT and the Building Data Team.				
15. There is a clear understanding of the hierarchy of decision making among the teams, committees, and sub-committees.				
16. There are clear mechanisms for communicating across teams, committees, and sub-committees.				

Choose the **best** option that applies

SPMT Quality Indicators	Level of Implementation			
	No	Yes	Sometimes	Regularly
Development And Execution Of The Agenda				
17. The SPMT has a written agenda at every meeting.				
18. The agenda is developed as least three days in advance of the meeting.				
19. The agenda is reflective of the goals of the School Improvement Plan (SIP).				
20. The agenda has time allocations for each item so that there is sufficient time for discussion.				
21. The SPMT has a child development focus; and, agenda items/ discussions deal with improving the school's programs around child/adolescent development based on the goals of the SIP.				
22. When appropriate, agenda items are accompanied by data to facilitate substantive discussions.				
Meeting Operations/Procedures	No	Yes	Sometimes	Regularly
23. The SPMT meeting is used as a vehicle for integrating all components of school activities.				
24. There are opportunities for the team to make decisions during the meeting.				
25. There are opportunities for key representatives (e.g., administrator, parent, student, SSST, instructional coaches) to present data and/or raise issues that have school-wide impact.				
The Guiding Principles	No	Yes	Sometimes	Regularly
26. The SPMT members use a no-fault problem solving approach in all of their interactions.				
27. The SPMT members use consensus to make decisions as opposed to voting.				
28. The SPMT members work collaboratively.				
29. The SPMT meetings are characterized by active listening and respectful responses to issues raised.				
30. Difficult issues are sometimes raised and addressed without blaming or finger pointing.				

31. Taking into consideration your responses to the items above; and, using your overall knowledge of the team, please rate the level of your team's functioning:

_____ High functioning _____ Moderate Functioning _____ Low Functioning

32. What challenges, if any does your SPMT continue to face?



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Ivelise Velazquez, Deputy Superintendent
Date: February 11, 2019
Re: CSMi Curriculum Audit
Proposed Meeting Date: February 19, 2019

Executive Summary/ Statement:

New Haven Public Schools will contract with Curriculum Solutions (CMSi) to conduct a curriculum audit of all of the district current curriculum. CMSi will write a report based on a curriculum audit based on data from three sources: 1) a document review of all district curriculum; 2) observations in a representative sample of classrooms; and, 3) surveys of a representative sample of teachers, students and parents.

Amount of Agreement: \$132,500 payable in four monthly payments

Funding Source & Account #: Alliance Grant, #2547610556694

Key Questions:

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

The District Continuous Improvement Plan includes a top priority of improvements in the area of learning and teaching. The number one driver in improvement of student outcomes is quality curriculum. To that end, CSMi will provide the district with a thorough review of the quality, implementation and effectiveness of the current curriculum. This will also district staff to address the findings of the audit, including areas for revision, areas that need to be augmented with technology, areas of the curriculum that will require more extensive supports for teachers to implement the curriculum with fidelity. The audit will allow the district to use its resources effectively to move forward from the current curricula and maximize how human and fiscal resources are used strategically.

2. What **specific need** will this contractor address? The improvement of learning and teaching based on quality curriculum.
3. **Contractor selection:** quotes, RFP, or Sole Source? Please describe:
New Haven Public Schools secured three quotes for the curriculum audit work, including proposals from EdAdvance, World Class Consultation, and Curriculum Solutions.
4. What **specific skill set** does this contractor bring to the project?
CSMi has forty years of experience conducting curriculum audits in districts similar to New Haven Public Schools. The Executive Director and staff conducting the audit are curriculum specialists trained on CSMi data collection protocols.
5. Is this a **new or continuation service**? This is a new service.
6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?**
CSMi will deliver a preliminary report by mid-June, 2019. The report is estimated to be 250 pages and based on very specific requirements. Samples of other districts have been reviewed by district staff.
7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? This is not a professional development project.
8. Why do you believe this agreement is **fiscally sound**?
The scope and depth of the audit will require the capacity of 10 individuals on site and many others off site. The number of days that CSMi will dedicate to the project is estimated at a minimum of 30 days, though the work will be completed over a period of 4 months and may involve many more hours until the report is completed. The agreement is fiscally sound, especially given the expertise of curriculum from 6 plus areas content areas (Mathematics, English Language Arts, Science, Humanities, the Arts, and World Languages) and the level of customization required to create this report.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND
Curriculum Solutions, Inc.

FOR DEPARTMENT/PROGRAM:
Office of Curriculum and Instruction

This Agreement entered into on the 11 day of February 2019, effective (*no sooner than the day after Board of Education Approval*), and the 20 day of February 2019, by and between the New Haven Board of Education (herein referred to as the "Board" and, Curr Solutions, Inc. located at, 5619 NW 86th Street, Suite 500, Johnston, IA 50131 (herein referred to as the "Contractor").

Compensation: The Board shall pay the contractor for satisfactory performance of services required four equal payments of \$33,125 for a total of \$132,500.

The maximum amount the contractor shall be paid under this agreement: One hundred Thirty-two Five hundred (\$132,500). 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 the Office of Curriculum and Instruction, Program of the New Haven Board of Education, **Account Number:** 2547610556694.

This agreement shall remain in effect from 2/20/19 to 6/19/19,

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).*

CMSi will write a report based on a curriculum audit based on data from three sources: 1) a document review of all district curriculum; 2) observations in a representative sample of classrooms; and, 3) surveys of a representative sample of teachers, students and parents.

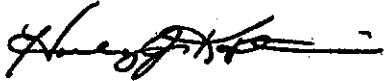
Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.

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

2-13-19

Date

Date

Holly Kaptain, Executive Director

Contractor Printed Name & Title

Revised: 10/2/18



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

**Contract to Provide a CMSi Curriculum Audit™ of:
System Governance, Organizational Quality Control,
and Design, Delivery, and Alignment of District Curriculum
For the New Haven Public Schools**

To:

**Dr. Carol Birks
Superintendent
New Haven Public Schools
54 Meadow St.
New Haven, CT 06519**

Submitted By:



Curriculum Management Solutions, Inc.

5619 NW 86th Street, Suite 500
Johnston, IA 50131

February 8, 2019

CONTRACT SUMMARY

Proposing Organization	Curriculum Management Solutions, Inc.
Contract Initiator	Curriculum Management Solutions, Inc. (CMSi) Holly J. Kaptain, Executive Director 5619 NW 86 th Street, Suite 500 Johnston, IA 50131 877-276-8911 www.curriculumsolutions.net
Participating Educational Organization	New Haven Public Schools
Organization Representative	Ms. Ivelise Velazquez Deputy Superintendent New Haven Public Schools 54 Meadow St. New Haven, CT 06519 (203) 494-5430 ivelise.velazquez@nhboe.net
Title of Project	New Haven Public Schools Curriculum Audit
Proposed Starting Date	To be determined
Proposed Duration and Schedule (Section 5.6)	To be determined
Budget	\$112,500 plus expenses. Expenses are not expected to exceed \$20,000, and will only be billed as incurred, with receipts.
Number of Schools/campuses	42
Number of Students	Approximately 21,500

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INTRODUCTION

Curriculum Management Solutions, Inc. is proposing a CMSi Curriculum Audit™ of the New Haven Public Schools' comprehensive educational program.

The purpose of this CMSi Curriculum Audit™ is to evaluate existing processes, programs and services to determine if the district is experiencing success in delivering a quality instructional program that is indeed improving student achievement for all subgroups. No amount of inspired teaching is adequate if student achievement—measured learning—does not improve.

The structure of the CMSi Curriculum Audit™ is based on the CMSi Curriculum Audit™ standards, criteria, and processes. These standards have been used in over 400 audits in 47 states in the US and in several other countries abroad. The audit approach is based on the foundational principle that the written, taught, and tested curricula must be aligned if student achievement is to improve. The alignment of these three is essential to quality control at all levels of the school system, and quality is determined by increased student learning. Each standard is addressed within the context of this foundational curriculum alignment.

The five audit standards include:

1. **Governance and Control:** The school district demonstrates its control of resources, programs, and personnel.
2. **Direction and Clientele Expectations:** The school district has established clear and valid objectives for students and clientele.
3. **Connectivity and Equity:** The school district has demonstrated internal consistency and rational equity in its program development and implementation.
4. **Assessment and Feedback:** The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.
5. **Productivity and Efficiency:** The school district has improved its productivity and efficiency, particularly in the use of resources.

The audit process involves collecting, reviewing, and interpreting vast quantities of data by seasoned experts. Audit team members are all educators and have served in various capacities in their respective school districts. The audit team collects survey information and documentation a month prior to a four-day audit site visit. They then visit the school district, taking time to visit each school and observe in every classroom. The auditors also interview a broad base of district stakeholders, including board members, the administrative team, building principals, teachers and support staff at schools, and community members and parents, in addition to offering an on-line survey for any and all stakeholders not available for personal interviews. While on-site, the auditors will review additional documentation to ensure that they have enough data to reach conclusions that will be included in the final audit report.

After the site visit, the auditors complete their data review and analyses and compile a comprehensive report that details findings concerning the district's efficiency and effectiveness in delivery its instructional program. These findings reveal areas where the district needs to improve in order to meet its goals and to better serve its students. The auditors support every finding with multiple sources of data, to assure triangulation, and supply the district with charts, exhibits, and tables wherever necessary in the report. They then conclude the report with a series of detailed recommendations that outline for the Board of Education and Superintendent the most critical next steps in order to improve systems in the district. Each recommendation is written as a customized "action plan" that can be followed over the next several years and incorporates research-based approaches and strategies. A draft of the complete audit report is typically in the hands of the Superintendent within 90 days of the audit site visit.

CMSi has over 30 years' experience in auditing districts similar in size and diversity to New Haven Public Schools. No other organization has the same level of expertise and experience in public schools, and CMSi has a proven track record of success in systems that have implemented audit recommendations. We submit this Contract with confidence that CMSi will provide the New Haven Public Schools with a quality audit report that will equip district leaders to better serve their students and increase student achievement for years to come.

I. SPECIFICATIONS AND SCOPE OF WORK

In this section, the scope of work for the CMSi Curriculum Audit™ will be outlined. This constitutes the areas that will be reviewed over the course of the project.

Each area will be addressed within the context of the five audit standards, either in the findings section, where both acceptable/commendable practices as well as gaps in meeting the standards are highlighted, or in the recommendations section. The recommendations offer clear suggestions on how to improve processes and efficiency to ensure that students' learning is maximized.

The five standards and their respective indicators include:

Standard 1: Governance and Control

Under Standard One, auditors will review the scope and quality of policy (governance) and planning across the school system. A school system meeting Curriculum Audit™ Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- a curriculum policy framework that:
 - is centrally defined and adopted by the board of education
 - establishes an operational framework for management that permits accountability
 - reflects state requirements and local program goals
 - reflects the necessity to use achievement data to improve school system operations
 - defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission
- a functional administrative structure that facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals
- a direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers
- documentation of school board and central office planning for the attainment of goals, objectives, and mission over time.
- organizational development efforts which are focused to improve system effectiveness

Standard 2: Direction and Learner Expectations

Under Standard Two, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Standard Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning. Common indicators are:

- a clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of education
- demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives
- operations set within a framework that carries out the system's goals and objectives
- evidence of comprehensive, detailed, short- and long-range curriculum management planning
- knowledge, local validation, and use of current best curricular practices
- written curriculum that addresses both current and future needs of students
- major programmatic initiatives designed to be cohesive

- provision of explicit direction for the superintendent and professional staff
- a framework that exists for systemic curricular change

The analyses include a comprehensive review of the school system's curriculum documents for scope and quality, using expectations and criteria from the Curriculum Management Improvement Model (CMIM). The CMIM reflects the philosophy and approach inherent to the five standards and congruent with best practice.

Curriculum documents are also reviewed for alignment to State Standards, as well as the assessments used by the state. The educational standards play a key role in the audit process. The standards, whether derived from the Common Core in English language arts and mathematics or whether supplied by the state Department of Education, are the main goals for what concepts, skills, knowledge, and vocabulary students are expected to master. All evaluations of curriculum documents, instruction, student work, and other evidence of curriculum delivery occur by comparing the same against the educational standards. The standards define the non-negotiable *what* students should learn. The strategies and approaches and contexts of instruction are the *how*.

Today, knowing what the standards are is insufficient. One must also equip students to be successful in how those standards are measured or evaluated. For example, the Common Core assessments represent a departure from former traditional means of assessment. The state assessments rely on multiple modes of student response, including open-ended writing tasks that are much more cognitively rigorous than multiple-choice measures. The standards, therefore, and how they are tested represent a key factor in evaluating programs and curriculum delivery in New Haven Public Schools.

Standard 3: Connectivity and Consistency

Under Standard Three, auditors review the design and delivery of the educational program to determine equity, connectivity, and overall alignment. A successful school system meeting Standard Three will demonstrate a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- documents/sources that reveal internal connections at different levels in the system
- predictable consistency through a coherent rationale for content delineation within the curriculum
- equality of curriculum/course access and opportunity
- allocation of resource flow to areas of greatest need
- a curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel
- specific professional development programs to enhance curricular design and delivery that result in improved student learning
- a curriculum that is monitored by central office and site supervisory personnel
- teacher and administrator responsiveness to school board policies, currently and over time

Auditors will visit classrooms in every school across the system to collect data concerning dominant teacher and student practices observed. Information will be recorded regarding the instructional practices observed and reported back to school system stakeholders. The criteria for instructional best practices will be extrapolated from district policy and documents, unless the school system specifically requests CMIM criteria be used.

Standard 4: Assessment and Feedback

Under Standard Four, the auditors will examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Standard Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- a formative and summative assessment system linked to a clear rationale in board policy
- knowledge, local validation, and use of current best practices for curriculum and program assessment
- use of a student and program assessment plan which provides for diverse assessment strategies for varied purposes at all levels: district, school, and classroom
- a way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved
- a timely and relevant data base upon which to analyze important trends in student achievement
- a vehicle to examine how well specific programs are actually producing desired learner outcomes of results
- a data base to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis
- a data base to modify or terminate ineffective educational programs
- a method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis
- organizational data gathered and used to continually improve system functions

Auditors will analyze the quality of existing assessments in yielding essential data regarding student performance and achievement. When possible, auditors will also evaluate the alignment of assessments with the written curriculum and report any discrepancies.

Standard 5: Productivity and Efficiency

Under Standard Five, auditors examine the degree to which school systems are equipped to attain goals and improve the delivery of the educational program and services while maintaining (or decreasing) current resources. While the attainment of improved productivity in a school is a complex process, caused in part by the lack of a tight organizational structure (referred to as “loosely coupled”), common indicators of an educational system meeting Standard Five are:

- planned and actual congruence among curricular objectives, results, and financial allocations
- a financial data base and network that are able to track costs to results, provide sufficient fiduciary control, and is used as a viable data base in making policy and operational decisions
- specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period
- a planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past
- school facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program
- support systems that function in systemic ways
- district and school climate that are conducive to continual improvement

These five standards outline the underlying expectations the auditors hold for how effective school systems operate and maintain continuous improvement.

II. INFORMATION COLLECTED AND METHODOLOGY

With over 30 years’ experience, CMSi has refined a methodology that integrates variety of strategies to ensure that costs are kept down and effectiveness high. The auditors have a high degree of expertise and experience in performing audits of this size and scope, and we use a combination of on- and off-site workers to maximize quality

and ensure the most thorough analysis and interpretation of data. Our auditors are highly trained in collecting data quickly and accurately. Off-site workers are trained in sifting through the vast quantity of documentation, to support the on-site auditors in their analyses and to finalize report publication. Team meetings with all auditors are held regularly, before, during, and after the site visit to ensure consistency of focus and that the reviews of data and their resulting conclusions are clearly communicated with one another.

This section describes the types of data collected before and during the audit site visit, the principles that govern auditor involvement and service, and offers a comprehensive list of the specific types of documentation reviewed over the course of the project.

II. A. Data Sources of the Curriculum Management Audit™

A CMSi Curriculum Audit™ uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control. The major sources of data for the New Haven Public Schools Curriculum Audit will be:

Documents

These sources include (but are not limited to) written board policies, administrative regulations, curriculum guides, memoranda, budgets, state reports, accreditation documents, OCR reports, school and district plans, state and/or national data sources relevant to New Haven Public Schools (such as the PARCC, the ACT, or AP test results), and any other source of information which would reveal issues pertinent to the analysis of system factors against the five audit standards as well as information regarding the elements of the written, taught, and tested curricula and the linkages among these elements.

Interviews and stakeholder surveys

Interviews will be conducted by the auditors to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews provide an essential perspective regarding the context of curriculum delivery in the school system. Formal interviews will be held with all board members, the superintendent, administrative staff, building principals, classroom teachers, and some parents. The auditors will also interview those who request an audience. Auditors will also seek to interview some teachers and teaching associates as they visit school buildings and classrooms.

Selected stakeholders (teachers, administrators, community members, parents) will be offered a brief, open-ended, survey in electronic form prior to the site visit. The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the district and their perception of its performance. Samples of the questions on this survey are available from the CMSi office.

Site Visits

The audit team would prefer to schedule a visit to the school site for the New Haven Public Schools. Site visits reveal the actual context in which programs and services are designed and delivered in an educational system. Contextual references are important as they indicate discrepancies in documents or unusual working conditions, as well as impediments to curriculum alignment due to delivery factors.

The auditors collect an amazing quantity of information from visiting classrooms in the New Haven Public Schools. A sample classroom observation form is included in Appendix A. This anecdotal information allows the audit team to provide district leaders with a clear picture of what instruction looks like at a single point in time.

II.B. Standards for the Auditors

The members of the audit team will be highly trained and experienced in conducting audits of systems similar to the size and characteristics of the New Haven Public Schools. The audit team is guided by a set of generally accepted auditing principles. While a CMSi Curriculum Audit™ is not a financial audit, it is governed by some of the same principles. These are:

Technical Expertise

Selected auditors must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The New Haven Public Schools Audit Team will include auditors who have been school superintendents, Curriculum and Instruction directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems of comparable size and characteristics as the New Haven Public Schools.

The Principle of Independence

None of the audit team members have any vested interest in the findings or recommendations of the New Haven Public Schools curriculum audit. None of the auditors presently works in your district, nor do any know the individuals that occupy top or middle management positions in New Haven Public Schools, nor any of the past or current members of the system's governing board. The district representative will coordinate the audit process, but will not directly be involved in the audit findings or recommendations found in the final report.

The Principle of Objectivity

Events and situations which comprise the data base for the audit are derived from documents, interviews, and sites visits. This public data base and subsequent judgments made upon it, must be verifiable and grounded in it. Findings must be factually triangulated.

The Principle of Consistency

This CMSi Curriculum Audit™ will use the same standards and basic methods found in the copyrighted CMSi Curriculum Audit™ process. Audits are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

The Principle of Materiality

Auditors have broad implied and discretionary power to focus on and select those findings which they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or re-configure various functions in order to attain an optimum level of performance.

The Principle of Full Disclosure

Auditors must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in audit interviews.

II.C. Request for documents

The following list represents the documentation typically requested by auditors prior to the site visit.

Standard / Document	Document	Examples of Documentation
STD 1		
1.010	Background information about the district	names and addresses of schools; names of principals; enrollment by school; demographics of students by school; a map of the district; information about the community; any other information helpful in orienting the team to the district
1.020	History of the school system	a narrative (not to exceed 3 pages) which presents a history of the district
1.030	Demographic data	enrollment projections and trends for a period of five years
1.040	Audit statement	Why did you undertake the audit? What do you want to accomplish from it? How will the information be used?
1.050	Sample of internal memoranda	administrative officers to principals, principals to teachers, etc., regarding curriculum, testing, evaluation, and programming
1.060	Bond sales documents	
1.070	Mission statement and goals for district	

1.080	Mission statement and goals for schools	
1.090	One complete set of Board policies	
1.100	One complete set of administrative regulations	
1.110	List of board members	include their length of tenure for the past 10 years of all BOE members
1.120	List of superintendents	include their length of tenure for the past 10 years of all BOE members
1.130	District accreditation report	most recent copy of this report or any other external audits or consultant reports conducted during previous five years
1.140	Job descriptions	all administrative or supervisory staff, teachers, and other instructional staff
1.150	Table of organization	include names of personnel in positions
1.160	Staff and faculty handbooks	
1.170	Latest OCR reports	
1.180	Employee contracts	for professional personnel
1.190	Bargaining agreements	
1.200	Appraisal procedures	administrators, teachers
1.210	Salary schedules	administrators, teachers
1.220	Teacher evaluations (no names)	a five percent random sample with names redacted (do not put these in document room - they will be reviewed on site)
1.230	Planning documents	long-range or strategic plans; district improvement plans; school improvement plans; department plans; federal or state plans; staff development plans; technology plans; site based decision plans; assessment plans; facilities plans; etc.
1.240	Board minutes	from previous three years
1.250	List of committees	purpose, standing/ad hoc; person responsible; duties; accomplishments
1.260	District Improvement Plans	
1.270	School Improvement Plans	
STD 2		
2.010	Curriculum guides	send a sample of three guides to each of the designated auditors
2.020	Other curriculum documents that guide teachers	
2.030	Surveys	staff, community, student - conducted on the instructional program
2.040	Textbook or instructional materials adoption process	procedures used for this; materials that describe the curriculum revision process
2.050	Minutes of curriculum meetings	
2.060	Course description books	
2.070	Federal program implementations	ESL, bilingual, military dependent, etc.
2.080	State program implementation	compensatory funds, grants, etc
STD 3		
3.010	Master schedule for each building	
3.020	Grade distribution reports	
3.030	Demographic data by school	3 years - disaggregated by gender, ethnicity, and grade; Disaggregated by subgroups: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.040	Class size data by school and grade	
3.050	Student assessment reports by school	previous five years
3.060	Retention	3 years - disaggregated by grade, gender, ethnicity, SUBGROUP: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.070	Enrollment in special programs	3 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.080	Instructional time allocations	
3.090	Library book count	by building and district
3.100	Computers	by building and district
3.110	Staff development plans	
3.120	Homework policies	
3.130	Work schedules	art, music, PE, library at elementary levels
3.140	Staffing formulas	
3.150	Documents on grouping, retention, placement, etc.	

3.160	Discipline referral statistics	Disaggregated by gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.170	Guidelines for fund raising	
STD 4		
4.010	Tests administered	list of all district tests administered by subject, grade, exemptions allowed
4.020	Student test data	5 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/ <u>non</u> -special ed; ELL/ <u>NON</u> -ELL; Gifted/ <u>Non</u> -gifted; F/R lunch/ <u>NON</u> F/R lunch
4.030	Program evaluation model	description of district model for evaluating programs
4.040	Program evaluations	any evaluations conducted during last 5 years
4.050	Student assessment plan	a description of testing philosophy and practice in the district
4.060	Follow-up studies	any conducted during the past 5 years
4.070	State testing program	description of program and technical information
4.080	Any nationally-normed assessments (Stanford 10, ITBS, etc.)	district performance (by grade level) disaggregated by building, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch (3+ years)
STD 5		
5.010	Approved district budget	5 years
5.020	Budget planning process description	
5.030	CPA's audit	5 years
5.040	Facilities studies	
5.050	Program innovations	undertaken in previous 10 years
5.060	Bond sale documentation	
5.070	District Technology Plan	description of technology plan
5.080	Assessed valuation	5 years
5.090	Building capacity levels	

This represents the type and scope of information collected, reviewed, and analyzed for the CMSi Curriculum Audit™.

II.D. On-line surveys

We also customize on-line surveys for every project, screening them with each client, to guarantee that we are asking the most pertinent questions for the specific concerns and circumstances in each school district. Surveys also enable us to access more information from the most important group in a school district: the classroom teachers. This group is invaluable in understanding what instruction really looks like in New Haven Public Schools.

III. QUALIFICATIONS

CMSi has owned and operated the Curriculum Audit since 1979, and has affiliate agreements with Phi Delta Kappa and the Texas Association of School Administrators (TASA).

Curriculum Management Solutions, inc. has been located in central Iowa for over 20 years. Its offices have been located in Johnston, Iowa for the past 11 years, and CMSi has maintained the same board of directors for over 20 years, and support staff for the last nine years. CMSi has auditors that reside in almost every state in the nation. The auditors are all trained and licensed through the CMSi Curriculum Audit Training program.

It is the Executive Director's responsibility to oversee the implementation of each contract to its satisfactory conclusion. Lead auditors serve as the primary liaison with the district representatives at each stage of the project, just as soon as the contract is signed and until after a final report has been received. This system has been in place and functioning successfully for over a decade

III.B. Audit History and Experience

Curriculum Management Solutions, inc. has been auditing and evaluating the design and delivery of curriculum with all its incumbent processes and operations for over 40 years. Since the first CMSi Curriculum Audit™ conducted by Dr. Fenwick English in Columbus Public Schools in 1979, CMSi has assisted over 450 school systems in 46 states as well as the District of Columbia, and in several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. As in the beginning, the primary goal for CMSi is to provide districts with

reports, data, recommendations, and services that, when implemented, will improve student achievement and the overall quality of student learning.

CMSi is still governed by four of its six original founding board members, and these four members have over 180 years of shared experience in public education. Collectively, they have served at every level of public school systems, as have CMSi-trained and licensed curriculum auditors. Our cadre is comprised of teachers, building administrators, principals, curriculum directors, district administrators, and superintendents, current or retired. Every CMSi-licensed auditor is now or has been a public educator in K-12 education, and some now serve in higher education. It is this wealth of experience with day-to-day school and district operations that maintains the level of quality and relevance in CMSi Curriculum Audits™ and reviews. Our auditors know what works because they have personally applied the CMSi audit concepts and principles and seen the results.

Every CMSi auditor is licensed and trained by the company through an intensive, multi-week training program that requires licensure renewal and audit participation every two years. Our auditors have the skills needed to address issues of curriculum quality, assessment data analysis and interpretation, equity issues, and system finance and governance. No other company has focused on curriculum alignment and excellence with the same commitment to quality, student equity, and improved student achievement as CMSi.

A list of the audits CMSi has conducted in conjunction with its affiliates, PDK and the Texas Association of School Administrators (TASA), is listed below.

Curriculum Audits™ conducted by CMSi over the last five years

Please note: due to the large number of audits conducted by CMSi, the districts are classified by the type of curriculum audit conducted: traditional, program-specific, or other. A complete description of each classification is provided following the exhibit.

School District Name	Date	City	State	# of Stdts	Type of CMSi Curriculum Audit™
McAllen Independent School District	October 2018	McAllen	TX	25,000	Traditional
Federal Way Public Schools	October 2018	Federal Way	WA	40,000	Off-site Curr Qual. Alignment Review
Allentown School District	July 2018	Allentown	PA	7000	Traditional
Roosevelt School District	February 2018	Phoenix	AZ	9000	Traditional
San Angelo ISD	June 2018	San Angelo	TX	14,530	PSCA ¹ : SPED
Richland School District	April 2018	Richland	WA	13,600	Traditional
Aldine ISD	March 2018	Aldine	TX	67,450	Traditional
Boerne ISD	January 2018	Boerne	TX	8,732	Traditional
DeKalb ISD	January 2018	DeKalb	TX	824	Traditional
Elgin ISD	January 2018	Elgin	TX	4,145	Small Schools
Kenosha USD	January 2018	Kenosha	WI	22,160	PSCA ² : Schedule D
Klein ISD	August 2017	Klein	TX	51,726	Traditional
Phoenix Elementary School District #1	August 2017	Phoenix	AZ	6,932	Traditional
Pendergast Elementary School District	July 2017	Phoenix	AZ	10,028	Traditional
Weedspport CSD	July 2017	Weedspport	NY	802	Traditional
Penns Grove-Carneys Point Regional School District	June 2017	Penns Grove	NJ	2,312	Traditional
Crowley ISD	May 2017	Crowley	TX	15,270	Traditional
Schertz-Cibolo-Universal City ISD	May 2017	Schertz	TX	15,465	Traditional
Sharyland ISD	May 2017	Mission	TX	10,026	Traditional
Buckeye Elementary School District	March 2017	Buckeye	AZ	5,030	Traditional
Cheltenham School District	March 2017	Cheltenham	PA	4,618	Traditional
Kyrene School District	March 2017	Tempe	AZ	17,297	Traditional
Nederland ISD	March 2017	Nederland	TX	5,229	Traditional
Peoria USD #11	March 2017	Glendale	AZ	36,000	SPED Program
Whitehouse ISD	December 2016	Whitehouse	TX	4,700	Traditional
Chicago Virtual Charter School	November 2016	Chicago	IL	670	Traditional

¹ PSCA: Program-Specific Curriculum Audit

² PSCA: Program-Specific Curriculum Audit

San Angelo ISD	July 2016	San Angelo	TX	14,500	Traditional
Queen Anne's County Public Schools	June 2016	Centreville	MD	7,700	Traditional
Sheldon ISD	May 2016	Sheldon	TX	7,700	Traditional
Griffin-Spalding County School System	May 2016	Griffin	GA	10,600	Traditional
DeKalb County School District	May 2016	Stone Mountain	GA	101,000	Traditional
Austin ISD	May 2016	Austin	TX	83,000	Curriculum Alignment
Coppell ISD	April 2016	Coppell	TX	12,300	Traditional
Castleberry ISD	April 2016	Fort Worth	TX	4,000	Traditional
Pine Tree ISD	March 2016	Longview	TX	4,700	Program Audit – ELA and Reading
Kamehameha Schools Kapalama	February 2016	Honolulu	HI	5,400	Traditional
Penns Valley Area School District	January 2016	Spring Mills	PA	1,400	Small School Audit
Pasco School District #1	December 2015	Pasco	WA	17,700	Program Audit – ELA and Math
Lasara ISD	October 2015	Lasara	TX	1,200	Traditional
Sumner School District	August 2015	Sumner	WA	8,900	Traditional
East St. Louis School District #189	August 2015	East St. Louis	IL	6,000	Traditional
Little Rock SD	May 2015	Little Rock	AR	40,000	Curriculum Alignment
Baltimore City Schools	May 2015	Baltimore	MD	120,000	Curriculum Alignment
Nampa School District	April 2015	Nampa	ID	25,000	Traditional
Frontier Regional Union SD	April 2015	Deerfield	MA	4,000	SPEL Program
Academy of the City	June 2015	Woodside	NY	1,500	Curriculum Review
Sunnyside USD	January 2015	Tucson	AZ	20,000	Individual School
Lewisville ISD	October 2014	Lewisville	TX	70,000	GT Program
Monterey Peninsula USD	September 2014	Monterey	CA	12,000	Traditional
Lasara ISD	June 2014	Lasara	TX	1200	Small-school
Brownsburg School Corporation	April 2014	Brownsburg	IN	7000	Traditional
Richardson ISD	February, 2014	Richardson	TX	20,000	Program-specific
Tucson Unified School District	January, 2014	Tucson	AZ	50,000	Traditional
El Paso ISD	January, 2014	El Paso	TX	70,000	Traditional
Kenosha Public Schools	May 15, 2013	Kenosha	WI	40,000	Traditional
Bryan Independent School District	May 15, 2013	Bryan	TX	20,000	Traditional

Manchester City Public Schools	May 2, 2013	Manchester	NH	18,000	Traditional
Reading Public Schools	April 10, 2013	Reading	PA	20,000	Traditional
Fort Bend Independent School District	April 25, 2013	Fort Bend	TX	69,000	Traditional
Arlington Independent School District	April 5, 2013	Arlington	TX	70,000	Traditional
Wake County Public Schools	March 12, 2013	Raleigh	NC	150,000	ISCDA ³
Wake County Public Schools	March 12, 2013	Raleigh	NC	150,000	PSCA ⁴ : Gifted
Passaic Public Schools	January 31, 2013	Passaic	NJ	14,000	Traditional
Fort Worth Independent School District	January 31, 2012	Fort Worth	TX	82,000	Traditional

Traditional CMSi Curriculum Audit™: The traditional, comprehensive audit focuses on policy control and governance; clearly defined objectives and goals for the system and its students; connectivity among all district departments, schools, and operations; educational equity for all students; data collection and disaggregation; data-driven decision making at classroom, school, program, and district levels; and system productivity and financial management.

Curriculum Quality and Alignment Review: The Curriculum Quality and Alignment Review examines those aspects of the curriculum pertinent to standards two and three of the audit. It is an intensive examination and evaluation of the quality (its completeness and rigor) of curriculum design, its internal consistency, the degree to which it aligns to external and internal (formative) assessments, and the alignment and quality of instructional resources in all three dimensions: content, context, and cognitive type.

Individual School Audit: The individual School Audit takes the CMSi Curriculum Audit™ to the classroom level, and is an intensive review of the delivery of curriculum, its alignment with the written and tested curriculum, and those school-level goals and procedures necessary to unify effort and improve student achievement.

Program-specific Curriculum Audit: The Program-Specific Curriculum Audit is a traditional audit that only focuses on one or a few content areas, rather than the comprehensive educational program.

Small School Audit: The Small School Audit condenses and abbreviates the comprehensive, traditional audit for school systems with very few students and schools to reflect their internal capacity. The five standards are employed in a more integrated fashion under ten criteria, for each of which there is a respective finding. This is for use in school districts with less than 1000 students.

In summary, CMSi has had more experience in auditing district's programs and services than any other company that provides similar services. Our clients attest to the quality, thoroughness, and reliability of the work we do.

³ ISCDA: Individual School Curriculum Delivery Audit

⁴ PSCA: Program-Specific Curriculum Audit

IV. OVERVIEW OF AUDIT PROJECT

This section outlines the typical steps and timeline needed to complete an audit project from beginning to end.

IV.A. Audit Timeline

The timeline for a CMSi Curriculum Audit™ typically runs over a 4 month period, depending on lead time needed to gather data and prepare for the auditors' site visit. The site visit takes place over a three to five-day period. After the site visit, the superintendent usually has a completed draft report in hand within 90 days, and has verbal communication of draft findings at the conclusion of the site visit. The specific tasks and their timeline are outlined below:

Activity	Timeframe
<i>Prior to site visit:</i>	
<ul style="list-style-type: none"> ◆ Pre-audit scheduling, communication with district leadership and audit liaison, and audit team identification and coordination. These responsibilities include: <ul style="list-style-type: none"> ○ Identification of the district liaison ○ Identification of all district documents and resources to be collected for auditor analysis prior to coming on-site ○ Assistance to liaison in creating a site-visit schedule for central office and school site visits ◆ Pre-audit visit to present the purpose, scope, and nature of the audit to district stakeholders (to be selected at the superintendent's discretion), such as board members, community leaders, parent representatives, and teacher representatives. The lead auditor will also work with the liaison and other key administrators, advising them in how to prepare for the audit project and site visit. (OPTIONAL) ◆ Auditor review of all district documentation and on-line resources; preliminary analyses of design quality begun. ◆ Make survey available to the liaison for communicating access to all school sites. 	<p style="text-align: right;">4-6 weeks prior to site visit</p> <p style="text-align: right;">4-5 weeks prior to site visit</p> <p style="text-align: right;">4 weeks prior to site visit</p> <p style="text-align: right;">2-3 weeks prior to site visit</p>
<i>During Site Visit:</i>	
<ul style="list-style-type: none"> ◆ Visit the central office and interview all key central office staff, particularly curriculum personnel. ◆ Review additional district documents and instructional resources not available prior to the site visit. ◆ Interview district stakeholders at the central office and at school sites: <ul style="list-style-type: none"> ○ Teachers, voluntary, self-referred ○ Parents, voluntary, self-referred ○ Board members ○ Central office administrators ○ Curriculum support staff ○ Building administrators and support staff ○ Nursing staff, safe and drug-free schools support staff and parent liaisons ○ Union representatives, community leaders, other identified persons ◆ Visit all school sites and observe in all classrooms where instruction is taking place by the regular teacher (no classes with substitute teachers or where testing is occurring); collect 	<p style="text-align: right;">Days 1-5 of site visit</p>

<p>data from classroom observations concerning the dominant modes of instruction, the taught objective(s), student engagement and dominant student activity, quality and effective ELL and regular instructional practices, evidence of staff development initiative implementation, and instructional rigor. Collect data on best practices, both instructional and management.</p> <ul style="list-style-type: none"> ◆ Conduct focus group interviews in the evening for interested parent and teacher groups ◆ Meet with Superintendent and orally present tentative audit findings with recommendations at the conclusion of the five days on-site. 	
<i>After site visit:</i>	
<ul style="list-style-type: none"> ◆ Complete all data analyses from prior to and during the site visit. Triangulate all data in support of audit findings. ◆ Analyze all curriculum documents and standards, as well as state and/or national assessment information and items and item specs to evaluate the alignment of same in all three dimensions: content, context, and cognitive type. Determine alignment of student work to same; calibrate student work to see if it's on level, below, or above. ◆ Complete exhibits, appendices, charts, and tables included in audit report. ◆ Draft all findings and recommendations for audit report, with accompanying data charts and exhibits. ◆ Submit findings and recommendations to CMSi publishing personnel for report preparation and formatting. ◆ Submit the draft CMSi Curriculum Audit™ report to the content and technical editor and quality review process. ◆ Make all edit changes and corrections based on quality review feedback. ◆ Send edited/quality reviewed draft report to the Superintendent for review. ◆ Make all approved corrections suggested by superintendent and finalize publication of report. ◆ Send completed final report, 12 double-sided hardcopies, one single-sided copy, and one electronic copy to the Superintendent. ◆ Present the final report, in person, to the School Board and Superintendent and any other district stakeholders in a presentation format (additional contract needed). Meet with desired administrators to discuss action planning in response to audit recommendations. (OPTIONAL) 	<p>Weeks 1-2 after site visit</p> <p>Weeks 3-5 after site visit</p> <p>Week 7 after site visit</p> <p>Week 8 after site visit</p> <p>Weeks 9 and 10</p> <p>Week 11 or 12 after site visit</p> <p>Week 12</p> <p>At district direction</p>

The success of the program is determined in two key ways. First, the auditors monitor the degree to which the specifications of the Contract have been met by the findings and recommendations of the audit report. Second, the lead auditor submits the draft audit report to the district superintendent for review and approval prior to final publication. This draft review constitutes the final approval of the report and its contents: any concerns over meeting the specifications of the contract are expressed and the lead auditor (program manager) will address those concerns accordingly. CMSi places client satisfaction at the top of its list of priorities.

IV.B. Composition of Audit Team

Once the CMSi Curriculum Audit™ contract is signed, the lead auditor contacts the district representative with the first steps in beginning the audit process. The most important step is selecting the district liaison, who serves as the primary link between the lead auditor and the district stakeholders. The liaison assists the lead in creating the site visit schedule, providing direction and guidance for transportation for team members to and from interviews and school site visits, and assists with gathering together the documents, notifying personnel of audit surveys, and scheduling

interviews. The lead auditor provides samples of schedules and logistic details to assist the liaison and works to make the entire process as simple as possible.

New Haven Public Schools staff are only asked to make themselves available for interviews during the week of the site visit. This includes all central office administrators, curriculum support staff, board members, and building principals. They are also asked to assist in gathering the data and documentation required for the project.

The CMSi Curriculum Audit™ team is typically selected after the lead auditor has conducted the pre-audit site visit and spoken with district leaders and the district liaison to determine what special skills and backgrounds the team members should possess. Attention is also given to the linguistic and ethnic diversity the team should represent, given the demographic composition of New Haven Public Schools. For example, if there are schools with high percentages of students and parents who do not speak English, then auditors are selected that have bilingual abilities and experience with ELL programming.

IV.C. District Responsibilities

Once a contract has been finalized and signed, the New Haven Public Schools leaders are asked to first identify a liaison, a person who will work with the lead in creating a site-visit schedule for the auditors that includes a full schedule for interviews with all identified district stakeholders and visits to each of the schools in the district. The liaison will also oversee the collection of data and documentation that the auditors require prior to and during their site visit, and works with the lead auditor and relevant personnel to finalize and approve the on-line survey for implementation 2-4 weeks prior to the audit site visit.

V. BUDGET:

Site visit, data review, data analysis, report writing and publishing: \$112,500.00

Estimated Expenses (will be billed as incurred): \$20,000.00*

Contract Total (maximum): \$132,500.00

Pre- or Post-audit visits (OPTIONAL): \$3250.00 each

Payment schedule:

Upon signing of contract:	1/2 of contract amount due
Upon completion of site visit	1/4 of contract amount due, plus expenses
Once draft is presented to the district	Final 1/4 of contract amount, plus any remaining expenses

Holly Kaptain, Executive Director CMSi

New Haven Public Schools Superintendent

2-7-19

Date

Date

***this amount may come in much lower; we only bill for expenses incurred**

APPENDIX A: Sample Classroom Observation Form

CMSi SCHOOLVIEW CLASSROOM OBSERVATION FORM				
Teacher Type:	Grade/course:	Class Type:		
Years Teaching 1-2, 3-5, 6-10, 10+	Discipline:	Observer:		
Observation Date: Observation Time:	<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third	Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None		
OBJECTIVE ACTUALLY OBSERVED: (Major one taking place during 3-4 minute observation, unless worksheet—first and last problem)			TEACHER INTENDED OBJECTIVE, IF NOTED	
CONTENT OF OBJECTIVE Verb [Student action] plus concept, skill, knowledge, process to be learned	CALIBRATION to District Course of Study Content Objective (Examine for 3 grades/courses above or below)	CONTEXT OF OBJECTIVE • Given to students (e.g. graph, oral teacher directions) • Student response (select, write, state)	STATED OR WRITTEN OBJECTIVE (e.g. on board, lesson plan, stated)	CONGRUENCE of the stated/written objective versus the actually taught objective
Notes:	<input type="radio"/> Above level by ___ level(s) <input type="radio"/> On level (all) <input type="radio"/> On level: partial <input type="radio"/> On level: en route <input type="radio"/> Below level by ___ level(s) <input type="radio"/> Not found	Notes: <input type="radio"/> Test-like format <input type="radio"/> Real-world situation <input type="radio"/> Other COGNITIVE TYPE K C Ap An S E	Notes:	Notes:
			<input type="radio"/> Not Observed	<input type="radio"/> Congruent
			<input type="radio"/> Observed	<input type="radio"/> Partial
			<input type="radio"/> Not Congruent	
DOMINANT STUDENT ACTIVITY (Mark one in first column and mark in second column all those observed)			DOMINANT TEACHER ACTIVITY	
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other _____	<input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment	<input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing _____ <input type="checkbox"/> Speaking _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group <input type="checkbox"/> Individual work <input type="checkbox"/> Monitoring student work <input type="checkbox"/> Other _____	
POWERFUL INSTRUCTIONAL PRACTICES: (Mark all noted)				
<input type="checkbox"/> Uses advanced organizers (set-what, why, how) <input type="checkbox"/> Provides daily review-include homework concepts <input type="checkbox"/> Reviews prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <input type="checkbox"/> Uses Accountable Talk (aligned) <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling <input type="checkbox"/> Employs nonlinguistic representations <input type="checkbox"/> Elicits active participation <input type="checkbox"/> Provides opportunities for each student to respond each time <input type="checkbox"/> Uses formal cooperative learning approaches <input type="checkbox"/> Checks for understanding <input type="checkbox"/> Uses cues, prompts, probes <input type="checkbox"/> Provides guided practice with corrective feedback <input type="checkbox"/> Provides independent practice <input type="checkbox"/> Uses closure as another practice activity	<input type="checkbox"/> Uses assessments to diagnose student needs <input type="checkbox"/> Sets goals for students <input type="checkbox"/> Uses vocabulary development strategies <input type="checkbox"/> Reinforces effort and gives praise <input type="checkbox"/> Uses feedback throughout lesson <input type="checkbox"/> Take notes (student) <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Generates hypotheses/tests them (student) <input type="checkbox"/> Summarizes (student) <input type="checkbox"/> Talks positively to students (learning environment) <input type="checkbox"/> Demonstrates rigor and high expectations (verbal) <input type="checkbox"/> Provides homework <input type="checkbox"/> Provides for differentiated learning (give examples) _____ <input type="checkbox"/> Uses ELL techniques (describe) _____ <input type="checkbox"/> Uses Sp. Pop. techniques (describe) _____ <input type="checkbox"/> Other _____			
Reading Analysis (If reading is taking place)				
Types of Text Reading	Levels of Inquiry			
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)	<input type="checkbox"/> Initial/Basic <input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence	<input type="checkbox"/> Interpretation <input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	<input type="checkbox"/> Analysis <input type="checkbox"/> Critical Analysis <input type="checkbox"/> Strategies	

Other comments (if need more space, use the back side):

APPENDIX B: References

1	<p>Monterey Peninsula Unified School District 700 Pacific Street Monterey, CA 93940 (831) 645-1203 Dr. Daniel PK Diffenbaugh, Superintendent pkdiffenbaugh@mpusd.k12.ca.us</p>
2	<p>Kyrene School District 8700 South Kyrene Road Tempe, AZ 85284 (480) 541-1000 Dr. Jan Vesely, Superintendent jvesely@kyrene.org</p>
3	<p>East St. Louis School District 189 1005 State Street East St. Louis, IL 62201 Jennifer Brumback, Chief Academic Officer (618) 646-3000 jennifer.brumback@estl189.com</p>
4	<p>Austin Independent School District 1111 W. Sixth Street Austin, TX 78703 Paul Cruz, Superintendent 512-414-2482 paul.cruz@austinsd.org</p>
5	<p>DeKalb County School District 1701 Industrial Mountain Boulevard Stone Mountain, GA 30083 Dr. R. Stephen Green, Superintendent (678)676-1200 RSGreen@dekalbschoolsga.org</p>



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee

From: Ivelise Velazquez, Deputy Superintendent

Date: February 19, 2019

Re: Harvard Data Wise Project

Proposed Meeting Date: February 19, 2019

Executive Summary/ Statement:

The Harvard Data Wise Project will provide support to New Haven Public Schools as it launches Data Wise inquiry cycles with four teams and prepares principals in all schools to launch Data Wise in their own schools. Sound decision-making, based on accurate and consistent data analysis, is the cornerstone of continuous improvement. Data Wise will build capacity to that end. In spring 2019, Data Wise coaches will provide virtual technical assistance sessions to the Superintendent and the Executive Team, to a Curriculum Team, and to two school sites, serving as model sites. Coaches will also work with the district's steering team, comprised of four individuals who attended the Data Wise training at Harvard, to design two five-day workshops to take place in July and August for all principals and their school-based teams. The Data Wise inquiry cycle consists of an eight-part protocol that educators use to establish data literacy, to review learner-centered data (both student and adult data), to identify a problem of practice, and to launch and monitor an action plan to address said problem. Data Wise has been used successfully in districts across the country with diverse populations of students and in many districts in Connecticut.

Amount of Agreement: \$144,000 payable in monthly payments

Funding Source & Account #: Alliance Grant, #2547610556694

Key Questions:

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

The District Continuous Improvement Plan outlines five major priorities and seven metrics for improvement. In some cases, district outcomes have been relatively flat over the last four to five year in which the state's Next Generation of Accountability measures have been collected and tracked. In order to make significant gains, especially in the areas of reading, mathematics and

consistent attendance for all students, the district must shore up the use of data to make sound decisions. Decisions regarding instructional practice or how to curtail chronic absenteeism will require a deep dive into data and a strong adherence to what that data indicates.

2. What **specific need** will this contractor address? The Harvard Data Wise Project will improve staff capacity to use data effective when allocating human capital and financial resources.

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

Harvard College is the sole source provider of Data Wise.

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

Harvard's Data Wise Project has been in existence for over 10 years. The project leaders, housed in Harvard's School of Education, are experts in the field of data analysis and professional learning.

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

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

The agreement deliverables consist of a series of technical assistance session in which New Have Public Schools staff will complete steps in the Data Wise inquiry cycle. Each session has a specific objective as outlined in the scope of work. Effectiveness of the contract will consist of ensuring that all sessions are completed within the timeframe that is outlined, including planning two summer sessions for principals and their teams.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? The training cannot be provided by internal staff members, since there are no certified trainers on staff.

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

This agreement is fiscally sound because it allows for certified trainers from the Harvard School of Education's Data Wise Project to have direct access to staff on 16 different occasions with additional meetings for coordination of the summer program.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND
the President and Fellows of Harvard College (“Harvard University”)

FOR DEPARTMENT/PROGRAM:
New Haven Public Schools

This Agreement entered into on the 19th day of February 2019, effective the 20th day of February 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and Harvard University located at Nichols House, 203, 7 Appian Way, Cambridge, MA 02138 (hereinafter referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$36,000 per month for 4 months, for a total of \$144,000.

The maximum amount the contractor shall be paid under this agreement: One hundred Forty-four thousand dollars (\$144,000). Compensation will be made upon monthly 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 Alliance Grant of the New Haven Board of Education, **Account Number #2547610556694**.

This agreement shall remain in effect from February 20, 2019 to June 30, 2019.

SCOPE OF SERVICE:

The Harvard Data Wise Project will provide support to New Haven Public Schools as it launches Data Wise inquiry cycles with four teams and prepares principals in all schools to launch Data Wise in their own schools. In spring 2019, Data Wise coaches will provide virtual technical assistance sessions to the Superintendent and the Executive Team, to a Curriculum Team, and to two school sites, serving as model sites. Coaches will also work with the district’s core team, comprised of four individuals who attended the Data Wise training at Harvard, to design two five-day workshops to take place in July and August for all principals and their school-based teams. The Data Wise inquiry cycle consists of an eight-part protocol that educators use to establish data literacy, to review learner-centered data (both student and adult data), to identify a problem of practice, and to launch and monitor an action plan to address said problem. Data Wise has been used successfully in districts across the country with diverse populations of students and in many districts in Connecticut.

Exhibit A: Scope of Service: Please 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.

INTELLECTUAL PROPERTY RIGHTS: The design, content and all other aspects of the two Data Wise Institute Custom Programs in New Haven and all related materials are protected by copyright, trademark and other laws. All material developed during the performance of this Agreement will be owned by the party which creates it, unless otherwise expressly agreed in writing between the parties. For clarity, Harvard University (or, as the case may be, an individual author pursuant to Harvard's intellectual property policies) owns the copyright and other rights in all aspects of HGSE's website, and in any program material developed by or for Harvard and HGSE. NHPS owns the copyright and other rights in all program materials developed by or for NHPS. Neither party may copy, modify, adapt, translate, create derivative works from, rent, loan, sell, distribute, perform, display or otherwise make available the content of any materials and presentations provided by the other party without the prior written consent of the other party through appropriate authorized individuals.

Use of Harvard Names: NHPS shall not use the name "Harvard" (alone or as part of another name, and in any language) or any logos, seals, insignia or other words, names, symbols, images or devices that identify Harvard or any Harvard school, unit, division or affiliate ("Harvard Names") for any promotional purpose in connection with the Services or this Agreement, including in any press release, public announcement, website or other advertising or publicity materials, except as expressly provided in this Agreement or the SOW, or with the prior written approval of, and in accordance with restrictions required by, Harvard. Service Provider shall not register, in any jurisdiction, any business or company name, trademark, service mark, domain name or trade name, or obtain any other type of registration, that contains or is confusingly similar to any Harvard Name. NHPS shall cease any use of Harvard Names authorized under this Agreement on the termination or expiration of this Agreement. Without limiting the foregoing, Service Provider shall not in any manner suggest that Harvard has endorsed NHPS or its products or services.

HOLD HARMLESS: Contractor agrees to indemnify and hold the Board and its affiliates, employees, faculty members, students, and agents harmless from and against any claims, losses, liabilities, damages, costs and expenses including reasonable attorneys' fees arising out of or relating to Contractor's breach or alleged breach of any warranty or other provision of this Agreement, or any other negligent or wrongful act or omission of Contractor. Neither party will enter into any settlement that admits fault on the part of the other party or requires any payment from the other party without the other party's written consent.

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 (with proration based upon the service schedule as outlined in Addendum A), as long as the Agreement was approved by the Board prior to the start date of service.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first below written.

HARVARD UNIVERSITY

NEW HAVEN BOARD OF EDUCATION

Jane Eaton, Senior Director of
Financial Administration and Planning

Darnell Goldson
President

Date

Date

Revised: 10/2/18



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

EXHIBIT A
SCOPE OF SERVICES

Year 1: FY18- FY19

(January 2019 – June 2019)

- Planning, design, and coordination with Steering Team
- Leadership retreat and strategy sessions with Executive Team
- Coaching through Inquire Phase with Executive Team, Curriculum Team, ESUMS, Team and Clinton Ave Team
- Survey design, administration, and analysis/reporting for needs assessment
- Webinars with Principals
- Preparation for summer work, including:
 - Curriculum design and planning for summer institutes
 - Staffing and hiring of facilitators and teaching team; all travel arrangements made
 - Logistics planning for summer institutes
- All curriculum design and meeting planning for full DWNH engagement
 - Lesson plans and slide decks for all activities
 - Online resources, folders, and materials
 - Rolling agendas

The table below shows a detailed outline of the scope and sequence of Year 1 activities toward the desired outcome of planning and initial orientation and work in the New Haven Public Schools with a Steering Team, an Executive Team, all New Haven Principals, and a Model School Team. The content and curriculum for all activities will be customized to meet the needs of New Haven Public Schools based upon an intentional period for planning and needs assessment.

Steering team – District-level core team responsible for planning, coordination, and communication

Executive team - District-level team who will engage in an improvement cycle from the systems-level lens

Principals – The entire set of New Haven Principals for orientation to Data Wise (leading to summer 2019 leadership institute)

Model school teams – A team that will pilot an initial Data Wise cycle.

Curriculum team – 6 curriculum supervisors who will begin an inquiry cycle

FY18-19

When	What/Who	Services & Outcomes	Notes
<p>January - February 2019</p>	<p>Planning and Needs Assessment</p> <p>Steering team</p> <p>Executive team</p> <p>[If not included in above teams, strongly encourage additional direct engagement with Supt and board members]</p>	<p>Services:</p> <ul style="list-style-type: none"> ● [Jan] Facilitate initial planning meetings (virtually) with Steering Team to: <ul style="list-style-type: none"> ○ Identify/assemble teams: <ul style="list-style-type: none"> ■ Steering team responsible for planning, coordination, and communication for Data Wise work. ■ Executive team of NHPS administrators who will engage in a district-level improvement cycle focused on a problem of practice related to supporting, scaling, and sustaining Data Wise across the district for the learners they serve ■ Model teams from ESUMS and Clinton Ave that will serve as a pilot and examples for school teams across district ■ School-based teams who will learn and enact an improvement journey in their own setting ○ Explore engagement with Superintendent and Board [e.g. executive coaching, opportunities for board to join executive team and/or parts of the scope] ○ Determine/refine budget, schedule, and scope, including coaching model and staffing model to support it ○ Discuss and plan for research ● [Feb] Facilitate kick off meeting with Steering Team to: Scheduled Feb 14 at 11-1 <ul style="list-style-type: none"> ○ Begin to identify focus areas and set goals and benchmarks for district progress by end of FY18-19 and FY19-20 	<p>2 90-min planning mtgs [complete]</p> <p>2-hour kick-off meeting [2/14]</p> <p>Design, administration, and sharing of surveys for needs assessment</p>

		<ul style="list-style-type: none"> ○ Schedule/confirm times for all activities in scope ○ Plan and coordinate communications with executive team, principals, and school teams, including setting clear purpose and expectations and including any pre-work ○ Plan for surveys and needs assessments with principals and school teams ● [Plan to] Collect data and conduct needs assessment ● Additional planning meetings and coordination with steering team and/or identified logistics contact(s) as needed to prepare for on-site work <p>Outcomes:</p> <ul style="list-style-type: none"> ● Strong relationships and communication channels established between project leads for NHPS, Harvard Data Wise Project, and Koru Strategy Group ● Shared vision for what success looks like and strong understanding of project scope, timeline, participants, activities, and goals/outcomes ● [Plan for] Data from district and school teams on priorities, strengths, and challenges -- including self-assessment of Data Wise progress -- to inform content/focus of work for the year ● [Plan for] Participants receive communication and are set up with the necessary information and expectations to be successful, including pre-work ● Clear division of responsibility and plan for logistics of on-site work ● Signed contracts 	
<p>March - April 2019</p>	<p>Launch Executive Team, Curriculum Team, and Model Teams Improvement</p>	<p>Services:</p> <ul style="list-style-type: none"> ● Facilitate three sessions with Executive Team focused on 1) articulating a clear and coherent vision and a theory of action for Data Wise [3 hours on-site]; 2) identifying focus areas and setting goals and benchmarks for remaining FY18-19 	<p>1 3-hour, on-site strategy/launch sessions with Exec Team</p>

	<p>Cycles, Principal Webinars</p> <p>Participants:</p> <p>Executive team</p> <p>Principals</p> <p>Model school team</p> <p>Curriculum team</p>	<p>and FY19-20; identifying coach candidates [90-min, virtual], and 3) launching a 2019 improvement cycle from the district lens [90-min, virtual]</p> <ul style="list-style-type: none"> ● Lead two 60-minute webinars for principals as 1) an introduction and big picture overview of Data Wise, and 2) a planning session to assemble and enroll their school teams ● Facilitate planning meeting with ESUMS and Clinton Ave principals and launch meeting with school teams to launch Data Wise Improvement Journey and plan for collecting/sharing data [video and artifacts] for research, case study, and content to incorporate into district-wide workshops/institutes ● Facilitate planning and launch meetings for Curriculum Team ● Design and administer survey for principals <p>Outcomes:</p> <ul style="list-style-type: none"> ● District leadership will develop strong foundational knowledge and practices to engage in (as a team) and lead (as district leaders) collaborative data inquiry in support of NHPS’s strategic plan ● District and school leaders will be able to articulate the purpose, goals, and plan related to Data Wise New Haven and be well positioned to advocate for Data Wise as a vehicle for continuous improvement in NHPS ● Executive team, Curriculum team, and model school teams will launch their own improvement cycles ● Data from principals related to structures, practices, and approach to collaborative data inquiry and improvement 	<p>2 90-minute, virtual sessions with Exec Team</p> <p>2 60-min webinars for principals</p> <p>2 90-minute meetings with ESUMS and Clinton Ave</p> <p>2 90-minute meetings with Curriculum Supervisors</p>
<p>April - May 2019</p>	<p>Planning and Coaching</p> <p>Participants:</p>	<p>Services:</p> <ul style="list-style-type: none"> ● Facilitate two 90-minute, virtual meetings in April and May to support the steering team in the following: <ul style="list-style-type: none"> ○ Communicating the purpose, 	<p>2 90-min virtual mtgs w steering team</p>

	<p>Steering team</p> <p>Executive team</p> <p>Model school teams</p>	<p>expectations, and big picture Data Wise roadmap to all school teams, including survey and pre-work</p> <ul style="list-style-type: none"> ○ Reviewing/workshopping the institute schedule, lesson plan, and objectives for the June institute, including roles and expectations for how executive team members will participate and support the high schools ● Facilitate two 90-minute meetings in April and May to support the Executive, ESUMS, and Clinton Ave teams in enacting the key tasks for Steps 1-4 of the Data Wise Improvement Process by June <p>Outcomes:</p> <ul style="list-style-type: none"> ● All teams have clear expectations re: purpose, process, teams, and timeline and details for Data Wise and are set up for successful summer institute participation ● Data from all participants for needs assessment purposes and to inform content ● Executive Team and ESUMS Team enact Steps 1-3 and prepare for 4 ● All teams enrolled in summer institute and Data Wise in Action 	<p>2 90-min meetings for Exec Team DW Journey</p> <p>2 90-min meetings for ESUMS DW Journey</p> <p>2 90-minute meetings for Curriculum team</p>
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EXHIBIT A-1

Responsibilities

HGSE will be responsible for:

- Preparation, program content and design, planning with district leaders
- Program delivery, including all instruction and facilitation, as well as associated personnel costs for teaching team of Data Wise Certified Coaches (including travel, accommodations, insurance, and compensation)
- Preparing program materials, building and maintaining the program learning platform for participants to access before, during, and after the institute
- Enrolling and keeping participant records for the institute; providing Excel template for enrollment purposes

New Haven will be responsible for:

- Providing, as needed, a suitable onsite space to accommodate all participants and HGSE personnel, and with appropriate technical capabilities, for both teaching sessions and team time
- Purchasing and distributing the required books and ensuring all teams complete the pre-work
- Providing names and required information for all participants via Excel spreadsheet by March 1, 2019
- Providing some logistical/operational support related to space and technology
- Providing name tags and name tents for all participants



HARVARD
GRADUATE SCHOOL OF EDUCATION

Professional Education

To Whom It May Concern:

I am an authorized representative of Harvard Graduate School of Education (HGSE) Professional Education Programs. Please be advised that HGSE is the sole provider of the **Data Wise Leadership Institute, the Data Wise in Action Program, and the Data Wise Coach Certification Program** and these programs are not available through other education providers or distributors.

Because HGSE developed the eight-step Data Wise Improvement Process, it has all the original Data Wise content. This fact makes HGSE the authentic and unique provider of the Data Wise programs. All HGSE Professional Education's Data Wise related offerings are chaired by the Data Wise program director, Dr. Kathryn Boudett, who provides expert oversight to ensure the authenticity of the Data Wise programs. In addition, the Data Wise program staff and Certified Coaches who will be teaching in the programs have all been prepared and trained through the HGSE Data Wise Project. This expertise and staff experience are not duplicated and matched by any other institution.

I affirm that the above statement is true and correct to the best of my information, knowledge, and belief.

Name: Nathan Finch

Title: Director of Online Programs

Date: XXX XX, 20XX

Signature: _____