



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

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

Monday, November 4, 2019

4:30 p.m.

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

Chair: Ms. Yesenia Rivera

**Action Items**

**A. INFORMATION ONLY**

1. The Superintendent approved an Agreement by and between the New Haven Board of Education and Lisa Swain, ED.S. to assist in the implementation of the Pyramid Model for Supporting Emotional Competence in Infants and Young Children, in the Head Start program, from November 14, 2019 to June 30, 2019, in an amount not to exceed \$9,895.  
**Funding Source: Head Start Program**  
**Acct. # 2532-5278-56694-0443**  
**(Pages #9-16)**
2. The Superintendent approved an Agreement by and between the New Haven Board of Education and Cooperative Educational Services, (CES), to provide ADOS-2 comprehensive training for Special Education teachers, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$6,250.  
**Funding Source: IDEA Program**  
**Acct. # 2504-5034-56903-0000**  
**(Pages #17-21)**
3. The Superintendent approved an Agreement by and between the New Haven Board of Education and Long Wharf Theatre, to provide teaching artists for students, grades K-6 at East Rock School, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$19,200.  
**Funding Source: Magnet 17-20 East Rock Carryover Program**  
**Acct. # 2517-6259-56694-0046**  
**(Pages #22-34)**
4. The Superintendent approved an Agreement by and between the New Haven Board of Education and The Eli Whitney Museum, to provide instructional sessions and project based learning for students and teachers at Roberto Clemente Leadership Academy, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$12,636.  
**Funding Source: Magnet 16-19 Clemente Carryover Program**  
**Acct. # 2517-6233-56694-0042**  
**(Pages #35-45)**
5. The Superintendent approved Amendment #1 to Agreement #95384312 with Friends Center for Children, to move 17 of 49 School Readiness full day spaces from its current location at 227 East Grand Avenue, New Haven, CT to its licensed child care center at 495 Blake Street, New Haven, CT, with no change in funding of \$437,276.

**Funding Source: School Readiness Program  
Acct. # 2523-5384-56697**

**(Pages #46-57)**

6. The Superintendent approved an Agreement by and between the New Haven Board of Education and Gesell Institute, to provide professional development and coaching to Strong Magnet School staff on promoting learning through play, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$15,800.

**Funding Source: School Improvement Grant (SIG) Program  
Acct. # 2531-6279-56694-0028 (Pending Receipt of Funds)**

**(Pages #58-63)**

7. The Superintendent approved an Agreement by and between the New Haven Board of Education and Center for Collaborative Classroom, to provide professional development to classroom teachers at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School, on Making Meaning and writing module Being a Writer, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$13,000.

**Funding Source: School Improvement Grant (SIG) Strong Program  
Acct. # 2531-6279-56694-0028 (Pending Receipt of Funds)**

**(Pages #64-71)**

8. The Superintendent approved an Agreement by and between the New Haven Board of Education and Sophy Abreu, to provide early childhood education coaching services for Pre-K program funded under the School Readiness Grant program, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$16,800.

**Funding Source: School Readiness Quality Enhancement Program  
Acct. # 2523-5385-56697-0442**

**(Pages #72-79)**

9. The Superintendent approved an Agreement by and between the New Haven Board of Education and Michelle Della Camera, to provide early childhood education coaching services for Pre-K programs funded under the School Readiness Grant program, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$16,800.

**Funding Source: School Readiness Quality Enhancement Program  
Acct. # 2523-5385-56697-0442**

**(Pages #80-89)**

10. The Superintendent approved an Agreement by and between the New Haven Board of Education and CT Schoolyards Program of Common Ground, to support the design and implementation of garden and habitat area that will serve K-8 students at Davis Academy, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$9,260.

**Funding Source: Magnet 17-22 Davis Program  
Acct.# 2517-6254-56694-0009**

**Presenter:  
(Pages #90-106)**

11. The Superintendent approved an Agreement by and between the New Haven Board of Education and The Consultation Center to provide mental health services for students at New Haven Adult Education and professional development for staff, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$10,000.

**Funding Source:** State Adult Education Program  
**Acct. # 2503-5014-56694-0053**

**(Pages #107-111)**

12. The Superintendent approved an Agreement by and between the New Haven Board of Education and Dr. Brett Rayford to provide mental health services for students at New Haven Adult Education and professional development seminars for staff, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$10,000.

**Funding Source:** State Adult Education Program  
**Acct. # 2503-5014-56694-0053**

**(Pages #112-116)**

13. The Superintendent approved an Agreement by and between the New Haven Board of Education and Robert Claudio, 167 Ellsworth Ave., New Haven, CT to provide Translation Services from English to Spanish or Spanish to English of documents such as letters, forms, manuals, etc., including proofreading, for the New Haven Public Schools for the period of November 4, 2019 to June 30, 2020, in an amount not to exceed \$2,000.

**Funding Source:** 2019-2020 Operating Budget – World Language  
**Acct. #190-41700-56694**

**(Pages #117-119)**

## **B. ABSTRACTS**

1. To approve the Abstract, School Improvement Grant (SIG 1003) Brennan Rogers School, in the amount of \$165,935. for 2019 –2020.

**Funding Source:** CT Department of Education

**Presenter:** Ms. Laura Roblee

**(Pages #120-126)**

2. To approve the Abstract, School Improvement Grant, (SIG 1003) Strong School, in the amount of \$165,935. for 2019 - 2020.

**Funding Source:** CT Department of Education

**Presenter:** Ms. Susan DeNicola

**(Pages #127-135)**

3. To approve the Abstract, School Improvement Grant, (SIG), Lincoln Bassett, in the amount of \$165,935. for 2019-2020.

**Funding Source** CT Department of Education

**Presenter:** Ms. Rosalind Garcia/Ms. Stephanie Skiba

**(Pages #136-142)**

4. To approve the Abstract, School Improvement Grant, (SIG 1003), Fair Haven, in the amount of \$175,000. for 2019-2020.

**Funding Source** CT Department of Education

**Presenter:** Mr. Heriberto Cordero

**(Pages #143-149)**

5. To approve the Abstract, School Improvement Grant, (SIG 1003), West Rock, in the amount of \$165,935. for 2019-2020.

**Funding Source**            **CT Department of Education**  
**Presenter:**                            Ms. Yolanda Jones-Generette  
**(Pages #150-155)**

6. To approve the Abstract, School Improvement Grant, (SIG 1003), Celentano School, in the amount of \$165,935. for 2019-2020.

**Funding Source**            **CT Department of Education**  
**Presenter:**                            Ms. Grace Nathman  
**(Pages #156-162)**

7. To approve the Abstract, Federal Magnet Assistance Grant, in the amount of \$2,920,974. for 2019-2020.

**Funding Source**            **US Department of Education**  
**Presenter:**                            Ms. Michele Bonanno  
**(Pages #163-169)**

### C. AGREEMENTS

1. To approve an Agreement by and between the New Haven Board of Education and Greater New Haven Chamber of Commerce Foundation to oversee the management of the New Haven Science Fair, from November 13, 2019 to June 20, 2020, in an amount not to \$28,000.

**Funding Source:**            **Priority Schools Program**  
   **Acct. #2579-5319-56694**  
**Presenter:**                            Dr. Richard Therrien  
**(Pages #170-186)**

2. To approve an Agreement by and between the New Haven Board of Education and June Levey, PhD, to provide on-site, job embedded coaching and mentoring for K-6 teachers, coaches and administrators at Celentano School, from November 13, 2019 to June 15, 2020, in an amount not to \$20,000.

**Funding Source:**            **School Improvement Grant (SIG) - Celentano Program**  
   **Acct.#2531-6276-56694-0048 (Pending Receipt of Funds)**  
**Presenter:**                            Ms. Grace Nathman  
**(Pages #187-198)**

3. To approve an Agreement by and between the New Haven Board of Education and Benchmark Education to assist the bilingual team at Fair Haven School in curriculum mapping for grades 4-5, from November 1, 2019 to May 31, 2020, in an amount not to exceed \$20,000.

**Funding Source:**            **School Improvement Grant (SIG 1003) – Fair Haven Program**  
   **Acct. #2531-6298-56694-0016 (Pending Receipt of Funds)**  
**Presenter:**                            Mr. Heriberto Cordero  
**(Pages #199-205)**

4. To approve an Agreement by and between the New Haven Board of Education and Elizabeth Parmelee, to provide early childhood education coaching services for Pre-K programs funded through the School Readiness Grant program, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$22,400.

**Funding Source:**            **School Readiness Quality Enhancement Program**  
   **Acct. #2523-5385-56697-0442**  
**Presenter:**                            Ms. Denise Duclos  
**(Pages #206-214)**



5. To approve an Agreement by and between the New Haven Board of Education and Eli Whitney Museum, to provide a comprehensive after school program for students, grades 2-4 at West Rock STREAM Academy, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$23,460.  
**Funding Source:** **Magnet 16-19 West Rock Program**  
**Acct. #2517-6236-56694-0049**  
**Presenter:** Ms. Michele Bonanno  
**(Pages #215-221)**
6. To approve an Agreement by and between the New Haven Board of Education and Foundation for the Arts & Trauma, Inc., to provide the ALIVE program at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$50,512.  
**Funding Source:** **School Improvement Grant (SIG 1003) Strong Program**  
**Acct. #2531-6279-56694-0028 (Pending Receipt of Funds)**  
**Presenter:** Ms. Susan DeNicola  
**(Pages #222-238)**
7. To approve an Agreement by and between the New Haven Board of Education and Center for the Collaborative Classroom, to provide professional development in the collaborative literacy reading comprehension modules, Making Meaning and Being a Writer, for staff at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$20,800.  
**Funding Source:** **School Improvement Grant (SIG 1003) – Strong Program**  
**Acct. #2531-6279-56694-0028 (Pending Receipt of Funds)**  
**Presenter:** Ms. Susan DeNicola  
**(Pages #239-243)**
8. To approve an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt (HMH) to provide 25 days of job-embedded coaching on the facilitation of Math Workshop and professional development on the Math Workshop program at West Rock, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$101,088.  
**Funding Source:** **School Improvement Grant (SIG 1003) – West Rock Program**  
**Acct. #2531-6301-56694-0049 (Pending Receipt of Funds)**  
**Presenter:** Ms. Yolanda Jones-Generette  
**(Pages #244-264)**
9. To approve an Agreement by and between the New Haven Board of Education and The Monk Center for Academic and Enrichment, to provide academic support and enrichment activities for students at Troup School, from November 12, 2019 to June 20, 2020, in an amount not to exceed \$21,960.  
**Funding Source:** **21<sup>st</sup> Century Program**  
**Acct. #2579-6325-56697-0015**  
**Presenter:** Ms. Gemma Joseph Lumpkin  
**(Pages #265-273)**
10. To approve an Agreement by and between the New Haven Board of Education and Boys and Girls Club of New Haven, to provide after school enrichment programs for students from Bishop Woods School, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$48,400.  
**Funding Source:** **21<sup>st</sup> Century Program**  
**Acct. #2579-6273-56697-0043**

**Presenter:** Ms. Gemma Joseph Lumpkin  
**(Pages #274-277)**

14. To approve an Agreement by and between the New Haven Board of Education and Arte, Inc., to provide after school arts, culture and physical fitness activities at John C. Daniels School, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$8,000.

**Funding Source:** 21<sup>st</sup> Century- Daniels Program  
**Acct.#2579-6273-56694-0009 (\$8,000.00)**

**Presenter:** Ms. Gemma Joseph Lumpkin  
**(Pages 278-287)**

15. To approve an Agreement by and between the New Haven Board of Education and CT Eli Whitney Museum to provide after school programs for students at Davis and Wexler Grant schools, from November 13, 2019 to June 20, 2020, in an amount not to exceed \$14,850.

**Funding Source:** 2<sup>st</sup> Century Program  
**Acct.#2579-6325-56697-0032**

**Presenter:** Ms. Gemma Joseph Lumpkin  
**(Pages #288-295)**

16. To approve an Agreement by and between the New Haven Board of Education and Arts for Learning CT, to provide theatre programming for students at John C. Daniels School, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$8,970.

**Funding Source:** 21<sup>st</sup> Century - Daniels Program  
**Acct. #2579-6243-56697-0013**

**Presenter:** Ms. Gemma Joseph Lumpkin  
**(Pages #296-305)**

17. To approve an Agreement by and between the New Haven Board of Education and Cross Sector Consulting, to provide technical assistance and monitoring in support of current 21<sup>st</sup> Century programs, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$19,000.

**Funding Source:** 21<sup>st</sup> Century East Rock, Daniels Program  
**Acct. #2579-6243-56694-0000 (\$4,000.00)**  
21<sup>st</sup> Century Davis, Bishop Woods Program  
**Acct. #2579-6273-56694-0000 (\$5,000.00)**  
Extended School Hours Program  
**Acct. #2579-5326-56694-0000 (\$10,000.00)**

**Presenter:** Ms. Gemma Joseph Lumpkin  
**(Pages #306-313)**

11. To approve an Agreement by and between the New Haven Board of Education and Music Haven, to provide music instruction to 12 Wexler Grant students, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$8,000.

**Funding Source:** 21<sup>st</sup> Century- Wexler Grant Program  
**Acct. #2579-6325-56697-0032**

**Presenter:** Ms. Gemma Joseph Lumpkin  
**(Pages #314-324)**

12. To approve an Agreement by and between the New Haven Board of Education and Our World Care 4 Your Own, LLC, to provide an afterschool program for students at Troup School, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$13,000.

**Funding Source:**       **21<sup>st</sup> Century- Troup Program**  
                                  **Acct. #2579-6325-56694-0015**

**Presenter:**                       Ms. Gemma Joseph Lumpkin  
**(Pages #325-331)**

13. To approve an Agreement by and between the New Haven Board of Education and Little Scientists, to provide an afterschool science program for students at Davis Street School, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$8,925.

**Funding Source:**       **21<sup>st</sup> Century-Davis Program**  
                                  **Acct. #2579-6273-56694-0009**

**Presenter:**                       Ms. Gemma Joseph Lumpkin  
**(Pages #332-338)**

14. To approve an Agreement by and between the New Haven Board of Education and Kidz Kraze to provide an after school program for students at East Rock School, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$29,949.92

**Funding Source:**       **21 Century – East Rock Program**  
                                  **Acct. #2579-6273-56694-0046 (\$18,120.96)**  
                                  **Extended School Hours Program**  
                                  **Acct. #2579-5326-56694-0046 (\$11,828.96)**

**Presenter:**                       Ms. Gemma Joseph Lumpkin  
**(Pages #339-352)**

15. To approve an Agreement by and between the New Haven Board of Education and Bodyworkers, LLC to provide an after school program for students at Troup and Davis Street schools, from November 13, 2019 to June 30, 2020, in an amount not to exceed \$12,300.

**Funding Source:**       **21 Century Program**  
                                  **Acct. #2579-6273-56694-0009 (\$3,450.00)**  
                                  **Acct. #2579-6325-56697-0015 (\$5,400.00)**  
                                  **Extended School Hours Program**  
                                  **Acct. #2579-5326-56694-00093 (\$3,450.00)**

**Presenter:**                       Ms. Gemma Joseph Lumpkin  
**(Pages #353-360)**





NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Elizabeth C Gaffney, Director of Head Start  
**Date:** October 6, 2019  
**Re:** Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children: Coaching  
**Proposed Meeting Date:**

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### Executive Summary/ Statement:

In support of the Head Start Program's initiative to strengthen instructional practices in the area of Social Emotional Learning for our students, the program will be adopting the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. This model has been adopted by both the Connecticut Office of Early Childhood and the National Head Start Association. Ms. Swain will join our Head Start Leadership Team in implementing this model in New Haven Public Schools Head Start. Program administrators and Ms. Swain have identified four teachers for coaching for the first semester of the 2019-2020 school year. Four more teachers will be identified in January for coaching for the second half of the school year. Ms. Swain will utilize the Teaching Pyramid Observation Tool (TPOT) to gather baseline data on the first four participating teachers. From this data the teachers and Mrs. Swain will partner to develop specific goals and action plans. The teachers will be observed every two weeks on the specific goal and will receive reflective feedback. When the goal is accomplished, a new goal will be identified and the process will reoccur. Ms. Swain will utilize the same protocol for the new teachers beginning in January while maintaining the first four teachers. The Head Start Leadership goal is to have all 32 teachers coached within a period of three years. In addition to Ms. Swain's coaching, identified members of the Head Start team are receiving training to become Pyramid Model Coaches to ensure district fidelity to implementation as well as sustain the program once Ms. Swain's work is completed.

**Amount of Agreement and the Daily, Hourly or per Session Cost: Total Cost of Contract: \$9,895.00**

**Coaching rate per hour: \$125**

**Professional Development: Develop and Conduct: \$385 per workshop.**

**Funding Source & Account #: 2532-5278-56694**

**Key Questions:**

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

Research has shown that early exposure to social emotional learning (SEL) has a long- term impact on student learning and achievement. Studies have shown that SEL can help improve academic achievement by 11 percentile points on average, besides improving socially cohesive attributes, such as sharing and empathy and combating mental health issues like stress and anxiety. SEL takes an approach of developing five key skills that can greatly improve the attitudes of students towards schools. The five key skills are self-management, self-awareness, social awareness, responsible decision making and relationship skills. These behaviors may seem intuitive. However, they need to be learned and need to be taught. By assuming that all students come to school with these skills already ingrained in them is to put them at an automatic disadvantage compared to their peers. This can lead to major differences in academic achievement between students.

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

The contract will fulfill the requirements of Head Start Performance Standards 1302.101, 1302.102, 1302.31,1302.32, 1302.47 and 1302.90 regarding and related to professional development, curricula, teaching and the learning environment, management and achieving programming, safety practices and discipline. (1302.47 and 1302.90 are areas of the New Haven Public Schools Head Start current corrective action plan.)

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

The contractor was selected by her role as a both a national and state leader in the area of The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children and her close work with the Connecticut Office of Early Childhood initiative in the adoption of the Pyramid Model statewide. Ms. Swain supported the New Haven Head Start in the role of Science Technology Engineering and Mathematics coach last spring in which she developed strong relationships with all teachers in the program.

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

The contractor is an early childhood educational specialist with extensive training in The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. She has also presented over 300 hours in teacher training workshops as well as coaching. The contractor also has worked as a trainer of the Connecticut Early Learning and Development Standards and has done presentations for the Office of Early Childhood in this area.

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

This is a new service that will be starting in support of overall student health and wellness, academic achievement and as part of the program's corrective action plan for the Region One Head Start Office.

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

The contractor's performance will be judged by their performance, reports, data analysis and substantive feedback to individuals, groups and the program as a whole. Teachers will be

surveyed as to the effectiveness of their individual coaching sessions and feedback.

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

Currently, we do not have the necessary trained staff to implement the Pyramid Model within the New Haven Public Schools Staff but the contract with Ms. Swain allows for the development of this area. Ms. Swain will not only be working with our Head Start Staff, but she will be coordinating with the Head Start Regional Office Training and Technical Assistance staff to ensure the appropriate development of professional learning and the long-term implementation of this model.

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

This agreement is fiscally sound.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT  
By And Between  
The New Haven Board of Education  
AND  
Lisa Swain, ED.S

FOR DEPARTMENT/PROGRAM:  
Insert School or Department Name Here

This Agreement entered into on the 13th day of November 2019 effective, the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board" and, Lisa Swain Ed. S located at, 86 Boggs Hill Road Newtown CT (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$125.00 per hour for a total of 73 hours of coaching.  
Professional development: two one and a half-hour professional development session in the amount of \$385.00 per session

The maximum amount the contractor shall be paid under this agreement: (\$9,895.00) 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 New Haven Public Schools Head Start **Program** of the New Haven Board of Education, **Account Number:** 2532-5278-56694 **Location Code:** 0443.

This agreement shall remain in effect from the 13<sup>th</sup> day of November 2019 until the 30<sup>th</sup> day of June 2020.

**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 must be attached).*

Quantity	Unit	Description	Unit Price	Am
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4 classrooms	15-minute focused observation and 30-minute coaching sessions per classroom every 2 weeks	Coaching session 2(October through December 2019) <ul style="list-style-type: none"> <li>• Partnership with teacher to develop specific goal and action plan</li> <li>• Observation of the teacher on specific goal and action plan</li> <li>• Reflective feedback to teacher</li> </ul>	\$125/hour	\$1,875.00
8 Classrooms (4 original plus 4 additional)	15-minute focused observation and 30-minute coaching sessions per classroom every 2 weeks	coaching session 3(January through May 2020) <ul style="list-style-type: none"> <li>• Partnership with teacher to develop specific goal and action plan</li> <li>• Observation of the teacher on specific goal and action plan</li> <li>• Reflective feedback to teacher</li> </ul>	\$125/hour	\$6,000.00
2 Professional Development Workshops	1 ½ hours Per workshop	Develop and Conduct Professional Development Workshops On Pyramid model practices in the classroom	\$385/workshop	\$ 770.00

**Total: \$9,895.00**

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

See attached.

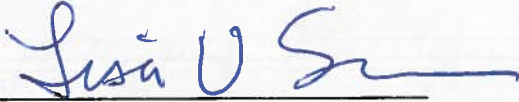
***Exhibit B: Student Data and Privacy Agreement: Attached***

**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'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

10/9/2019

Date

\_\_\_\_\_  
Date

Lisa U. Swain, Ed.S.

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



# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Typhanie Jackson, Director of Student Services  
**Re:** Cooperative Educational Services (CES)  
**Meeting Date:** November 12, 2019

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and Cooperative Educational Services (CES) for ADOS-2 Training.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$6,250

**Funding Source:** IDEA Handicapped Special Funds Account # 2504-5034-56903

## Key Questions:

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

This contract is strategically aligned to the department goal to provide high quality services to student with special needs on the Autism spectrum.

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

This contractor will address the needs of special education students by providing professional development to related staff.

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

4. What **specific skill set** does this contractor bring to the project? (Attach a copy of the **contractor's resume**). The contractor is a Psychologist trained to work with students in the spectrum.

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?

6. **Evidence of Effectiveness: How will the contractor's performance be evaluated?**  
The Evidence of Effectiveness is done by feedback from the related service staff.

7. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?  
No, because no one is trained to provide a training session.

8. Why do you believe this agreement is **fiscally sound**? Because is it required to related service staff trained to administer the ADOS-2.



NEW HAVEN PUBLIC SCHOOLS

## AGREEMENT

By And Between

**The New Haven Board of Education**

AND

**Cooperative Educational Services (C.E.S.)**

FOR DEPARTMENT/PROGRAM:

**Student Service/Special Education Department**

This Agreement entered into on the 12<sup>th</sup> day of November, 2019 effective the 13<sup>th</sup> day of November, 2019 by and between the New Haven Board of Education (herein referred to as the “Board” and, Cooperative Educational Services (C.E.S.) located at, 40 Lindeman Drive, Trumbull, Connecticut, 06611 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required in the amount of \$1,250 per day, for a maximum of 5 days, for a total amount of \$6,250.

The maximum amount the contractor shall be paid under this agreement: Six Thousand Two Hundred Fifty Dollars (\$6,250). 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 IDEA Handicapped (Special Funds Account) Program of the New Haven Board of Education, **Account Number:** 2504-5034-56903 **Location Code:** 00

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**SCOPE OF SERVICE:** New Haven Public School agrees to purchase from C.E.S. Division of Special Education Training services. Services will be conducted by Dr. Christine Peck. All services performed will be within the accepted established professional standards. Services Summary: ADOS-2 Comprehensive Training for New Haven Public Schools Special Education Teachers.



**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.

**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.

Margaret Sullivan  
Contractor Signature

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

9/17/19  
Date

\_\_\_\_\_  
Date

Margaret Sullivan  
Contractor Printed Name & Title  
Director of Financial Operations

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:** East Rock Community and Cultural Studies Magnet School  
**Date:** September 27, 2019  
**Re:** Long Wharf Theatre Agreement

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**Executive Summary/ Statement:** Long Wharf teaching artists will collaborate with East Rock community members in grades K-6 and grade 8 to develop and plan an in-school drama program focusing on social emotional learning and social justice themes.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$19,200, \$150/hour

**Funding Source & Account #:** Magnet 17-20 East Rock Cultural Studies C/O, 2517-6259-56694-0046

### Key Questions:

1. **How does this project align to the District Continuous Improvement Plan?** It aligns with the monthly SEL themes presented by the district, as well as our magnet school themes. It also continues our Project-Based Learning objectives and professional development.
2. **How was the contractor selected? Quotes? RFP? Sole Source designation?** This contractor has worked with the members of our community before. A proposal was presented to continue the previous work as well as add programming for our lower grades.
3. **What specific skill set does this contractor bring to the project?** Long Wharf Theatre emphasizes its three educational pillars of Empathy, Creativity and Teamwork. They integrate the arts with other academic subjects as to strengthen skills related to communication, literacy, critical thinking, innovation and collaboration.
4. **Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.** This is a continuation of services from last year (for grade 8), as well as the addition of new services (grades K-6).
5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?** We will use the New Haven Magnet Peer Review Framework with Critical Attributes to review the effectiveness of the program. We will meet with the contractor at the end of each grade level unit.
6. **If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?** This service is student-centered.
7. **Why do you believe this agreement is fiscally sound?** This agreement is fiscally sound because it allows us to address numerous areas in our Social Emotional Learning Objectives, as well as our Magnet theme.



NEW HAVEN PUBLIC SCHOOLS

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

**Long Wharf Theatre**

FOR DEPARTMENT/PROGRAM:

**East Rock Community and Cultural Studies Magnet School**

This Agreement entered into on the 26<sup>th</sup> day of September, 2019, effective (*no sooner than the day after Board of Education Approval*), the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, Long Wharf Theatre located at, 222 Sargent Drive, 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 \$150 per hour, for a total of 128 hours.

The maximum amount the contractor shall be paid under this agreement: Nineteen thousand two hundred dollars (\$19,200). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **Magnet 17-20 East Rock Cultural Studies C/O Program** of the New Haven Board of Education, **Account Number: 2517-6259-56694 Location Code: 0046**.

This agreement shall remain in effect from November 13, 2019 to June 30, 2020

**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.*

Over the course of the 2019-20 academic year, Long Wharf teaching artists will collaborate with East Rock Community Magnet School and work with all K-6<sup>th</sup> grade students in an in-school arts integration and social and emotional theatre curriculum. This program will meet with 2-3 grade levels per marking period for 4 sessions.

Over the course of the 2019-20 academic year, Long Wharf teaching artists will collaborate with the 8<sup>th</sup> grade teachers and work with their students during the Friday Magnet Block. Students will learn the basics of creating an ensemble, acting skills, storytelling, and how to devise an original performance piece. They will work towards several performance goals including creating original

performance pieces including but not limited to: National History Day, Black History Month, Women's History Month, and a New Haven focused unit.

**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

9/26/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Madelyn Addo - Director of Learning  
\_\_\_\_\_  
Contractor Printed Name & Title



**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.
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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



**Long Wharf Theatre has 37 years of experience delivering curriculum-connected arts education programming in Greater New Haven elementary, middle, and high schools. Our arts education programs provide active learning for approximately 6,000 students a year through the performing arts.**

### **OUR MISSION**

LWT Education Department's mission is to have deep and long-lasting partnerships with schools and relationships with students that foster creativity, empathy, teamwork, and appreciation for theatre.

### **OUR OBJECTIVES**

- Include** students in a dialogue surrounding the themes of Long Wharf's season.
- Integrate** the arts with other academic subjects as a pathway to stronger communication, literacy, critical thinking, innovation, and collaboration skills.
- Invest** in each student's creative potential by providing lifelong theater arts opportunities that span every stage of education.



## EDUCATION PILLARS

How does the program address Long Wharf Education's three pillars?

### **Education Pillar #1: Creativity**

*The use of the imagination or original ideas, particularly those that activate multiple types of learners.*

Students will be encouraged to express themselves creatively throughout the program. Our activities are designed to accommodate multiple learning styles, and we ask students to challenge themselves to get outside their comfort zones. We remind the students that "mistakes" or "failures" are actually gigantic learning opportunities. We intentionally create environments where students can be silly, outside-of-the-box, and expressive. In fact, the success of our ensemble necessitates this behavior. We also remind students that creativity comes out of rigor, and we set clear expectations at the beginning of the program for attentiveness, work ethic, and focus.

### **Education Pillar #2: Empathy**

*The ability to understand and respect the world from someone else's perspective.*

When students walk into our program, they have agreed to become part of an ensemble. By emphasizing the success of the ensemble as more important than the success of any one individual, we are asking students to think and work empathetically from the beginning. The decisions that students make (how much they are participating, if they are focused, if they are being respectful, etc.) will have a direct effect on the group as a whole. This inspires student to make choices in the interest of the group.

In the spring, as we focus on devising a theater piece, we will put empathy at the center of our work. Our group discussions and creative process will allow students to hear from students they may have never spoken with before. If one of the goals is to generate empathy from our school-wide audience, then our ensemble must first cultivate empathy within themselves. Students will be challenged to see other people's perspectives and to truly understand where they were coming from, whether they agree with their actions and viewpoints or not.

### **Education Pillar #3: Teamwork**

*The combined action of an ensemble, especially when effective and efficient.*

From the most basic warm-up game to our showcases, all of our activities will require a spirit of teamwork. We will tackle exercises that demand teamwork in different ways; sometimes a game might require the group working together physically, and other times they may need to collaborate intellectually to solve a problem.



## PARTNERING ORGANIZATION

East Rock Community Magnet School

## PROGRAM DESCRIPTION

Over the course of the 2019 – 2020 academic year, Long Wharf teaching artists will collaborate with East Rock Community Magnet School and work with all K-6<sup>th</sup> grade students in an in-school arts integration and social and emotional theatre curriculum. This program will meet with 2-3 grade levels per marking period for 4 sessions.

Each grade level will explore an academic unit using theatre exercises to enhance understanding and engagement. Units could include:

### *Primary Academy*

Grade K Weather, animal adaptations, bridges

Grade 1: light and sound, animal habitats, plants

Grade 2: Matter (liquids and solids), soil and the ever changing earth structure, animal and habitat diversity

### *Intermediate Academy*

Grade 3: Magnetism, fossils, natural disasters

Grade 4: Biomes, Race to Space, Energy,

Grade 5: Hydroponics, gravity and space, matter,

### *Junior Academy*

Grade 6: Ecosystems, watersheds, simple machines, weather

Secondarily students will work to develop ensemble through theater games, teambuilding activities, and exercises focused on improvisation, the students will learn to create theater together. They will learn to embrace the LWT Education pillars of CREATIVITY, EMPATHY, and TEAMWORK. Each unit will culminate in a showcase for students, teachers, and families of the grade levels involved to see the student's mastery of these concepts and introductory theatre techniques.

## PROGRAM GOALS

- Create a strong, equitable ensemble where each student uses their unique strengths to contribute to the success of the group.
- Devise an original performance piece for an authentic audience.
- Develop skills through theater that can be taken back into the academic classroom.

To achieve these goals, Long Wharf will work with East Rock Community Magnet School students to:

- Participate in a wide variety of games and exercises that address multiple learning styles (verbal, body/kinesthetic, interpersonal, intrapersonal, etc.)
- Engage in an active dialogue about the strengths and barriers of each individual student and the ensemble as a whole.

LWT/ East Rock Community Magnet School

- Create an inclusive, positive, and energetic environment where all students feel inspired to participate fully.
- Emphasize that the skills learned in theater (creativity, collaboration, problem solving, etc.) can be applied to situations in the classroom or at home.
- Use the end-of-marking period showcases as inspiration and motivation for our work, noting that we have the potential to affect true social change and deep learning at East Rock Community Magnet School.

## PROGRAM STRUCTURE

### September 2019- June 2020

- 2-3 Grades Per Marking Period
- 2 Classrooms per grade
- 4-6 sessions per classroom
- Culminating performances will take place at 9AM at the end of each marking period
- Maximum # of participants per classroom = 27

## PRICING QUOTE

### Drama Program

#### Grades K- 6, with 2 classes each, meet 4 times

- Teaching time: 56 hours X \$150= \$8,400
- Prep time: 14 X \$150= \$2,100
- **TOTAL: \$10,500**

### PD Workshops

\$150/hr TBD



# EDUCATION



**Long Wharf Theatre has 37 years of experience delivering curriculum-connected arts education programming in Greater New Haven elementary, middle, and high schools. Our arts education programs provide active learning for approximately 6,000 students a year through the performing arts.**

## **OUR MISSION**

LWT Education Department's mission is to have deep and long-lasting partnerships with schools and relationships with students that foster creativity, empathy, teamwork, and appreciation for theatre.

## **OUR OBJECTIVES**

**Include** students in a dialogue surrounding the themes of Long Wharf's season.

**Integrate** the arts with other academic subjects as a pathway to stronger communication, literacy, critical thinking, innovation, and collaboration skills.

**Invest** in each student's creative potential by providing lifelong theater arts opportunities that span every stage of education.

## EDUCATION PILLARS

How does the program address Long Wharf Education's three pillars?

### **Education Pillar #1: Creativity**

*The use of the imagination or original ideas, particularly those that activate multiple types of learners.*

Students will be encouraged to express themselves creatively throughout the program. Our activities are designed to accommodate multiple learning styles, and we ask students to challenge themselves to get outside their comfort zones. We remind the students that "mistakes" or "failures" are actually gigantic learning opportunities. We intentionally create environments where students can be silly, outside-of-the-box, and expressive. In fact, the success of our ensemble necessitates this behavior. We also remind students that creativity comes out of rigor, and we set clear expectations at the beginning of the program for attentiveness, work ethic, and focus.

### **Education Pillar #2: Empathy**

*The ability to understand and respect the world from someone else's perspective.*

When students walk into our program, they have agreed to become part of an ensemble. By emphasizing the success of the ensemble as more important than the success of any one individual, we are asking students to think and work empathetically from the beginning. The decisions that students make (how much they are participating, if they are focused, if they are being respectful, etc.) will have a direct effect on the group as a whole. This inspires student to make choices in the interest of the group.

In the spring, as we focus on devising a theater piece, we will put empathy at the center of our work. Our group discussions and creative process will allow students to hear from students they may have never spoken with before. If one of the goals is to generate empathy from our school-wide audience, then our ensemble must first cultivate empathy within themselves. This will translate to the people within the historical and current events that we are exploring, student will be challenged to experience these events from that persons perspective and to truly understand where they were coming from, whether they agree with their actions and viewpoints or not.

### **Education Pillar #3: Teamwork**

*The combined action of an ensemble, especially when effective and efficient.*

From the most basic warm-up game to our showcases, all of our activities will require a spirit of teamwork. We will tackle exercises that demand teamwork in different ways; sometimes a game might require the group working together physically, and other times they may need to collaborate intellectually to solve a problem.

## PARTNERING ORGANIZATION

East Rock Community Magnet School

### PROGRAM DESCRIPTION

Over the course of the 2019-20 academic year, Long Wharf teaching artists will collaborate with the 8<sup>th</sup> grade teachers and work with their students during the Friday Magnet Block.

Students will learn the basics of creating an ensemble, acting skills, storytelling, and how to devise an original performance piece. They will work towards several performance goals including creating original performance pieces including but not limited to: National History Day, Black History Month, Women's History Month, and a New Haven focused unit.

We will ask students to conduct research, collaborate together on creating original performances, rehearse, and produce their own pieces of live theatre. Students will be encouraged to take on a variety of roles including actor, director, playwright, production designer, stage manager, and more. Each unit will culminate in a showcase for students and teachers to see the student's mastery of these concepts and introductory theatre techniques.

### PROGRAM GOALS

- Create a strong, equitable ensemble where each student uses their unique strengths to contribute to the success of the group.
- Devise an original performance piece that addresses historical and current events.
- Develop skills through theater that can be taken back into the academic classroom.
- Foster a collaborative relationship with a classroom teacher to co-develop arts integrate curriculum.

To achieve these goals, Long Wharf will work with East Rock Community School students to:

- Participate in a wide variety of games and exercises that address multiple learning styles (verbal, body/kinesthetic, interpersonal, intrapersonal, etc.)
- Engage in an active dialogue about the strengths and barriers of each individual student and the ensemble as a whole.
- Create an inclusive, positive, and energetic environment where all students feel inspired to participate fully.
- Emphasize that the skills learned in theater (creativity, collaboration, problem solving, etc.) can be applied to situations in the classroom or at home.
- Use the end-of-semester showcases as inspiration and motivation for our work, noting that we have the potential to affect true social change and deep learning at East Rock Community Magnet School.

LWT/East Rock Community Magnet School

## PROGRAM STRUCTURE

### September 2019- June 2020

- 8<sup>th</sup> Grade Magnet Block, 90 min per week
- Students will self-select into drama projects, all students will contribute to the process in a variety of ways.
- Culminating performances will take place at the end of each unit.

### Fall or Spring (To be scheduled with teachers at top of year)

- Students will see one- two shows at Long Wharf Theatre
- Students will tour Long Wharf Theatre and participate in an onsite workshop.

## PROGRAM COST

### Summer Planning (July 1-Sept 5)

- 10 hours x \$150/hr.= \$1,500

### Program Implementation (Sept 6- June 12)

- Teaching Time: 36 hrs x \$150/hr= \$5,400
- Prep time: 12 hrs x \$150/hr= \$1,800
- TOTAL: \$7,200

**Total Contract Proposal: \$8,700**



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Roberto Clemente Leadership Academy for Global Awareness  
**Date:** 10/2/19  
**Re:** Partnership with The Eli Whitney Museum

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**Executive Summary/ Statement:** The Eli Whitney Museum will provide instructional sessions and projects building upon an interdisciplinary project-based approach to learning. Their projects are geared to bring real-world experiential learning to the didactic learning of the classroom.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$12,636.00 = 54 sessions @ \$234 per session

**Funding Source & Account #:** Magnet 16-19 Clemente C/O, Acct. # 2517-6233-56694-0042

### Key Questions:

- 1. How does this project align to the District Continuous Improvement Plan?** Eli Whitney will be providing workshops for our students that give students the opportunity to engage in hands-on projects that are integrated with our global awareness magnet theme. Their educators will also help our teachers provide authentic project based learning (PBL) experiences for students. These projects will augment current curriculum initiatives, while promoting real world application. As students engage in hands-on projects, they will have the opportunity to delve deeper into their countries of study and to explore global issues that impact their specific countries of study.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
Sole Source
- 3. What specific skill set does this contractor bring to the project?** The Eli Whitney Museum will bring pedagogical skill set in the area of student engagement and project based learning.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.** RCLA partnered the last two years with Eli Whitney. Services are field trip based and are not a continuation of services.
- 5. Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?** We anticipate that we will see an overall increase in student engagement and student scores on performance tasks.
- 6. 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 the district. The

staff at Eli Whitney Museum are experts at developing and tailoring projects that align with our magnet theme.

**7. Why do you believe this agreement is fiscally sound?** By investing in the Eli Whitney Museum, we will be investing in the sustainability and longevity of student engagement, hands-on learning and real-world application of project based learning initiatives.





NEW HAVEN PUBLIC SCHOOLS

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

**The Eli Whitney Museum**

FOR DEPARTMENT/PROGRAM:

**Roberto Clemente Leadership Academy**

This Agreement entered into on the 2<sup>nd</sup> day of October, 2019, effective (*no sooner than the day after Board of Education Approval*), the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, The Eli Whitney Museum located at, 915 Whitney Avenue, Hamden, CT 06517(herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 234 per session, for a total of 54 sessions.

The maximum amount the contractor shall be paid under this agreement: Twelve Thousand, six hundred thirty-six dollars (**\$12,636.00**). 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 **Magnet 16-19 Clemente C/O Program** of the New Haven Board of Education, **Account Number:** 2517-6233-56694 **Location Code:** 0042.

This agreement shall remain in effect from November 13, 2019 to June 12, 2020

**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 Whitney Workshop of the Eli Whitney Museum will provide instructional sessions and projects building upon an interdisciplinary project-based approach to learning. Teachers will have the option of going to the Museum or having the instructional design coaches come to the school. All prices are encompassed in the session prices except travel cost for design coaches coming to the school. The Elli Whitney team will also contribute to planning and Professional Development for the classroom teachers so that they can use our projects in their schools and continue to use them to expand on the focus of global awareness, cultural diversity and social justice theme of Roberto Clemente Leadership Academy.

*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.

**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

Sept 30, 2019  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

SALLY HILL - Assoc. 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

BOARD OF DIRECTORS  
2019 - 2020

David Lewin  
President  
Eric Epstein  
Vice-President  
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JR Logan  
Secretary

Kathy Cooke  
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Sara Kirshbaum  
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Zach Morowitz  
Alan Platus  
Mary Schwab Stone  
Dan Veluzquez  
Kerri Ward  
James Whitney  
Kiran Zaman

The Whitney Workshop of the Eli Whitney Museum will provide instructional sessions and projects building upon an interdisciplinary project-based approach to learning. Our projects are geared to bring real word experiential learning to the didactic learning of the classroom. We will contribute to planning and Professional Development for the classroom teachers so that they can use our projects in their schools and continue to use them to expand on the focus of global awareness, cultural diversity and social justice theme of Roberto Clemente Leadership Academy .

The Workshop will provide all supplies and materials to build projects that teachers challenge us to design for their classes. Perhaps a series of maps made into pinball games, or a series of architectural explorations of the traditional buildings and building materials of the cultures they are studying.

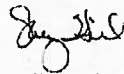
Games and festivals that a culture produces tells a story about that culture that explains their history and their mythology. Building and playing these games and designs allows students to become more immersed in a culture.

Our multicultural programs bring a model based awareness of global customs, traditions and issues that communities around the world all face. One project might explore the fishing industry found in countries around the world and the problems created by a changing climate which impacts the ability to sustain a way of life and feed people. Building and floating a boat and the catch for that boat explains the world in a real way.

The cost of programs will be \$234 per session for 54 sessions. These fees and material costs will not exceed \$12,636 for the year and will be scheduled by the teachers and the Workshop Director. We will help guide the teachers in choosing programs that fit into the theme of their grade level and if a new one needs to be designed, we will do that as well.

Last year we did projects for about 1000 students. We expect to do more this year and look forward to the challenges they propose.

Regards,



Sally Hill  
Associate Director

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

**SALLY HILL – RESUMÉ**

55 Flat Meadow Road  
 Guilford, Ct. 06437  
 203 . 494.0431  
 203.777.1833 FAX

**EDUCATION:**

1993

**MFA YALE UNIVERSITY:** Graphic Design

1974 - 1978

**APPRENTICESHIPS, WEAVING:** Jane Redman, Stephen Thurston,  
Theo Moorman, (Chicago)

1971

**BA SKIDMORE COLLEGE:** English**AWARDS:**

1997

**DOCTOR OF HUMANE LETTERS:** *Honorary degree conferred jointly with  
Wm Brown at Spring 1997 graduation  
by the University of New Haven for  
contributions to community, educational,  
intellectual and creative endeavors.*

1988 - PRESENT

**Exhibit Designer, Eli Whitney Museum, Hamden, CT**

**Exhibitions:** MARCONI: *Words without Wires*  
 TOOLS: *the Whitney Inventory*  
 WHISTLES: *The Lin Chapman Collection 1870 – 1940*  
 TOYS & TRAINS: *The George Graham Collection*  
 SPARK!: *the History of Electricity*  
 WHITNEY REGATTA: *Father's Day 1990*  
 MARBLE MADNESS  
 FOUNTAIN  
 FACTORY  
 TRAINS & TOY SOLDIERS  
 LEONARDO & THE EXPLORING MIND  
 A.C. GILBERT & THE TOOLS OF LEARNING  
 MATHWORKS: *power & pleasure in numbers*  
 INVENTING CHANGE: *the Whitney Legacy*  
 LEONARDO'S CLOTHESPIN: *a Design Arts Exhibition*  
 GILBERT & THE RADIO  
 CAST OF THOUSANDS: *the Gilbert Kastor Kit*  
 PLATONIC SPOOLS: *a Design Arts Exhibition*  
 THE GILBERT GALLERY: *a permanent Gilbert collection*  
 CLASSICAL BLOCKS: *a Gilbert Project Study*  
 THE LEONARDO CHALLENGE: *a Design Arts Exhibition  
currently in its 21st year.*  
 ERECTOR AT 100

1994 - PRESENT

**Exhibit Designer / Curator, The Leonardo Challenge, Eli Whitney Museum****FREE LANCE DESIGN PROJECTS:**

2000

**Exhibit Design: Weir Farm Trust, National Park Service, CT  
 Humanities Council, NEA, Parrish Art Museum**  
*Design, layout and installation of a retrospective exhibition of the  
 works of J. Alden Weir. "A Connecticut Place: Weir Farm, An  
 American Painter's Rural Retreat."*

- 1997 **Exhibit Design: Yale University Art Gallery**  
*Design, layout and installation of a 215 object photographic exhibition "Crossing the Frontier: Photographs of the Developing West, from 1849 to the Present"*
- 1996 **Exhibit Design: American Museum of Natural History**  
*Design, production, and installation of entry water sculpture and 10 interactive exhibits for Leonardo's Codex Leicester: A Masterpiece of Science*
- 1996 **Exhibit Design: Warner Lambert / Schick Corporate Office**  
*Design, production, and installation of Antique Razor Exhibit*
- 1996 **Exhibit Design: Yale University Peabody Museum**  
*Renovation, design, and installation of Native American Hall*
- 1996 **Exhibit Design: Yale University Peabody Museum**  
*The Semelai of Tasek Bera*
- 1995 **Exhibit Design: Yale University Peabody Museum**  
*Eduardo Masferré: People of the Luzon Mountains*
- 1993 **Exhibit Design: Yale University Peabody Museum**  
*Dinovisions: Science & Fiction in Jurassic Park*
- 1990 **Design consultant for census exhibit, New Haven Library**  
*The Actual Enumeration: 200 Years of the Census. New Haven.*
- 1990 **Design for switch, Christmas tree lighting on New Haven Green:**  
*Built by class from Vincent Mauro School.*
- TEACHING /OTHER:**
- 1988 – PRESENT **Educator, Eli Whitney Museum**
- 1995 **Project Director, NEA Design Arts Grant, National Endowment for the Arts**  
· The Leonardo Project: The Eli Whitney Museum
- 1993 – PRESENT **Adjunct Faculty: Southern Connecticut State University**  
· Art Department, Graphic Design  
Art 215 – Introduction to Graphic Design  
Art 316 – Graphic Communication & Production  
Art 499 – Independent Study  
Art 415 – Graphic Design III
- 1985 – 91 **COACH: ODYSSEY OF THE MIND TEAMS,**  
**CREATIVE ARTS WORKSHOP, ELI WHITNEY MUSEUM,**  
**A.E. COX ELEMENTARY SCHOOL**  
**BALDWIN MIDDLE SCHOOL , ADAMS MIDDLE SCHOOL**
- 1991 – 1997 **STATE DIRECTOR, ODYSSEY OF THE MIND, CREATIVE PROBLEM SOLVING COMPETITION FOR CHILDREN, GRADES K – 12.**
- 1986 - PRESENT **Designer: Computer based Graphic Design**  
1989 - New Haven Garden Club Show - program & signage  
1990 - Yale University Art Gallery Assoc newsletter  
1996 - PsyBC advertising materials & logo  
Internet-based Psychology and Psychiatric forums.

EDUCATION

- 1974 Columbia University: MSW  
Public policy and Social Group Work
- 1968 Peace Corps Training  
Educational supervision, Community Development,  
Languages: Malay, Iban.
- 1967 Kenyon College: BA Classical Languages  
Phi Beta Kappa, football captain

AWARDS:

- 1997 DOCTOR OF HUMANE LETTERS: *Honorary degree conferred jointly with Sally Hill at Spring 1997 graduation by the University of New Haven, for contributions to community educational, intellectual and creative endeavors.*

EXPERIENCE

1988 - present

DIRECTOR, ELI WHITNEY MUSEUM

- Educator: developed models for teaching twice exceptional children - gifted problem solvers with inconsistent school records - that have won state and national attention
- Curator: Exhibitions: *Tools*(89), *Spark: the History of Electricity* (89), *Whistles*(90), *Alice Washburn: Architect* (90), *Factory* (90) *A.C.Gilbert @ the Tools of Learning* (91), *Leonardo@ the Exploring Mind* (92), *Math Works* (93), *Inventing Change: the Whitney Legacy* (94) *Leonardo's Clothespin: a Design Arts Exhibition* (95), *Gilbert @ the Radio* (95), *Cast of Thousands: the Gilbert Kastor Kit* (96), *Platonic Spools: the second annual Design Arts Exhibition* (96), *Flyer at 50: the 50th anniversary of American Flyer trains* (96), *Classical Blocks: a Gilbert Project Study* (97), *The Leonardo Challenge 1993 – present*, *Erector at 100* (2014)
- Designer: interactive and laboratory learning projects for each of these exhibitions.
- Director / Designer: Water Learning Lab: an outdoor learning lab funded by the National Science Foundation and regional businesses.
- Principal Investigator: NEA Design Arts Grant, 1994 – 95
- Designer, interactive exhibits for the Leicester Leonardo Codex (Bill Gates) exhibition at the American Museum of Natural History.
- Teacher Training: Stamford, New Canaan, Fairfield, Hamden, New Haven
- Research: Project Connstruct, Project High Hopes (gifted/ld)
- Development: state, federal, local, private grants 1.2 million dollars



- Public Relations: articles in 15 news papers, incl NY Times, Boston Globe, Wash Post

1978 -1988

## EDUCATOR, DESIGNER

- Director, Children's Programs - Creative Arts Workshop, largest independent arts program for children in Connecticut. Increased enrollment by 40%.
- Co-founder daVinci School, a program which studies and writes curriculum for spatially gifted children: Children whose intelligence is more effectively expressed through art and building than through the reading/writing tasks of school.
- Teaching/Curriculum design projects: Worthington Hooker School, Center for Creative Youth, Wesleyan University, Eli Whitney Museum, Stamford Public Schools: Talented and Gifted Program, CES Norwalk, Hamden Hall, CES Litchfield, Branford, North Branford, North Haven, Woodbridge.
- Co-ordinated planning, development, construction for for Yale University's largest day care program. Designed and built play ground, indoor water play area.
- Book: *Woodworks: Experimental Building with Common Wood and Tools* 1984  
Atheneum: Honorable Mention: New York Academy of Science: Scientific American, Christmas Book List.
- Trained Teams for Odyssey of the Mind: Connecticut Champions, 2nd, 4th in World Finals.
- Produced *The Emperor and the Nightingale* an original opera performed by school chorus and professional artists. (1983)
- Produced: *Children Encounter Robots*, a multimedia gallery exhibition which drew 7000 visitors (1984).
- Creator/Co-ordinator: New Haven Remembers New Haven, a 350 foot long community time line which anchored New Haven's 350th Birthday celebration. Over 200 contributors. (1988)

1970 - 1978

DIRECTOR, PROGRAMS FOR THE HANDICAPPED,  
THE CHILDREN'S AID SOCIETY, CHAPPAQUA, NY

1969 - 1970

ADMINISTRATOR, SARAWAK CHESHIRE HOME,  
MALAYSIA, U.S. PEACE CORPS.

1968 - 1969

EDUCATIONAL SUPERVISOR, BATANG LUPAR,  
MALAYSIA, U.S. PEACE CORPS

**NEW HAVEN PUBLIC SCHOOLS  
AMENDMENT TO AGREEMENT**

**CONTRACTOR:** Friends Center for Children **AMENDMENT #:** 1

**GRANT # if applicable:** 093-000 11000-16274-2020-83014-170002 **AGREEMENT #:** 95384312

**ATTACH COPY OF FULLY EXECUTED AGREEMENT**

**GRANT NAME:** School Readiness **DATE:** 11-4-19

**FUNDING SOURCE FOR AGREEMENT:** CT Office of Early Childhood

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

**ORIGINAL AMOUNT OF AGREEMENT:** \$437,276

**AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT:** \$437,276

X  **ACTUAL** OR   **ESTIMATE**

**AMOUNT OF THIS AMENDMENT:** \$0 no change is funded amount


no  **INCREASE** OR  no  **DECREASE**

**AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT:** \$437,276

**FUNDING SOURCE & ACCT # FOR AMENDMENT:** same

**DESCRIPTION AND NEED FOR AMENDMENT:** Friends Center for Children will move 17 of its 49 School Readiness full day spaces from its current location at 227 East Grand Avenue to 495 Blake Street where it has another licensed child care center. This agreement is effective November 13, 2019 through June 30, 2020.

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

**CONTRACTOR'S SIGNATURE:**  10/10/19  
(Name) (Date)  
Executive Director  
(Title)

**NEW HAVEN BOARD OF EDUCATION:**

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



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND AGREEMENT NO. 95384312

Friends Center for Children

FOR NEW HAVEN PUBLIC SCHOOLS' EARLY CHILDHOOD DEPARTMENT

This Agreement entered into on the 3rd day of June 2019, effective (*no sooner than the day after Board of Education Approval*), and the 9th day of July, 2019, by and between the New Haven Board of Education (herein referred to as the "Board" and, Friends Center for Children located at, 227 East Grand Avenue, New Haven, CT 06513 (herein referred to as the "Contractor").

**Compensation:**

The Board will pay Contractor for satisfactory performance of services and pending receipt of State Award an amount not to exceed \$437,276.00 for the provision of services at the following location:

227 East Grand Avenue  
New Haven, CT 06513

49 "Spaces" for full day/full year services to be paid at the rate not to exceed \$8,924 per child, per year, or \$743.66 per month for prorated slots, for a total not to exceed \$437,276.00  
TOTAL

The Contractor will be paid a maximum of \$437,276.00 for the services. Compensation will be made upon submission of monthly reports for the services as outlined in *Exhibit A Scope of Service*.

**Fiscal support** for this Agreement shall be by the School Readiness Grant Program of the New Haven Board of Education, Account Number: 2523-900-5384-56697 Location Code: 0442.

This agreement shall remain in effect from July 9, 2019 to June 30, 2020.

**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 must be attached).*

The Contractor will provide an early care and education program to New Haven children ages 3 and 4 years old in a location licensed by the CT Office of Early Childhood or, exempt from licensing by the CT State Department of Education, utilizing fully staffed classrooms with personnel who are qualified by experience, training and as required by the CT Office of Early Childhood and the National Association for the Education of Young Children or the Head Start program.

*Handwritten initials and date: P6 5/18/19*

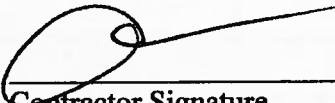
**Exhibit A: Scope of Service:** See attached contractor's detailed Scope of Service.

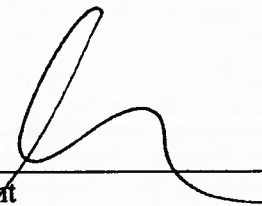
**Exhibit B: Student Data and Privacy Agreement:** Attached

**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

6-13-19  
\_\_\_\_\_  
Date

7/8/19  
\_\_\_\_\_  
Date

Allyx Schwane, Executive Director  
\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 10/2/18



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT A**

**DETAILED SCOPE OF SERVICE AGREEMENT  
SPECIAL TERMS AND CONDITIONS  
FOR SCHOOL READINESS PROVIDERS (referred to as the "Contractor")**

**Overview of School Readiness**

The School Readiness Program was established in 1997 under P.A. 97-259, An Act Concerning School Readiness and Child Day Care and codified in the CT General Statutes (CGS) 10-16p-10-16u. This legislation established a state grant program to provide spaces for eligible children in priority school districts and competitive grant municipalities in high-quality programs either accredited by the National Association for the Education of Young Children (NAEYC) or Head Start approved. The School Readiness Grant Program is administered by the CT Office of Early Childhood (OEC).

The New Haven School Readiness grant provides over 1,000 spaces for three and four year olds in preschool programs across the city including community-based centers and classrooms within the New Haven Public Schools and Gateway Community College. New Haven Board of Education is the fiscal agent for the grant. The School Readiness Office (SRO), located in the New Haven Public Schools' Early Childhood Department is the Board's designee for the grant. The New Haven Early Childhood Council (NHECC), whose members are appointed by the Mayor and Superintendent, is responsible for making recommendations on issues related to the School Readiness Grant Program, including the application for School Readiness grants.

The School Readiness Contractor will provide an early care and education program for New Haven children ages 3 and 4 years old including the services listed below and as outlined in the OEC's General Policies for State-funded Programs and its Licensing Unit, as the Policies and Procedures of the New Haven Early Childhood Council (NHECC).

**SECTION 1: REQUIRED SERVICES and STAFFING**

**A. OUTREACH SERVICES AND RECRUITMENT OF FAMILIES**

1. The Contractor is responsible for recruitment and enrollment of eligible children. Eligibility criteria, as determined by the NHECC includes the New Haven residency requirement and allotting 75% of the total School Readiness funded spaces for families who are at or below 75% of the State Median Income as determined by the OEC.
2. Any SR space that becomes vacant will be filled within 15 business days.
3. Contractors are to keep documentation of their outreach efforts. Outreach should include contacts with the organizations that have Memoranda of Understanding with the NHECC as well as businesses and other organizations within the vicinity of the center.
4. Contractors that are not at full capacity by October 31<sup>st</sup> must submit a recruitment plan by November 15<sup>th</sup> for approval by the NHECC. At the recommendation of the NHECC, the Board may amend the Agreement to reduce the Contractor's grant allocation.
5. Contractors who are at capacity must share their waitlist with the School Readiness Office.

## **B. EDUCATIONAL SERVICES**

1. Learning environment, curriculum and assessment
  - a. The Contractor will provide a developmentally appropriate, play-based early care and education program for children age 3 to 4 years and eligible 5 year olds. .
  - b. For each classroom, weekly Learning Experience Plans will be developed, followed and archived. The content of each plan will be based on children's interests and the CT Early Learning and Development Standards (ELDS). Curriculum standards that have been cross-walked with the ELDS may also be used.
  - c. A developmental screening tool will be used within the first 45 days of a child's entry into the program. Acceptable screening tools include: the Ages and Stages Questionnaire and the Ages and Stages Social/Emotional Questionnaire (ASQ); the Gesell Institute Developmental Screen, Early Screening Inventory (ESI) and Temperament and Atypical Behavior Scale TABS).
  - d. Classroom staff will document children's growth, understanding and skill in the areas of: cognition; social; emotional; physical health; language and literacy; creative arts; mathematics; science; and, social studies. Documentation should include teacher observations, work samples and parent input. Teachers will document how children's ideas are incorporated into the curriculum.
2. Family participation
  - a. Ongoing documentation will culminate in two annual assessment periods. Teachers will share the assessment with parents at 2 parent-teacher conferences annually. At least 80% of parents will attend 2 annual conferences. Documentation will include conference times and length, the comments and signature of parents.

## **C. QUALITY COMPONENTS**

As outline in CT General Statutes Sections 10-16o through 10-16u, each school readiness program will:

1. Develop a plan for collaboration with other community programs, including public libraries. Coordinate resources to facilitate full-day and full-year child care and education programs for children of working parents and parents in education or training programs;
2. Encourage family involvement, parenting education and outreach;
3. Provide referrals for health services, including referrals for appropriate immunizations and screenings;
4. Provide nutrition services;
5. Provide referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services;
6. Develop admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities;
7. Develop a transition plan for children moving from the School Readiness program to kindergarten. This includes provisions for the transfer of records from the program to the kindergarten program;
8. Develop a plan for professional development for staff; including, but not limited to, training in pre-literacy skills development, and designed to assure respect for racial and ethnic diversity;
9. Use the OEC designated sliding fee scale for families participating in the program;
10. Implement an annual evaluation of the effectiveness of the program; and

11. Develop a plan to ensure that children with disabilities are integrated into programs with children who are not disabled

## **D. STAFFING**

### **1. HIRING AND STAFFING LEVELS**

- a. Contractors will maintain adequate teacher:child ratios that at minimum, adhere to the OEC Day Care Licensing Regulations.
- b. Any staff changes will be reported to the School Readiness Office on the Staffing Coverage Form and added to the CT Registry.

### **2. EDUCATION REQUIREMENTS**

Each classroom will meet the following:

- a. OEC Day Care Licensing regulations
- b. OEC Quality Staff Member education requirements
- c. NAEYC or Head Start requirements

### **3. STAFF ORIENTATION, STAFF DEVELOPMENT**

All staff will have:

- a. The understanding, skills and experience to work with preschool aged children and families.
- b. An orientation within the first two weeks of hire. This must include an overview of the School Readiness Program policies, procedures and expectations.
- c. A staff development plan that includes the education requirements set forth by OEC's Bureau of Early Care and Education and its Licensing Unit, NAEYC and NHECC. Staff training will be documented in each staff members file. First year full time staff will complete all required trainings by May of their first year. Part time staff will complete trainings required for the position by all regulatory agencies including the School Readiness professional development areas of language and literacy, diversity, and working with children with special needs.
- d. Staff development plans will also include training in the CT ELDS, CT DOTS or similar systems. Regular observations, at minimum quarterly and preferably once a month, by the program leader and/or education consultant will be included in the staff member's professional development plan and annual evaluation.
- e. A program-wide staff development plan with proper documentation as required by NAEYC.

### **4. SUPERVISION**

- a. All staff will be supervised by the program's education leader or designee with the skills and knowledge to support their professional learning. Supervision will include classroom observations, regular meetings with staff and a plan of goals, action steps and measures of progress as well as the strengths observed and contributions made to the program. The plan must be updated at least twice a year.
- b.1 Contractors are required to report any alleged act of commission or omission, suspicion of child abuse or neglect to all regulatory agencies within 24 hours, the School Readiness Office (SRO), the OEC, NAEYC and/or Head Start. Notification must include the date and time of the alleged act and the nature of the complaint. The Contractor must also notify the SRO of the results of any investigation and any actions taken by the Contractor to correct the situation.
- b.2 Contractors will also inform the SRO of any notification to DCF against a parent or non-employee of a SR funded child.

## **E. CONSULTATION**

As required by NHECC Policies, all Contractors must have an education consultant who provides consultation to teachers and program leaders for a minimum of 2 hours per month. This may be the education consultant on the Contractor's OEC License, or may be another qualified consultant with expertise in curriculum, assessment, classroom management and supervision. The Contractor will notify the SRO of the education consultant selected. The consultant's time and focus will be recorded monthly.

## **SECTION 2: REPORTING REQUIREMENTS AND RECORD KEEPING**

### **A. REPORTING REQUIREMENTS**

1. All reports are to be submitted by the due date. The monthly reporting periods and due dates are listed on the chart below. Monthly Reports include:  
Priority School Readiness Monthly Report  
Site Data Report  
Withdrawal Report  
Financial Report, including accounting for the collection and use of parent fees and Care for Kids funds consistent with the terms of this Contract.
2. All Contractors are to update their program's information on the CT Registry and the ECIS systems on a monthly basis.
3. Any staff changes are to be reported to the SRO within 5 business days, by updating the Staffing Coverage Plan.
4. Using the protocol established by the OEC, all state funded programs are to email the SRO the required NAEYC, OEC and DCF documents.
5. Annual evaluations, surveys or other documents requested by OEC or by the SRO on behalf of the New Haven Board of Education and/or the New Haven Early Childhood Council.

### **B. RECORD KEEPING**

1. Staff files contain a cover sheet listing completion dates of professional development training, staff self-evaluation, annual PD goals, annual evaluations with supporting documentation on file. Staff in programs that are exempt from licensing must have a minimum of 15 hours of professional development. Notes of education leaders' and/or their designees' classroom observations, meetings with individual teachers, teaching teams and full staff are documented and outline next steps and a timeline.
2. Child files Enrollment: contain a checklist listing all the documents required by OEC Licensing Unit and the SRO, with supporting documents on file. Records of daily family sign in/out sheets and daily attendance are kept on file and agree with the data submitted on the Site Data Report and in the ECIS.  
Child files Assessment: there is a system to track teachers' observation notes and assessments to ensure that all domains are assessed with ample supporting documentation. Assessments should be completed at least twice a year.
3. The Contractor will maintain books, records, documents, program and individual service records, evidence of its accounting and billing procedures and practices for a period of 3 years.

## **SECTION 3: PROGRAM MONITORING**

The Contractor will make all records and documents required under this Agreement as outlined here, in OEC Policies and NHECC Policies available to the SRO or its designee, the SR Fiscal Officer or their designee



and the OEC. Scheduled monitoring visits will take place twice a year. The SRO and OEC reserve the right to make unannounced visits.

#### **SECTION 4**

Provision against assignment: The contractor may not at any time assign any responsibilities of this contract to any other person, persons or agency without prior approval by SRO.

Access: The information shall be available during the hours of the Contractor's program operation and at all other reasonable times for monitoring, inspection, review or audit by employees or agents of the Board and/or the supervising state agencies. The Board reserves the right to conduct unannounced visits to funded sites to confirm reported data.

Complaints: The Contractor will ensure that all families funded through the School Readiness Grant are aware of their rights to have their concerns/complaints addressed. The Contractor will inform families in writing of the steps to follow to have a complaint/concern resolved. This will include the contact information for the SRO. NHECC Policies and Procedures make clear the steps the SRO will take to help resolve the complaint.

Suspension and/or Expulsion: No child should be expelled or suspended from a program. In the rare instances when a child's behavior jeopardizes the safety of themselves or others, the Contractor will immediately notify the SRO in writing of the situation and the actions taken to date to remedy the concern. The Board and the NHECC reserve the right to eliminate the funded spaces in cases where it deems the termination is not in keeping with the intent of the School Readiness Program.

Insurance: the Contractor is required to provide proof of liability coverage.

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

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

Termination and Default: if the Contractor fails to fulfill its obligations under this contract, the Board, in consultation with the New Haven Early Childhood Council may:

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

**SECTION 5: COMPENSATION FOR SCHOOL READINESS FUNDED PROGRAMS**

Compensation for services is based on the approved maximum number of children served each reporting period (see below for report periods) where each child is in attendance at least one day during the reporting period. For each child served, programs will be reimbursed at the rates established by the CT Office of Early Childhood.

Compensation will be made upon the submission of an invoice and is contingent on the timely receipt of expenditure reports, invoices and all program and service reports outlined in this Contract. In the event that reports have not been submitted by the deadlines stipulated in the Contract, the Board will delay payment until such time the report(s) are submitted and approved. The current rates are:

**Full day/full year services** will be paid at the rate of \$743.66 per month not to exceed \$8,924 per child per year. Full day/full year is defined as 10 hours/day, 50 weeks/year, legal holidays excluded, where children regularly attend 5 days/week for at least 6 hours/day.

**School day/school year services** will be paid at the rate of \$600.00 per month, not to exceed \$6,000 per child per year. School day/school year is defined as 6 hours/day, 10 months/year, where children regularly attend 5 days/week for a minimum of 6 hours/day.

**Part day/school year services** to be paid at the rate of \$450.00 per month, not to exceed \$4,500 per child, per year. Part day/school years is defined as a minimum of 2.5 hours/day, 10 months/year, where children regularly attend 5 days/week.

**Monthly Reporting Due Dates—**

PSRMR, SDR, Withdrawal REPORTING PERIODS		# of wks	DUE DATES
From	End Date		
July 1, 2019	July 27, 2019	4	July 30
July 29, 2019	August 30, 2019	5	September 3
September 2, 2019	September 27, 2019	4	October 1
September 30, 2019	October 25, 2019	4	October 29
October 28, 2019	November 29, 2019	5	December 3
December 2, 2019	December 27, 2019	4	December 31
December 30, 2018	January 31, 2020	5	February 4
February 3, 2020	February 28, 2020	4	March 3
March 2, 2020	March 27, 2020	4	March 31
March 30, 2020	April 24, 2020	4	April 28
April 27, 2020	May 29, 2020	5	June 2
June 1, 2020	June 26, 2020	4	June 30

**SECTION 6: OUTCOME MEASURES**

**Really need help with this so that it is clear, measurable and not onerous to complete!**

<b>OUTCOMES</b>	<b>MEASURES</b>
<p>Improve access to and utilization of School Readiness Preschool Programs for New Haven 3 &amp; 4 year olds.</p>	<p>SR monthly utilization rate of 95% to 100% will be maintained from September to June 30.                      Programs have a detailed recruitment plan to reach out to New Haven families including families in underserved neighborhoods.                      Spaces that become vacant will be filled within 15 business days.</p>
<p>Reduce the chronic absenteeism rate.</p>	<p>Chronic absenteeism is defined as a monthly attendance rate of less than 85%.                      When attendance falls below 85%, families will be contacted, reasons for the absences and a plan to improve attendance will document progress.</p>
<p>Increase the quality of early childhood programs by recruiting and maintaining the current OEC education requirement: at least one teacher in every classroom with a minimum of a CDA and 12 early childhood credits.</p>	<p>100% classrooms, including non-funded rooms will meet the education requirement.</p>
<p>By July 1, 2022, SR funded programs will hire teachers who meet the OEC’s increased education standards by having a minimum of 50% of classroom lead teachers with an approved Associate’s Degree.</p>	<p>SR programs have individual education plans for each staff member that includes meeting the OEC July 1, 2022 goal.                      Education plans are updated every six months and show progress toward the goal.</p>
<p>Children’s growth in all developmental domains</p>	<p>Classroom environments and weekly Learning Experience Plans will align and consistently include strategies to support children’s development as outlined in the OEC’s Early Learning Development Standards (ELDS).                      Assessment documentation will show 95% of all children have made progress in each developmental domain.</p>



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

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

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

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

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

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

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

Revised: 10/2/18



# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Susan DeNicola, Principal of Strong Communications Magnet School  
**Re:** Gesell Institute of Child Development  
**Meeting Date:** November 4, 2019

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and the Gesell Institute of Child Development to provide professional development and coaching in the pedagogy of play to advance cognitive skills like language and reading as well as social skills like emotion regulation.

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

- **\$1,000** for each 90 minute all staff professional development session for **1 session** for a total of \$1,000.
- **\$2,500** for each full day professional development session for **4 sessions** for a total of \$10,000
- **\$200** per hour for each **four hour** coaching session for **6 sessions** for a total of \$4,800
- **The maximum amount the contractor shall be paid will not exceed \$15,800.**

**Funding Source:**

School Improvement Grant (SIG): Account #: 2531-6279-56694-0028 (Pending Receipt of Funds)

**Key Questions:**

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

Priority 1 of the District Continuous Improvement Plan states that we will improve academic achievement for all students by ensuring all students meet or exceed state-determined growth targets in English Language Arts and Mathematics. Guided play advances cognitive skills like language and reading, as well as social skills like emotion regulation. These foundational skills are essential in helping students succeed both academically and socially.

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

When a needs assessment was conducted with Strong Magnet School staff and district staff, it was identified that teachers needed improvement in how to scaffold instruction for students with diverse needs and how to match instruction to those needs. The professional development and coaching in the pedagogy of play will support teachers who work with our earliest learners so teachers can meet students where they are on their path of learning.

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

Contractor selection was outlined in the School Improvement Grant. Gesell Institute 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**).

Since 1950, Gesell Institute of Child Development has led research, advocacy and training in how children grow along the same path, at their own unique pace. It is through this research and that the Gesell Institute of Child Development has been educating and supporting teachers, parents, and other early childhood professionals for almost 70 years. The Gesell Institute's evidenced based coaching and consultation practices consider current research when designing a responsive and relevant program of improvement and implementation at the teacher, classroom and program level.

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

This is a new service.

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

Teachers, coaches and the leadership team will evaluate the contractor's performance. It will also be evaluated by the implementation of the pedagogy of play as well as increases in student performance and achievement.

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

District staff cannot provide the training internally as the selected vendor is approved by the Connecticut Department of Education to give the professional development needed to improve student achievement at Strong Magnet School. In addition, the professional development sessions are designed specifically for the needs of our school and students.

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

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

# AGREEMENT

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

**Gesell Institute**

**FOR DEPARTMENT/PROGRAM:**

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

This Agreement entered into on the 15<sup>th</sup> day of October 2019 effective the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, the Gesell Institute located at 310 Prospect Street, New Haven, Connecticut 06511 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of

- **\$1,000** for each 90 minute all staff professional development session for **1 session** for a total of \$1,000.
- **\$2,500** for each full day professional development session for **4 sessions** for a total of \$10,000
- **\$200** per hour for each **four hour** coaching session for **6 sessions** for a total of \$4,800

The maximum amount the contractor shall be paid under this agreement: Fifteen thousand, eight hundred dollars. (\$15,800.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by School Improvement Grant (SIG) of the New Haven Board of Education, **Account Number:** 2531-6279-56694-0028 (Pending Receipt of Funds)

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**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 Gesell Institute will provide professional development and coaching to Strong Magnet School Staff. There will be an all-school professional development in play pedagogy. The Kindergarten staff and instructional coaches will be provided with **4** full day professional development sessions that will cover the topics: The Environment as Teacher, Wondering Questions, Open Work, and Observation and Scaffolding/Guided Play. In addition, the Kindergarten staff will receive six sessions of in-classroom support and coaching in the pedagogy of play implementation. The services will be provided at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School/Barack H. Obama Magnet University School. Strong staff will receive the services provided. The services will be provided between November 13, 2019 and June 19, 2020.



*Exhibit A: Scope of Service: Please see attached contractor's detailed Scope of Service.*

*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

OCT. 10, 2019  
Date

\_\_\_\_\_  
Date

PEG OLIVEIRA, Exec Director  
Contractor Printed Name & Title

Peg Oliveira, PhD, Executive Director  
peg.oliveira@yale.edu  
www.gesellinstitute.org  
203.777.3481

***Promoting Learning through a Pedagogy of Play***  
Proposal to Strong 21st Century Communications Magnet School & Lab, New  
Haven, CT  
2019-2020

**Total: \$15,800**

**(a) All-School Professional Development: A Pedagogy of Play**

Train all Strong School faculty and staff in play pedagogy; inform all on the Kindergarten implementation plan and coaching process.

Duration: 90 mins  
Timeline: Fall 2019  
Fee: \$1,000

**(b) Kindergarten staff and coaches Professional Development: Implementation of a Pedagogy of Play**

Provide professional development in Play Pedagogy to 3 Kindergarten classrooms and identified coaches participating in 2019-20 implementation. Topics will include:

1. The Environment as Teacher
2. Wondering Questions
3. Open Work
4. Observation and Scaffolding/Guided Play

*2 full day sessions*

Duration: Full Day  
Timeline: Winter 2019/20 & Spring 2020  
Fee: \$ 2,500 each training (day)

**Total: \$5,000**

### **(c) Coaching Institute**

In classroom support to teachers and paras in pedagogy of play implementation. Activities include: Coaching Kindergarten every 4-6 weeks for 1-hour visits and 15 minute debriefs; total of 6 visits between December 2019 and June 2020 to each of three classroom.

Timeline: November 2019 - June 2020

Fee: \$4,800

$\$200 / \text{hour} \times 6 \text{ visits} \times 3 \text{ classrooms} @ 1 \text{ hour} = \$3,600 \text{ coaching}$

$\$200 / \text{hour} \times 6 \text{ visits} \times 3 \text{ classrooms} @ 20 \text{ min} = \$1,200 \text{ debrief meetings}$

*Total = \$4,800*

### **(d) June Pedagogy of Play Institute**

Provide professional development in Play Pedagogy to 3 Kindergarten classrooms and identified coaches participating in 2020-21 implementation. Opportunity to fold in new staff. Additional staff are welcome to attend.

Planning for 2020 continued implementation, including

1. Preparing the Environment
2. Defining Wondering Questions
3. Planning Open Work and materials needed
4. Practice Observation and Scaffolding/Guided Play; ongoing training

*2 full day sessions*

Duration: Full Day

Timeline: Winter 2019/20 & Spring 2020

Fee: \$ 2,500 each training (day)

*Total: \$5,000*

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Susan DeNicola, Principal of Strong Communications Magnet School  
**Re:** Center for the Collaborative Classroom  
**Meeting Date:** November 4, 2019

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and the Center for the Collaborative Classroom to provide professional development to teachers in the collaborative literacy reading comprehension module Making Meaning and Being a Writer to support teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing.

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

There will be five professional development sessions. Each session will cost \$2,600 for a total of \$13,000.

**Funding Source:**

School Improvement Grant (SIG) account # 2531-6279-56694-0028 (Pending receipt of funds)

**Key Questions:**

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

Priority 1 of the District Continuous Improvement Plan states that we will improve academic achievement for all students by ensuring all students meet or exceed state-determined growth targets in English Language Arts. Our school goal is that the percentage of students achieving Level 3 or 4 in ELA on the Smarter Balanced Assessment (SBA) will increase by 5 percentage points from 29% in June 2019 to 34% in June 2020. We also identified that the percentage of students achieving their growth target in ELA on the SBA will increase by 5 percentage points from 47.5% in June 2019 to 52.5% by June 2020. The professional development provided by the Center for the Collaborative Classroom will focus on supporting and coaching teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing.

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

In June 2019, 29.3% of students at Strong Magnet School achieved a Level 3 or 4 in ELA as measured by the Smarter Balanced Assessment. Strong Magnet School staff needs to continue to receive professional development in best practices to teach reading, vocabulary, and writing to ensure that the percentage of students who achieve a Level 3 or 4 in ELA increases in addition to the amount of students who achieve their growth target. Professional development by the Center for the Collaborative Classroom will provide teachers with the knowledge necessary to effectively and efficiently plan and implement the Making Meaning and Being a Writer programs.

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

Contractor selection was outlined in the School Improvement Grant. The Center for the Collaborative Classroom 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 specific skill set that the Center for the Collaborative Classroom offers is a successful history of working with leadership teams to develop sustainable plans that consider the instructional shifts of teachers and the academic expectations for students. The Center for the Collaborative Classroom are experts in the researched-based and standards-aligned programs that teachers will be receiving professional development in.

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

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

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

The contractor's performance will be evaluated by teachers, coaches and the leadership team. It will also be evaluated by the implementation of learned strategies, resources and tools, as well as increases in student literacy scores. Since training and implementation, there has been a 21.6% increase of students who are achieving their growth target.

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

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

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

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

## AGREEMENT

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

**Center for the Collaborative Classroom**

**FOR DEPARTMENT/PROGRAM:**

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

This Agreement entered into on the 15<sup>th</sup> day of October 2019 effective the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Center for the Collaborative Classroom located at 1001 Marina Village Parkway, Suite 110, Alameda, CA 94501-1042 (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$2,600.00 per full day session** for a total of **5 sessions**. The maximum amount the contractor shall be paid under this agreement: Thirteen thousand dollars (\$13,000.00). 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 School Improvement Grant (SIG) of the New Haven Board of Education, **Account Number:** 2531-6279-56694-0028 (Pending Receipt of Funds).

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

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

The Center for the Collaborative Classroom will be providing professional development in the collaborative literacy reading comprehension module *Making Meaning* and writing module *Being a Writer*. Collaborative Classroom training provides support for teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing. The service will be delivered in five full day sessions. The service will be provided at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School. K-4 teachers and coaches will receive the professional development. The service will be provided between November 13, 2019 and June 30, 2020.

**Exhibit A: Scope of Service: See attached detailed Scope of Service.**

**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.

Kim Gilbert  
Contractor Signature

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

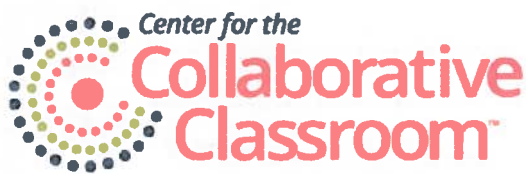
10.25.19  
Date

\_\_\_\_\_  
Date

Kim Gilbert, Manager of Ed. Partnerships  
Contractor Printed Name & Title

Revised: 10/2/18





Empowering teachers. Inspiring students.

## Professional Learning Opportunities: *Being a Writer & Making Meaning* Strong 21<sup>st</sup> Century Communications Magnet School, New Haven, CT

Center for the Collaborative Classroom will partner with your school to support the implementation of *Being a Writer* and *Making Meaning*. Professional learning opportunities are outlined in the table that follows.

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

### Goals

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

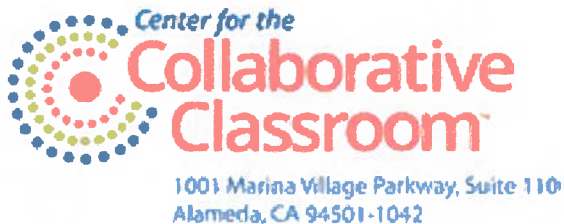
### Assumptions

- *Being a Writer* and *Making Meaning* will be implemented school-wide in Grades K-4.
- When possible, administrators will participate in professional learning alongside teachers.
- The professional learning plan is a living document and contents will be modified as needed throughout the year.

**Professional Learning Plan: Cost Proposal for Strong School**

Professional Learning Experience	Time	Rate/Value	Cost
Lesson Study – <i>Being a Writer</i> focus Date TBD, recommended Fall 2019	1 day	\$2600/day/consultant	\$2,600
Learning Walks – <i>Being a Writer</i> focus Date TBD, recommended Fall/Winter 2019	1 day	\$2,600/day/consultant	\$2,600
Lesson Study – <i>Making Meaning</i> focus Date TBD, recommended Winter 2019/Spring 2020	1 day	\$2,600/day/consultant	\$2,600
Learning Walks – <i>Making Meaning</i> focus Date TBD, recommended Spring 2020	1 day	\$2,600/day/consultant	\$2,600
Professional Development on Lesson Facilitation and Student Discourse Date TBD, recommended Summer 2020	1 day	\$2,600/day/consultant	\$2,600
<b>Total Proposed Professional Learning Charges</b>	<b>5 days</b>		<b>\$13,000</b>





**QUOTE**

**#Q707814**

**Bill To:**

NEW HAVEN CITY SCHOOL DISTRICT  
54 MEADOW ST  
NEW HAVEN CT 06519-1783  
United States

**Ship To:**

STRONG 21ST CENTURY  
COMMUNICATIONS MAGNET SCHOOL  
130 ORCHARD ST.  
NEW HAVEN CT 06519  
United States

**Total: \$13,000.00**

**Remit to:**

Center for the Collaborative Classroom  
1001 Marina Village Parkway, Ste 110  
Alameda, CA 94501  
Phone: 510-533-0213 Fax:  
510-842-0348

Terms	Expires	PO #	Sales Rep	Shipping Method	Date
Net 30	1/23/2020			UPS-GD	10/25/2019

Quantity	Item	Description	Rate	Amount
5	CONSULT-In School	Consulting In-School	\$2,600.00	\$13,000.00

**Memo:**

Please note this quote will be honored within 90 days of quote issue date towards one purchase order shipping to one site. Please refer to the Quote ID # on purchase order to expedite the processing and avoid duplication. To place an order, fax your purchase order to 510-842-0348, telephone 800-666-7270x5 to speak to customer service, or email to [clientsupport@collaborativeclassroom.org](mailto:clientsupport@collaborativeclassroom.org)

**NEW WIRE INFO:**

California Bank of Commerce:  
3595 Mt. Diablo, Second Floor, Lafayette, CA 94549  
ABA Routing Number: 121144696  
Bank Account Number: 1092196

<b>Subtotal</b>	<b>\$13,000.00</b>
<b>Shipping Cost</b>	<b>\$0.00</b>
<b>Tax (0%)</b>	<b>\$0.00</b>
<b>Total</b>	<b>\$13,000.00</b>



Q707814



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

AND

SOPHY ABREU  
For Early Childhood Education Coaching in PreK Programs

This Agreement entered into on the 5<sup>th</sup> day of October 2019, effective (*no sooner than the day after Board of Education Approval*), on the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Sophy Abreu located at, 261 View Street, New Haven, CT 06511 (herein referred to as the “Contractor”).

**Compensation:**

The Board will pay the Contractor for satisfactory performance of services and pending receipt of State Award an amount not to exceed \$16,800 (sixteen thousand eight hundred dollars). The hourly rate \$75 per hour. The Contractor will work 7 hours/week for 32 weeks. Compensation will be made upon submission of monthly reports for the services as outlined in *Exhibit A Scope of Service*

**Fiscal support** for this Agreement shall be by the **School Readiness Quality Enhancement Grant Program** of the New Haven Board of Education, **Account Number: 2523-900-5385-56697** Location Code: 0442.

This agreement shall remain in effect from November 13 to June 30, 2020.

**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 must be attached).*

The Contractor will provide early childhood education coaching services for prek programs funded under the School Readiness Grant Program. This includes but is not limited to classroom observations, modeling, meetings with teachers and directors, and in-service training related to prek curriculum and child assessments. The hourly rate for this service is \$75.00 per hour and including no more than 2 hours per month for planning and for meetings with the School Readiness Project Director or her designee.

**Exhibit A: Scope of Service:** See attached contractor's detailed Scope of Service.

**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

10.10.2019  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Sophy Abreu - Contractor  
\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 10/2/18



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT A**

**SCHOOL READINESS QUALITY ENHANCEMENT - EDUCATION COACHES**

**DETAILED SCOPE OF SERVICE AGREEMENT**

**SPECIAL TERMS AND CONDITIONS**

for Sophy Abreu

(referred to as the “Contractor”)

**Overview of the Quality Enhancement Grant**

The Quality Enhancement Grant for the CT Office of Early Childhood is a competitive grant whose purpose is to provide funding for early care and education programs to address School Readiness quality standards and/or expand comprehensive services for children and families as identified in C.G.S. Section 17b-749c. The New Haven Early Childhood Council is responsible for identifying the services most needed, issuing a Request of Proposal and selecting contractors for the services.

The Council identified as a priority Early Childhood Education Coaching to School Readiness preschool teachers and education leaders to increase knowledge and skills needed to provide a developmentally appropriate early learning experience for children. Given the limited resources available for this service, the work of the early childhood education coach will be short-term work targeting a specific, identified need. Subsequent issues identified will be sequentially addressed.

**Services**

The Quality Enhancement Contractor will provide early childhood education coaching to School Readiness preschool programs. The services will include:

- Working in concert with the New Haven Early Childhood Council’s Quality Enhancement Committee and the School Readiness Project Director to identify the exemplar classroom practices, areas of support needed, strategies to enhance program quality, and measures used to track services provided and program improvements.
- Identifying all the resources currently in place for programs and identifying additional resources available to programs.
- Using an evidenced- or standard-based assessment, and in concert with the program education leader and teachers, determine the needs that will be addressed. The NAEYC Accreditation Standards meets this criteria as an effective way to measure need.
- Providing on-site support to classroom teachers and/or program leaders will be documented in an action plan that includes: specific area of need, services provided and outcomes. On-site supports may include: joint planning and goal setting, shared feedback, observations, modeling, curriculum development, in-service training and developing child assessment systems.
- Working with program leaders to reinforce the skills, knowledge and goals set through the joint planning and coaching work.

- Participating in a Professional Learning Community comprised of New Haven preschool coaches working in New Haven Public Schools' magnet preschools, Head Start and School Readiness classrooms and community based programs.
- Compiling a brief report and quarterly presenting a summary of the work to the New Haven Early Childhood Council or its representatives
- Helping programs to access additional resources and services such as referrals to the NHPS' Early Childhood Assessment Team, mental/behavioral health clinics, workshops related to NAEYC accreditation, ELDS, DOTS, etc.

**Compensation:**

Compensation is made upon the submission of monthly invoices, including itemization of all costs and back up documentation. The monthly invoice should include a written record of the services provided, the strategies offered and the status of the services for each program consulted. Payment is contingent upon the timely receipt of expenditure reports, invoices and all program and service reports outlined in this Contract. In the event reports have not been submitted, the Board will delay payment until such time the report(s) are submitted and approved.

Provision against assignment: The contractor may not at any time assign any responsibilities of this contract to any other person, persons or agency without prior approval by SRO.

Insurance: the Contractor is required to provide proof of liability coverage.

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

Non-Renewal: in the event this agreement is canceled, or if the Board does not offer the Contractor a new Agreement of the same or similar service upon its expiration, the Contractor will assist in the orderly cessation of the operations under this Agreement and return of all property purchased with Quality Enhancement funds.

Termination and Default: if the Contractor fails to fulfill its obligations under this contract, the Board, in consultation with the New Haven Early Childhood Council may:

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



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

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

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

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

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**EARLY CHILDHOOD EDUCATOR**

---

Over 20 years' experience driving **child growth and development** for leading nonprofit and school based educational organizations. Highly passionate about working with children and families and communities. Experienced in public relations, partnership building with board, staff, families and community and fundraising.

---

**PROFESSIONAL EXPERIENCE**

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**Greenwich United Way, Greenwich, CT**

**9/2018-Current**

Instructional Coach

Coach early childhood teachers in community preschools using Jim Knight's instructional model. Meet with teachers weekly to discuss and set goals; model and directly teach practices; ongoing video support to reflect and analyze on practices.

**First Steps at Clinton, New York, NY**

**8/2016– 9/2018**

Education Director

Responsible for supervising a child care center with infants, toddlers, and preschoolers. Hold monthly staff and parent meetings so all are involved in the curriculum process. Ensure all teachers adhere to best practices, health and safety standards and governing regulations. Train teachers on relevant topics to increase knowledge and success. Upon arrival, strategically filled center to capacity after three years of being under enrolled.

**Polk County School District, Kissimmee, FL**

**8/2015– 8/2016**

Teacher

Third grade teacher for a classroom of 21 students; taught content area assigned. Took daily attendance; taught students proper behavior; encouraged a community of respectful learners amongst students. Differentiated lessons according to skill level; small group attention. Assigned homework and tasks that helped in their mastery of skills. Found new and productive ways of teaching students, that will help them feel confident, and positive about learning. Communicated with parents of each student, and informed them of their child's development in school. Attended all the students and teachers meeting. Participated in all the school's functions.

**NAEYC, Washington D.C.**

**5/2012– Present**

Assessor

Contract employee trained to reliability on the National Association for the Education of Young Children Academy's data collection tools for programs seeking accreditation from NAEYC. Responsibilities include scheduling and conducting site visits to early childhood programs. Duties include communication with programs before during and after visits; objectivity and unbiased skills; technological understanding of data collecting. In addition, accountability for timely submission of data collection and tools utilized in the site visit is necessary.

**Central Connecticut YMCA, Bridgeport, CT**

**10/2008– 10/2014**

Preschool Director/ Site Coordinator/ Infant and Preschool Teacher

Continued to serve children and families within the Y, advancing in career possibilities. Responsibilities include implementation of a curriculum as well as values development deliverance for children in a school readiness program. Utilized state benchmarks and standards to guide children to mastering skills. Networked with nearby agencies to link families to community resources. Committed to NAEYC code of Ethical Conduct and standards in offering high quality experiences and education to preschool children. Supervised staff, aides and substitutes in ensuring curriculum, assessments, and appropriate practices occurred daily. Responsible for all tuition fees, late payments for the center as well as mandated state regulated programs. Maintained necessary documentation needed for state funders. Maintain a budget of 500k, ensuring its balance and availability.

**LULAC Head Start**

**7/2004– 10/2008**

Early Head Start Facilitator/ Home Visitor/ Toddler Teacher

Started as a toddler teacher with two assistants. Responsible for mentoring and coaching the teachers to learn and adhere to Head Start Performance Standards and best practice. Encouraged new parental involvement and reinforced existing ones so children were more successful. As a home visitor, established a waitlist of parents for home based care and had an active caseload of 13 families; conducted socialization visits monthly, introducing center based practices to the families. As an Early Head Start Facilitator, I supervised teachers and teachers assistants to include mentoring, coaching, conducting workshops that were tailored for children Birth- two years old. Assisted teachers in planning curriculum.

**Sophy M. Rodriguez**

261 View Street 1<sup>st</sup> floor, New Haven, CT 06511 • (863) 399-4948 • somarie.rodriguez@gmail.com

**West Haven Community House**

**10/2002– 7/2004**

Preschool Teacher

Led a classroom of 18 children with two assistants. Responsible for lesson planning, team meetings with teachers. Worked with family workers to conduct home visits and identifying families that were in severe need. the families. Met with Education Director weekly to discuss children and classroom needs.

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**EDUCATION & CREDENTIALS**

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Northcentral University, San Diego, CA  
PHD in Early Childhood Education- Expected:2022

Mercy College, Dobbs Ferry, NY  
MS in Education, 2011

Charter Oak State College, New Britain, CT  
BS in General Studies, 2006

CDA Professional Development Specialist (Bilingual, Infant and Toddler; Preschool)

Teacher Certification: Florida, NY and CT



**NEW HAVEN PUBLIC SCHOOLS  
AGREEMENT  
By And Between  
The New Haven Board of Education**

AND

**MICHELLE DELLACAMERA**  
For Early Childhood Education Coaching in PreK Programs

This Agreement entered into on the 5<sup>th</sup> day of October 2019, effective (*no sooner than the day after Board of Education Approval*), on the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Michelle DellaCamera located at, 3 Nichols Drive, East Haven, CT 06512 (herein referred to as the “Contractor”).

**Compensation:**

The Board will pay the Contractor for satisfactory performance of services and pending receipt of State Award an amount not to exceed \$16,800 (sixteen thousand eight hundred dollars). The hourly rate \$75 per hour. The Contractor will work 7 hours/week for 32 weeks. Compensation will be made upon submission of monthly reports for the services as outlined in *Exhibit A Scope of Service*

**Fiscal support** for this Agreement shall be by the **School Readiness Quality Enhancement Grant Program** of the New Haven Board of Education, **Account Number: 2523-900-5385-56697** **Location Code: 0442.**

This agreement shall remain in effect from November 13 to June 30, 2020.

**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 must be attached).*

The Contractor will provide early childhood education coaching services for prek programs funded under the School Readiness Grant Program. This includes but is not limited to classroom observations, modeling, meetings with teachers and directors, and in-service training related to prek curriculum and child assessments. The hourly rate for this service is \$75.00 per hour and including no more than 2 hours per month for planning and for meetings with the School Readiness Project Director or her designee.

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**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.

MF DellaCamera  
Contractor Signature

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

10/10/19  
Date

\_\_\_\_\_  
Date

Michelle F. DellaCamera, Education Consultant  
Contractor Printed Name & Title

Revised: 10/2/18



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT A**

**SCHOOL READINESS QUALITY ENHANCEMENT - EDUCATION COACHES**

**DETAILED SCOPE OF SERVICE AGREEMENT**

**SPECIAL TERMS AND CONDITIONS**

for Michelle DellaCamera

(referred to as the "Contractor")

**Overview of the Quality Enhancement Grant**

The Quality Enhancement Grant for the CT Office of Early Childhood is a competitive grant whose purpose is to provide funding for early care and education programs to address School Readiness quality standards and/or expand comprehensive services for children and families as identified in C.G.S. Section 17b-749c. The New Haven Early Childhood Council is responsible for identifying the services most needed, issuing a Request of Proposal and selecting contractors for the services.

The Council identified as a priority Early Childhood Education Coaching to School Readiness preschool teachers and education leaders to increase knowledge and skills needed to provide a developmentally appropriate early learning experience for children. Given the limited resources available for this service, the work of the early childhood education coach will be short-term work targeting a specific, identified need. Subsequent issues identified will be sequentially addressed.

**Services**

The Quality Enhancement Contractor will provide early childhood education coaching to School Readiness preschool programs. The services will include:

- Working in concert with the New Haven Early Childhood Council's Quality Enhancement Committee and the School Readiness Project Director to identify the exemplar classroom practices, areas of support needed, strategies to enhance program quality, and measures used to track services provided and program improvements.
- Identifying all the resources currently in place for programs and identifying additional resources available to programs.
- Using an evidenced- or standard-based assessment, and in concert with the program education leader and teachers, determine the needs that will be addressed. The NAEYC Accreditation Standards meets this criteria as an effective way to measure need.
- Providing on-site support to classroom teachers and/or program leaders will be documented in an action plan that includes: specific area of need, services provided and outcomes. On-site supports may include: joint planning and goal setting, shared feedback, observations, modeling, curriculum development, in-service training and developing child assessment systems.
- Working with program leaders to reinforce the skills, knowledge and goals set through the joint planning and coaching work.

- Participating in a Professional Learning Community comprised of New Haven preschool coaches working in New Haven Public Schools' magnet preschools, Head Start and School Readiness classrooms and community based programs.
- Compiling a brief report and quarterly presenting a summary of the work to the New Haven Early Childhood Council or its representatives
- Helping programs to access additional resources and services such as referrals to the NHPS' Early Childhood Assessment Team, mental/behavioral health clinics, workshops related to NAEYC accreditation, ELDS, DOTS, etc.

**Compensation:**

Compensation is made upon the submission of monthly invoices, including itemization of all costs and back up documentation. The monthly invoice should include a written record of the services provided, the strategies offered and the status of the services for each program consulted. Payment is contingent upon the timely receipt of expenditure reports, invoices and all program and service reports outlined in this Contract. In the event reports have not been submitted, the Board will delay payment until such time the report(s) are submitted and approved.

Provision against assignment: The contractor may not at any time assign any responsibilities of this contract to any other person, persons or agency without prior approval by SRO.

Insurance: the Contractor is required to provide proof of liability coverage.

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

Non-Renewal: in the event this agreement is canceled, or if the Board does not offer the Contractor a new Agreement of the same or similar service upon its expiration, the Contractor will assist in the orderly cessation of the operations under this Agreement and return of all property purchased with Quality Enhancement funds.

Termination and Default: if the Contractor fails to fulfill its obligations under this contract, the Board, in consultation with the New Haven Early Childhood Council may:

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





**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

**MICHELLE FIORILLO DELLACAMERA**

3 Nicholas Drive

East Haven, CT 06512 (203) 843-1411

michellectamera@sbcglobal.net

**Early Childhood Adjunct Instructor Experience:**

**Fall 1997 - Present** Gateway Community College - New Haven, CT

- Instruct two courses per semester
  - Meet instructor expectations as required by college and department chair
  - Supervise required fieldwork placement as needed
  - Complete rubrics for NAEYC Accreditation purposes
  - NAEYC Accreditation Advisory Committee
  - Early Childhood Advisory Committee
- Courses Instructed:**  
ECE 107 – Introduction to Exceptional Children  
ECE 101 – Introduction to Early Childhood Education  
PSY 122 – Child Growth and Development  
PSY 214 – Advanced Child Growth and Development  
ECE 210 – Observation and Participation  
ECE 180 – CDA Preparation Course  
PSY 210 – Life Span Development  
ECE 141 – Infant/Toddler Growth and Development  
ECE 241 – Infant/Toddler Methods and Techniques

**Fall 2007 – 12/2008** Post University Waterbury, CT

- Instructed two courses per semester
  - Met instructor expectation as required by university\Supervised required fieldwork placement as needed
- Courses Instructed:**  
ECE 111 – Foundation of Early Childhood Education  
ECE 252 – Social Studies in Early Childhood Education  
ECE 254 – Health, Safety & Nutrition  
ECE 115 – Music and Movement in ECE  
ECE 250 – Math and Science in ECE - on-line Spring 08

**Early Childhood Education Consultant Experience:**

<b>1/2000 – Present</b>	<b>Clients</b>	<b>Service Dates</b>
	LULAC Head Start Inc. , New Haven, CT	2000 – 2013
	CT Charts A Course/AFP, CT	2005 – 2016
	Good Child Development Center, Milford, CT	2009 – 2018
	Hall Neighborhood House – CATC, Bridgeport, CT	2008 – 2016
	North Haven Child Development Center	2015 - Present
	See Us Grow	2012 – 2019
	United Way of Greater New Haven Early Head Start	2017 – Present
	Ansonia – School Readiness	2013

**Services provided:**

- Training, mentoring, observations and coaching in regard to curriculum development and implementation; in regard to Creative Curriculum, Teaching Strategies GOLD, CT Preschool Curriculum Framework, CT Preschool Assessment Framework and the Early Learning Guidelines; CT ELDS
- Work with teaching staff to develop on-going individual professional development plans
- Education/Disability Advisory planning and participation
- Revision of and follow up in regard to Head Start and State Head Start Goals and Objectives
- Assisted with the Development of service Agreement with state of CT B-3 program
- Provide TA and training in areas of need to teaching staff and management;
- Guidance in developing education and program plan, policies and procedures;
- Provide technical assistance for staff regarding Special Needs: referral of child w/suspected Special needs, the referral process and inclusion; classroom and teaching staff observations in regard to DAP environments, curriculum implementation, and meeting child needs; working with children with challenging behaviors
- Coaching to support the implementation of content provided in training/workshops or upon request
- Support, training and guidance in obtaining and maintaining NAEYC Accreditation
- Support, training and guidance in obtaining and maintaining Child Day Care License (OEC/DPH)
- Observation for CDA purposes for obtaining and renewal; IT & PS
- Observation utilizing ITERs & ECERs—including report development, review and follow up

**Consultant Services Continued:**

- Assist Managers in developing systems for providing monitoring and on-going support to staff
- Assist in the development of action plans and provide guidance in the implementation of developed plans
- **AFP Consultation:** (1/05 – Present) Contracted upon need to provide consultation to child care program providers in regard to meeting needs for NAEYC Accreditation in CT
- **AFP Interim Consultant:** (9/07 – 1/08) Assisted New Haven and Hartford area Coordinators in providing services to local child care providers in regard to meeting needs for NAEYC Accreditation in the form of observation and consultation.
- **Approved consultant for the CCAC/AFP New Haven Infant/Toddler Project (2/05 – 12/06)** Provided consultation in regard to enhancing the quality of services to children and families with particular attention to health and safety needs in the classroom environment; curriculum needs in classroom set-up, observations and lesson planning; providing TA in the form of workshops and individual classroom teacher meetings; Administrative follow-up and TA in regard to monitoring and maintenance of quality services

**Training/Workshops Provided to Consultant clients:**

Observing Young Children	Developmental Domains
Cycle of Intentional Teaching	Introduction To Creative Curriculum
Introduction to CT PCF/PAF	Introduction to Teaching Strategies GOLD
Preparing the Learning Environment for I/T Classroom	Preparing the Learning Environment for P/S Classroom
The Referral Process	Working in an Inclusive Classroom
Behavior Management	The Social Emotional Environment
Literacy Development	NAEYC Accreditation – Getting Ready
Working With Dual Language Learners	Intentional Teaching
Parent Trainings: Kindergarten Readiness, The Referral Process, Advocating for your child	

**Early Childhood Experience:**

**TEAM Inc. – Slocum Center**

**Waterbury, CT**

**10/18 – 6/19**

- Oversee the Education and Behavior Health/Disability services being provided to the children
- Provide support and supervise Education Coordinators and Behavior Health/Disability Manager
- Provide support and training to teaching staff in regard to curriculum development and on-going assessment of children
- Oversee 17 classrooms; 9 Infant/Toddler and 8 Preschool
- Support staff in obtaining Early Childhood credentials
- Maintain Early Head Start, Head Start, School Readiness, NAEYC and OEC Licensing standards and regulations

**West Haven Child Development Center**

**West Haven, CT**

**8/16 – 9/18**

**Infant/Toddler Coordinator**

Oversee the Infant Toddler Program and services being provided to the children  
Provide support and supervise Infant Toddler staff, as well as coaching and training  
Maintain Early Head Start, NAEYC and OEC Licensing standards and regulations

**LULAC Head Start Inc.**

**New Haven, CT**

**12/15 – 8/16**

**Co-Executive Director**

**10/13 – 12/15**

**Director of Operations**

- Director of three sites: serving over 300 families; regulated by DPH, Head Start, Early Head Start, State Head Start, School Readiness and NAEYC Accreditation,
- Manage all aspects of center operation under the guidance of the CEO,
- Directly supervised: Education/Disability & Mental Health Manager, Health Manager, Community Partnership Manager, ERSEA manager and Office Manager,
- Oversee supervision and management of over 100 teaching staff and support staff,
- Responsible for renewed and maintenance of OEC Division of Licensing,
- Maintain Head Start standards across content areas,
- Maintain NAEYC standards and facilitation of self-study for accreditation renewal
- Generate monthly reports to assess program compliance in regard to all grant and regulatory bodies
- Provide guidance to content area managers in developing program improvement and action plans as needed

**1/12 – 7/12 \* 3/10 - 11/10 Interim Program \* Manager Program Manager**

- Center Manager for ten classroom facility servicing 158 children; regulated by DPH, Head Start, Early Head Start, State Head Start and NAEYC Accreditation,
- Managed all aspects of center operation under the guidance of the executive director,
- Directly supervised: Education Manager, Health Manager, Community Partnership Manager and clerical staff,
- Oversaw supervision and management of 25 teaching staff and 4 support staff,
- Maintained Head Start standards across content areas,
- Maintained NAEYC standards and facilitated self-study for accreditation renewal
- Actively contribute to Grant writing for program purposes

**2/96 – 12/99 Special Needs Coordinator**

- Coordinator of Disability and Mental Health Components,
- Responsible for coordinating services for children and families with special needs in accordance with the Disabilities and Mental Health Head Start Standards,
- Identify children who may need special services, follow up referrals through eligibility,
- developed working relationships with ECAT, New Haven Public Schools, B-3 service providers and Mental Health Consultants; Educate and assist parents on the referral/services process and of their rights.,
- Developed in-house IEP's,
- Conduct and/or arranges Parent training to meet the needs of the population served,
- Provides support, assistance and training to Staff,
- Developed and Maintained Special Needs Case Management

**12/92 – 2/96 Teacher**

- Developed lesson plans according to the Head Start guidelines,
- Maintained parent involvement through classroom volunteers, and monthly meetings,
- Administered Brigance Preschool Screen, Bi-Lingual Language Education assessments,
- Maintained weekly and monthly records required by the program,
- Participated in PPT process for children with Special Needs,
- Maintained weekly observations of the children, Arranged Parent/Teacher conferences,
- Delegated responsibilities to teacher assistant,
- Active member of Education and Disabilities Advisory Committee,
- Actively involved in obtaining initial NAEYC Accreditation

**Ridge Road Elementary School, Grade 2/3**

**North Haven, CT**

**1/92-5/92 Student Teacher**

- Planned curriculum across academic areas,
- Planned daily schedule, Developmental assessments of children, Participated in Parent/Teacher Conferences

**Building Blocks Day Care & Nursery, Inc.**

**East Haven, CT**

**4/88-1/92 Owner/Director**

Arranged financing for development of the day care/nursery school with banking institution;  
Obtained permits from and met regulations for Planning and Zoning, Building Dept. and Fire Marshall; Developed program and physical make up of facility to meet state requirements;  
Devised program policies and forms in accordance with state regulations;  
Responsible for staff hiring; Responsible for daily operations of facility.

**EDUCATION:**

Southern CT State University - Center for Constructivist Teaching	Certification – 002 Pre-K - 6 - October 1992 M.S. - Early Childhood Education – May 1995 Certification – 113 Integrated E.C./Special Ed, NK and 1-3 May 1996 Kappa Delta Pi - International Honor Society	New Haven, CT
Albertus Magnus College	B.A. - Psychology - May 1986 Concentration in Child Care/Development Honors: Dean's List	New Haven, CT

**Recent Training:**

- PITC – Module 1 & 2 June 2015
- Consultant Training – CT ELDS – Spring 2015
- Human Resource Management – 3 Credit Class – Spring 2014
- Adult Learning Theory II & III – CCAC – 2/2013
- Program Administrative Scale – 10/9 – 10/11/12
- Supporting Teachers w/Teaching Strategies Gold on-line Lab - Washington, DC - 7/11
- Creative Curriculum Preschool Systems - Bethesda, MD - 7/11
- Train the Trainer Session: CT Curriculum and Assessment Frameworks (CCAC) – Spring 2014

**Memberships:**

- 2018 – Present.           CTAEEYC Board Member - Secretary
- 2014 – Present           NHAEEYC Board Member – Co-President
- 2012 - 2013           Accreditation Facilitation Project – Advisory Board
- 1985 - Present       National Association for the Education of Young Children
- 1995 - 1999       Kappa Delta Pi - International Honor Society in Education
- 9/96 – 12/99       ACES – Early Childhood Network Advisory Committee

**Professional References:**

Name	Contact Information
Karen Pascale Consultant client	Early Head Start Director United Way of New Haven 370 James Street New Haven, CT 06513 203 691-4227 – office 203 623-9887 – cell <a href="mailto:Kpascale@uwgnh.org">Kpascale@uwgnh.org</a>
Carmelita Valencia-Daye Supervisor	Professor and Program Coordinator Gateway Community College 20 Church Street, New Haven CT 06510 203 285-2172 <a href="mailto:Cvalencia-daye@gatewayct.edu">Cvalencia-daye@gatewayct.edu</a>
Lauren Grogan Consultant client	Director/Owner North Haven Child Development Center 20 Peck Street North Haven, CT 06473 203 234-2334 – office 203 410-2311- cell <a href="mailto:Lgrogan1105@gmail.com">Lgrogan1105@gmail.com</a>



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Sequella Coleman, Principal  
**Date:** 10/1/19  
**Re:** Agreement with CT Schoolyards Program of Common Ground

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**Executive Summary/ Statement:**

Support for the Davis Street Garden team in the continued design and implementation of garden and habitat area beyond the basketball court that will serve students in grades K-8 as a space for hands on STEAM learning.

Support teachers in grades PreK-8 in the integration of outdoor learning into their STEAM curriculum using the schoolyard and surrounding natural spaces through collaborative workshops, joint teaching of classes in outdoor spaces, and Outdoor Days.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** Total 9,260 ( \$4630 session 1 Winter 2019/20 and \$4630 Session 2: Spring 2020)

**Funding Source & Account #:** Magnet 17-22 Davis Academy Arts & Design  
2517-6254 -56694-0009

**Key Questions:**

**1. How does this project align to the District Continuous Improvement Plan?**

Davis Academy for Arts and Design Innovation received a federal magnet school assistance program grant. In the grant, funds are specifically allocated for our school to partner with Common Ground High School.

**2. How was the contractor selected? Quotes? RFP? Sole Source designation?**

RFP

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

Project/Common Ground brings first-hand knowledge of best practices in Outdoor Learning strategies and implementation. Staff managing the project are trained and certified educators. This contractor will help our school live our theme of design innovation by helping teachers include hands on learning in our already created garden. There is already a lot of teacher enthusiasm around the garden, and this will help teachers connect the garden to grade specific content.

**3. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**

4. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**
5. **If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?** Currently district staff does not possess the in-depth knowledge to support in-depth outdoor learning opportunities.
6. **Why do you believe this agreement is fiscally sound?** New Haven Ecology Project/Common Ground has a history of providing high quality, relatively low-cost services to New Haven Public Schools.



NEW HAVEN PUBLIC SCHOOLS

## AGREEMENT

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

AND

**The CT Schoolyards Program of Common Ground**

FOR DEPARTMENT/PROGRAM:

**Davis Academy for Arts and Design Innovation**

This Agreement entered into on the 14<sup>th</sup> day of October, 2019, effective (*no sooner than the day after Board of Education Approval*), the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and The CT Schoolyards Program of Common Ground located at, 358 Springside Avenue, New Haven, CT 06515 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$4,630 per session, for a total of 2 sessions.

The maximum amount the contractor shall be paid under this agreement: Nine Thousand two hundred sixty dollars (**\$9,260**). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **Magnet 17-22 Davis Academy Arts and Design Program** of the New Haven Board of Education, **Account Number: 2517-6254-56694 Location Code: 0009.**

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**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 Garden Team at Common Ground will support the Davis Street Garden team in the continued design and implementation of garden and habitat area beyond the basketball court that will serve students in grades K-8 as a space for hands on STEAM learning. Outdoor Learning workshops and co-teaching support teachers in grades PreK-4 in the integration of outdoor learning into their STEAM curriculum using the schoolyard and surrounding natural spaces through collaborative workshops, joint teaching of classes in outdoor spaces and Outdoor Days.



**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.

B Smath  
Contractor Signature

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

10/24/2019  
Date

\_\_\_\_\_  
Date

Betsy Smath  
Contractor Printed Name & Title  
Director of Business & Admin

Revised: 10/2/18

*Proposal for 2019-2020 Contract  
For Davis Street School  
Delivered by The CT Schoolyards Program of Common Ground*

**Who We Are**

The CT Schoolyards Program of Common Ground supports the creation and effective use of outdoor classrooms in schools. We believe that by using our knowledge and resources to provide professional and technical support, we can help schools realize the full potential of teaching outside in deepening the academic and emotional learning of their students. Our team is comprised of two full time staff members and several part-time educators, all with extensive experience in the field.

**Goals of the contract**

*Essential Question: How do we use design to better our world?*

- **Garden Team Support:** support the Davis Street Garden team in the continued design and implementation of garden and habitat area beyond the basketball court that will serve students in grades K-8 as a space for hands on STEAM learning.
- **Outdoor Learning Goal Setting, Workshops and co-teaching:** Support teachers in grades PreK-4 in the integration of outdoor learning into their STEAM curriculum using the schoolyard and surrounding natural spaces through collaborative workshops, joint teaching of classes in outdoor spaces, and Outdoor Days.

**Scope & Sequence of Contract**

**Fall 2019**

<b>What</b>	<b>When</b>	<b>Goals met</b>	<b>Hours and cost</b>
Field Trips to Common Ground	November-May	12 Field Trips for classes (PreK-8) of up to 27 students each (some field trips may be combined to accommodate same grade level learning fidelity but would count per class) to Common Ground	\$3,350
GJC crew support for workdays	November	Common Ground High School student work crew will support the ongoing	\$780



*Proposal for 2019-2020 Contract  
For Davis Street School  
Delivered by The CT Schoolyards Program of Common Ground*

		maintenance and installation of the habitat, garden and any new spaces	
Outdoor Learning Space materials			\$500
<b>Fall total cost</b>			<b>\$4,630</b>

**SPRING 2020**

<b>What</b>	<b>When</b>	<b>Goals met</b>	<b>Hours and cost</b>
Garden Team Meetings	Monthly February-May	Schoolyards staff will lead the team through completing the design and organizing the construction and enhancements of the outdoor learning spaces	\$500
2 Spring Outdoor Days	April	CT Schoolyards staff will lead all students in grades K-8 through 2 Outdoor Day where every student will participate in both an in-depth lesson and stewardship activity in their outdoor classroom spaces.	\$800
GJC crew support for workdays	Spring	Common Ground High School student work crew will support the ongoing maintenance and installation of the habitat, garden and any new spaces	\$780
Grade Level Team Meetings & Goal Setting	Feb-May	Outdoor Learning Goal setting with grade level teams	\$850
Spring	March	Collaborate with teachers in	\$700



The Schoolyards Program is a Community Program of Common Ground High School, Urban Farm & Environmental Education Center  
358 Springdale Ave, New Haven, CT 06515 [www.commongroundct.org](http://www.commongroundct.org)  
Contact: Suzzannah Hobsenbeck, Schoolyards Program Manager, 203-389-0823 x 1200

*Proposal for 2019-2020 Contract  
For Davis Street School  
Delivered by The CT Schoolyards Program of Common Ground*

Co-Teaching		grades PreK-8 for outdoor lessons taught in the outdoor spaces.	
Outdoor Learning Space materials			\$1,000
<b>Spring total cost</b>			<b>\$4,630</b>

<b>Total Cost</b>	<b>\$9,260</b>
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The Schoolyards Program is a Community Program of Common Ground High School, Urban Farm & Environmental Education Center  
 358 Springside Ave, New Haven, CT 06515 [www.commongroundct.org](http://www.commongroundct.org)  
 Contact: Sozannah Hoberbeck, Schoolyards Program Manager, 203-589-0623 x 1200



# Davis Academy for Arts & Design Innovation

Sequella Coleman, Principal • Marisa Asarisi, Assistant Principal

## Contractor Evaluation

For:

Common Ground High School  
 358 Springside Avenue  
 New Haven, CT 06515  
 203-38904333  
[Suzannah.holsenbeck@commongroundct.org](mailto:Suzannah.holsenbeck@commongroundct.org)

Contractor fulfilled contract to our satisfaction. Artifacts attached.

Contract performance details:

1=Inadequate; 2=Deficient; 3=Standard; 4=Good; 5=Superior

<b>Program Development</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Program Management:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Program completeness</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Achieved timelines</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A
<b>Quality of project</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Cost control</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Knowledge of contractor</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Leadership</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A
<b>Performance and competency</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Staffing</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Communication</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> N/A	<b>Cooperation</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> N/A

Principal Signature  Date 6/30/19

*Empowering Students to Excel through Arts and Design Innovation*

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**Agenda**

1. Hopes/Fears for Outdoor Teaching
2. Quick Debrief of Outdoor Days
3. Quick Schedule & Goal Setting for Co-Teaching

**Habitat & Garden Stewardship Goals:**

Plant remaining native plants

Sow wildflower seeds

Construct Picnic Tables

Paint Picnic Tables

Remove Invasive Plants

Insect Hotels?

School: Davis Street  
 Date: Friday 5/10 & Friday 5/17  
 Time: 10am-2pm

**THURSDAY 5/16**

<b>Time</b>	<b>Grade Level, Teacher, # of students</b>	<b>Task</b>	<b>Materials</b>	<b>Notes</b>
10-10:30	Bryant PreK 19 students	Moving soil pile	Trowels, buckets	
10:30-11	DeNaples Pre-K 19 students	Moving soil pile	Trowels, buckets	
11-11:30				
11:30-12	<b>LUNCH BREAK</b>			
12-12:30	DeNicola, 2nd grade, 26 students	Moving mulch/soil pile Planting pumpkins	Trowels, buckets	
12:30-1	Kelly 1st grade 24 students	Moving mulch/soil pile	Trowels, buckets	
1:00-1:30	Seward kdg, 25 students	Moving mulch/Soil pile Sunflowers	Trowels, buckets	
1:30-2	Raffone, 24 students	Planting watermelons & Seedlings, moving mulch		

School: Davis Street  
 Date: Friday 5/10 & Friday 5/17  
 Time: 10am-2pm

**FRIDAY 5/17**

Time	Grade Level & Teacher	Task	Materials	Notes
10-10:30	Maresca, 3rd, 27 students	Sheet mulching, planting native plants		
10:30-11	Ramirez, prek-3, 19 students	Soil		
11-11:30	LUNCH BREAK			
11:30-12	Mullins, 3rd, 24 students	Planting native plants Soil		
12-12:30	Geist, 1st 26 students	Mulching		
12:30-1	Natale, Kdg, 24 students	Mulch		
1:00-1:30	Cusano, 2nd, 26 students	Mulch		
1:30-2	Brunson, 4th 24	Seedlings & Mulch		



School: Davis Street  
Date: Friday 5/10 & Friday 5/17  
Time: 10am-2pm

	<b>students</b>			
--	-----------------	--	--	--

Goals:

- move mulch pile
- move soil pile
- plant native plants
- mulch new plants
- plant veggie beds
- build picnic tables

Work Day Prep Tasks:

School: Davis Street

Date: Wednesday 6/12, Friday 6/14

**Wednesday 6/12**

<b>Time</b>	<b>Grade Level, Teacher &amp; # of Students</b>	<b>Lesson Focus</b>	<b>Materials</b>	<b>Notes</b>
<b>10-10:30</b>	<b>Raffone Grade 4 24 students</b>	<b>Sow wildflowers or plant native plants. Veggie seedlings.</b>		
<b>10:30-11</b>				
<b>11-11:30</b>	<b>Bryant - PreK 4</b>	<b>Gathering for Insect Hotel</b>		
<b>11:30-12</b>	<b>Lunch Break</b>			
<b>12-12:30</b>	<b>DeNicola</b>	<b>-seedlings</b>		
<b>12:30-1</b>	<b>Seward Kindergarten - 25</b>	<b>Insect Hotel Skills on plant stages ( seed, root, stem, leaves)</b>		<b>Worked on ladybugs and butterflies, so can we connect to these?</b>
<b>1-1:30</b>	<b>Brunson- Grade 4 24 students</b>	<b>Sow wildflowers or plant native plants. Veggie seedlings.</b>		
<b>1:30-2</b>				

School: Davis Street

Date: Wednesday 6/12, Friday 6/14

Friday, June 14th

Time	Grade Level, Teacher & # of Students	Lesson Focus	Materials	Notes
10-10:30	Grade 3 - Maresca 27 Students	Planting Native Plants Removing Invasives		
10:30-11				
11-11:30	Pre-K and Preschool 38 students	Insect Hotels		
11:30-12	Grade 3 - Mullins 25	Planting Native Plants Removing Invasives		
12-12:30	LUNCH BREAK			
12:30-1	Kelly - 24 students Grade 1	Planting Three Sisters/sunflowers		
1:00-1:30	Geist 25 students Grade 1	Planting Three Sisters/sunflowers		
1:30-2	Cusano-26 students Grade 2	Bug Bingo		

School: Davis Street

Date: Wednesday 6/12, Friday 6/14

**Habitat & Garden Goals:**

Plant remaining native plants

Sow wildflower seeds

Construct Picnic Tables

Paint Picnic Tables

Remove Invasive Plants

Insect Hotels? (Google this to learn more; collect pine cones, sticks, leaves... other natural media to construct insect habitats for winter use.)



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

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

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

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

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

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

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

Revised: 10/2/18

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Michelle Bonora  
**Re:** Agreement: The Consultation Center  
**Meeting Date:** November 4, 2019

---

**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and The Consultation Center. The provider will deliver mental health services, liaison to mental health services providers, and professional development seminars to faculty, staff, and students at New Haven Adult Education Center.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$10,000 (\$104.42/day)

**Funding Source:** (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694): 2503 5014 900 56694 - \$10,000

**Key Questions:**

1. How does this project align to the District Continuous Improvement Plan?

These services are designed to support student success and academic achievement by: providing a forum for students to address their mental health stressors that are undermining their ability to focus on their academic pursuits; these supports are embedded in the setting that they are receiving their educational services, creating a seamless and coordinated delivery intervention that supports their academic goals.

2. How was the contractor selected? Quotes? RFP? Sole Source designation?

The selected contractor has been working with New Haven Adult Education for the past year and this ongoing relationship has been successful in supporting our efforts to graduate students.

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

The contractor is a licensed clinical psychologist and has a strong training in clinical-community psychology. In partnership with the internship program at Yale University School of Medicine, he also brings pre-doctoral fellows and practicum students to assist in providing services and triage to the students and staff at New Haven Adult Education. Practicum students have come from University of Hartford, Southern Connecticut State University, Quinnipiac University, Springfield College, and Albertus Magnus University.

In this contract, the provider will be responsible for completing clinical intakes with the students referred by New Haven Adult Education Staff. These clinical intakes will identify what are the specific mental health deficits that may be undermining the students' academic success and develop in partnership with the students, faculty, and administration of New Haven Adult Education a plan to address. This plan may involve the delivery of direct

services to the students and or referral to external entities better suited to provide these services. In the latter scenario, the contractor will serve as a conduit with these providers to monitor the ongoing receipt and engagement with the services being offered off site. These interventions are expected to evidence increase retention and continuation in educational services offered at New Haven Adult Education by the students deemed in need of the additional supports.

This provider will also work with the administration and staff of New Haven Adult Education to administer a school-wide assessment that briefly asks about their experiences in the community. This assessment will be used to identify the specific needs of the student body and potential staff development activities that could support those needs.

From the needs assessment, training modules will be developed that will inform and increase the faculty, staff, and administration's knowledge about best, or promising practices that address the challenges identified by students. These trainings are expected to increase the faculty and staffs' ability to offer academic instruction to students experiencing personal and social challenges that may otherwise undermine with academic pursuits. As a result of these trainings, the faculty will express being better able to manage the different behaviors in their classrooms, increase participation by students in their academic instruction, and fewer referrals for academic discipline of students.

This assessment will also help to build the social-development trainings that will be offered to students. These offerings will be focused on the specific challenges that the student body reports and will be presented from a harm-reduction perspective. This approach will allow the team led by Dr. Gordon to do some psychoeducational activities with the larger student body that is focused on specific topic areas (e.g., depression and substance use). As part of these educational activities, the students will be made aware of the resources available within New Haven Adult Education and the greater New Haven community that could support their sobriety from the area of focus in the training. It is expected that these trainings will result in their greater ability to recognize these challenges in their daily lives, an increase in the academic connection of the students who engage in services, knowledge about supports inside of New Haven Adult Education to address these concerns and others supports in the Greater New Haven community.

**4. Is this a new or continuation service? If this a continuation service please attach an evaluation of the contractor from the previous year.**

This is a continuation of the services offered at New Haven Adult Education. The costs have not increased and an alternative contractor would have higher costs. Students, faculty and para professionals also report that the professional development offerings were engaging and their understanding of the mental health topics covered increased.



5. **Evidence of Effectiveness:** How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?

As discussed in the specific skills set section of this memo, effectiveness of the services is evidenced by the positive involvement of the students in the services offered. Students offered clinical services often present for these services and report relief from the distress they were experiencing, evidence by their subsequent return for services. In addition, students continue through the programs offered at New Haven Adult Education and graduate. Faculty will also report greater ability to address these challenges and manage them as they present in their classrooms resulting in student reported greater academic connection, classroom management, and fewer discipline referrals.

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

The services are not professional development programs.

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

This helps to support NHBOE efforts to provide its students with needed supports to be academically successful and fully involved and engaged populations.



## AGREEMENT

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

**The Consultation Center**

**FOR DEPARTMENT/PROGRAM:**

**New Haven Adult Education**

This Agreement entered into on the 13th day of November, 2019 effective (no sooner than the day after Board of Education Approval), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, The Consultation Center located at 389 Whitney 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 \$ 104.42/day for up to a maximum of 6 **month(s)**. The maximum amount the contractor shall be paid under this agreement: Ten thousand dollars (\$ 10,000 ). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by State Adult Education **Program** of the New Haven Board of Education, **Account Number:** 2503 -5014 - 56694 -6053  
This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**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:*

- \*Provide clinical assessments, referrals, and treatment to students experiencing mental health disorders.
- \*Provide professional development training to staff and support at New Haven Adult Education.
- \*Provide topical training to students at New Haven Adult Education



NEW HAVEN PUBLIC SCHOOLS

**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

9/19/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Joy Kaufman, PhD, Deputy Director  
Contractor Printed Name & Title

Revised: 10/2/18

# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Michelle Bonora  
**Re:** Agreement: Dr. Brett Rayford  
**Meeting Date:** November 4, 2019

---

**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and Dr. Brett Rayford. The provider will deliver mental health services, liaison to mental health services providers, and professional development seminars to faculty, staff, and students at New Haven Adult Education Center.

**Amount of Agreement and the Daily, Hourly or per Session Cost: \$10,000 (\$104.42/day)**

**Funding Source:** (Enter name of funding source and account #, i.e. Operating Fund 190-502-00-56694; or Title I 2531-6200-56694): 2503 5014 900 56694 - \$10,000

## Key Questions:

1. How does this project align to the District Continuous Improvement Plan?

These services are designed to support student success and academic achievement by: providing a forum for students to address their mental health stressors that are undermining their ability to focus on their academic pursuits; these supports are embedded in the setting that they are receiving their educational services, creating a seamless and coordinated delivery intervention that supports their academic goals.

2. How was the contractor selected? Quotes? RFP? Sole Source designation?

The selected contractor has been working with New Haven Adult Education for the past year and this ongoing relationship has been successful in supporting our efforts to graduate students.

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

The contractor is a licensed clinical psychologist and has a strong training in clinical-community psychology. In partnership with the internship program at Yale University School of Medicine, he also brings pre-doctoral fellows and practicum students to assist in providing services and triage to the students and staff at New Haven Adult Education. Practicum students have come from University of Hartford, Southern Connecticut State University, Quinnipiac University, Springfield College, and Albertus Magnus University.

In this contract, the provider will be responsible for completing clinical intakes with the students referred by New Haven Adult Education Staff. These clinical intakes will identify what are the specific mental health deficits that may be undermining the students' academic success and develop in partnership with the students, faculty, and administration of New Haven Adult Education a plan to address. This plan may involve the delivery of direct

services to the students and or referral to external entities better suited to provide these services. In the latter scenario, the contractor will serve as a conduit with these providers to monitor the ongoing receipt and engagement with the services being offered off site. These interventions are expected to evidence increase retention and continuation in educational services offered at New Haven Adult Education by the students deemed in need of the additional supports.

This provider will also work with the administration and staff of New Haven Adult Education to administer a school-wide assessment that briefly asks about their experiences in the community. This assessment will be used to identify the specific needs of the student body and potential staff development activities that could support those needs.

From the needs assessment, training modules will be developed that will inform and increase the faculty, staff, and administration's knowledge about best, or promising practices that address the challenges identified by students. These trainings are expected to increase the faculty and staffs' ability to offer academic instruction to students experiencing personal and social challenges that may otherwise undermine with academic pursuits. As a result of these trainings, the faculty will express being better able to manage the different behaviors in their classrooms, increase participation by students in their academic instruction, and fewer referrals for academic discipline of students.

This assessment will also help to build the social-development trainings that will be offered to students. These offerings will be focused on the specific challenges that the student body reports and will be presented from a harm-reduction perspective. This approach will allow the team led by Dr. Gordon to do some psychoeducational activities with the larger student body that is focused on specific topic areas (e.g., depression and substance use). As part of these educational activities, the students will be made aware of the resources available within New Haven Adult Education and the greater New Haven community that could support their sobriety from the area of focus in the training. It is expected that these trainings will result in their greater ability to recognize these challenges in their daily lives, an increase in the academic connection of the students who engage in services, knowledge about supports inside of New Haven Adult Education to address these concerns and others supports in the Greater New Haven community.

**4. Is this a new or continuation service? If this a continuation service please attach an evaluation of the contractor from the previous year.**

This is a continuation of the services offered at New Haven Adult Education. The costs have not increased and an alternative contractor would have higher costs. Students, faculty and para professionals also report that the professional development offerings were engaging and their understanding of the mental health topics covered increased.

5. **Evidence of Effectiveness:** How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?

As discussed in the specific skills set section of this memo, effectiveness of the services is evidenced by the positive involvement of the students in the services offered. Students offered clinical services often present for these services and report relief from the distress they were experiencing, evidence by their subsequent return for services. In addition, students continue through the programs offered at New Haven Adult Education and graduate. Faculty will also report greater ability to address these challenges and manage them as they present in their classrooms resulting in student reported greater academic connection, classroom management, and fewer discipline referrals.

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

The services are not professional development programs.

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

This helps to support NHBOE efforts to provide its students with needed supports to be academically successful and fully involved and engaged populations.





NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between
The New Haven Board of Education
AND

The Consultation Center

FOR DEPARTMENT/PROGRAM:

New Haven Adult Education

This Agreement entered into on the 13th day of November, 2019 effective (no sooner than the day after Board of Education Approval), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Dr. Brett Rayford located at 192 Conestoga Way, Glastonbury, CT 06033 (herein referred to as the "Contractor").

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 104.42/day for up to a maximum of 6 month(s). The maximum amount the contractor shall be paid under this agreement: Ten thousand dollars (\$ 10,000 ). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by State Adult Education Program of the New Haven Board of Education, Account Number: 2503 -5014 - 56694 -0053 This agreement shall remain in effect from November 13, 2019 to June 30, 2020 .

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:

- \*Provide clinical assessments, referrals, and treatment to students experiencing mental health disorders.
\*Provide professional development training to staff and support at New Haven Adult Education.
\*Provide topical training to students at New Haven Adult Education



**NEW HAVEN PUBLIC SCHOOLS**

**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

10/9/19  
Date

\_\_\_\_\_  
Date

  
Contractor Printed Name & Title

Revised: 10/2/18





NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** Finance and Operation Committee  
**From:** Jessica Haxhi, Supervisor – World Languages  
**Re:** F&O Agenda Item Request/For Information  
Translations Services Agreement with Robert Claudio  
**Meeting Date:** November 4, 2019

---

### **Executive Summary:**

I am requesting that the following item be placed on the F&O Agenda for INFORMATION ONLY:

An agreement by and between the New Haven Board of Education and Robert Claudio, 167 Ellsworth Ave., New Haven, CT to provide Translation Services from English to Spanish or Spanish to English of documents such as letters, forms, manuals, etc., including proofreading for the New Haven Public Schools for the period of November 4, 2019 to June 30, 2020, in an amount not to exceed \$2,000..

**Funding Source:** 2019-2020 Operating Budget – World Language  
Acct. #190-41700-56694

Copy of Agreement is attached.

Thank you.

**AGREEMENT  
BY AND BETWEEN  
THE NEW HAVEN BOARD OF EDUCATION**

**AND**

**Robert Claudio**

**FOR**

**Translation Services**

This agreement entered into the 1st day of November, 2019 effective the 4th day of November, 2019, by and between the New Haven Board of Education (hereinafter referred to as the "Board") and Robert Claudio located at 167 Ellsworth Ave, New Haven, CT 06511 (hereinafter referred to as the "Contractor").

**SCOPE OF SERVICES**

The general services to be performed by the Contractor shall consist of: Translation from English to Spanish or Spanish to English of materials such as letters, forms, manuals, etc. for the New Haven Public School system. Services may also include the proofreading of materials already translated.

This agreement shall remain in effect from November 4, 2019 to June 30, 2020.

**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 attorneys' 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 Contractors' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of or in connection with their activities under this agreement.

**COMPENSATION**

The Board shall pay the contractor for satisfactory performance of the services required the amount of \$ 25.00 per day/hour for up to a maximum of 80 hour(s). The maximum amount the contractor may be paid under this agreement is Two Thousand Dollars (\$2,000.00).

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 Contract through the last day of thirty (30) day notice period.

Fiscal support for this Contract shall be by 2019-20 Operating Budget - World Language program of the New Haven Board of Education, Account Number 190-41700-56697.

Compensation will be made upon submission of an **itemized invoice which includes a detailed description of the work performed and dates of service.**

**CONTRACTOR**

**NEW HAVEN BOARD OF EDUCATION**

\_\_\_\_\_  
Robert Claudio

\_\_\_\_\_  
Duly Authorized Official  
New Haven Board of Education

\_\_\_\_\_  
Name: Typed or printed

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** School Improvement Grant 1003 Brennan Rogers

**Grant Source and Agency:** Title 1 Part A School Improvement Grant Section  
1003 Grant-Brennan Rogers  
Source-CT Dept of Education

**Total Amount Requested:** \$165,935.00      **Due Date of Application:** 10/9/19

**System Contact:** Laura A. Roblee-Principal-Brennan Rogers

**Telephone #:**  
475-220-2210

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

This is year three of a multi-year grant awarded to Brennan Rogers by the CSDE. The purpose of this grant is to increase academic achievement among the students at Brennan Rogers School. This will be achieved by the continuation of creating a collaborative learning environment where students understand how to learn and work together with each other; thus, creating a safe learning environment which results in an increase in Literacy and Math scores. We will be completing the Social Emotional Learning Curriculum Framework that drives our CREW or student advisory instruction, training staff on how to work with students who have experienced trauma and providing in class support for students to thrive academically and socially.

**TARGET: Schools/Unit:** Brennan Rogers School  
**No. of Students:** 431      **Grade Level(s):** PreK3-8  
**Eligibility Criteria:** N/A

<b>GRANT PERIOD:</b>	
<b>From:</b> (mm/dd/year): <u>10/1/19</u>	<b>To:</b> (mm/dd/year): <u>6/30/20</u>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information <input type="checkbox"/> Support <input type="checkbox"/> Competitive <input type="checkbox"/> Entitlement <input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Laura A. Roblee

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

ABSTRACT TIMETABLE	REVIEW
<b>Return to:</b> _____	<b>Grants Manager</b> <u>Pat J</u> <b>Finance Manager</b> <u>[Signature]</u> <b>Human Resource Manager</b> _____
<b>Received:</b> _____	
<b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/4/19</u>	
<b>Board of Education Meeting Date:</b> <u>11/11/19</u>	
<b>Due Date to Grantor:</b> _____	

Proposed Project Title: School Improvement Grant-Part A 1003-Brennan Rogers

Total Amount Requested: \$165,935.00

Proposed Grant Receiving Agency: CSDE

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
	10	Teachers	\$12,800
		Management	\$
	2	Tutors	\$ 31,200
		Before/After School Staffing	\$
		Others	\$
		Stipend	\$
		Longevity	
		<b>SUBTOTAL</b>	<b>\$44,000</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$6959
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$28,030
Equipment (Property)	\$80,000
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$114,989</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$638
Workmen's Compensation	\$308
<b>SUBTOTAL</b>	<b>\$</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$44,946.00</b>

**Notes:**

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

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

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

**Teacher Pay for Extended Day Academy Funding:** Funding for staff and contractors to provide before and after school academic, physical and social emotional activities to support learning during the school day.

**Tutors** will be hired to work with small groups of students in the areas of literacy and math in order to provide more in depth academic and social emotional support to students.

**Supplies and Materials:** Items needed to run Extended Day Program such as math consumables, white boards and markers. Purchase classroom manipulatives and tools that will allow students to gain a better understanding of technology, science and math and how they are used in all disciplines

throughout grades K-8. Classroom resources for staff to be purchased that will assist with Tier 1 and 2 instructional strategies, classroom best practices, trauma informed practices and non violent communication practices.

**Equipment:** The funds will be used to purchase furniture to create a more collaborative classroom atmosphere in the two buildings that house 441 students at Brennan Rogers. Students will have modular desks that can be manipulated to accommodate the lesson, functional movement furniture to provide alternate seating for students that need an alternate place to work and be productive. Students will benefit from smaller group instruction with the proper classroom environment.

Proposed Project Title: School Improvement Grant-Part A 1003-Brennan Rogers

Total Amount Requested: \$145,382.00

Proposed Grant Receiving Agency: CSDE

**SECTION III: SYSTEM OBLIGATIONS**

Project support from other programs:  None  Yes Explain:

Linkage with other programs:  None  Yes Explain:

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

Future local personnel obligations:  None  Yes Explain:

**PROJECT OR GRANT REQUIREMENTS**

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

**ADDITIONAL RESTRICTIONS OR CONCERNS**

SUBMITTING ADMINISTRATOR: Lama A. Reeves 10/15/19  
Signature Date

**Proposed Project Title:** School Improvement Grant-Part A 1003-Brennan Rogers

**Total Amount Requested:** \$165,935.00

**Proposed Grant Receiving Agency:** CSDE

**SECTION IV: PROPOSED PERSONNEL**

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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	2	Literacy/Math Tutor	Part time hours for two tutors to support those students who are reading below grade level and who are performing significantly below grade level in math. \$32/tutor for one tutor from Dec-June for 25 weeks	December 2019-June 2020-25 weeks	TBD	TBD	TBD
	10	Teachers	Extended Day programs	December 2019-June 2020 25 wks			

**V. PROPOSED CONTRACTS**

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

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
HMH	Job Embedded Coaching for Teachers in the areas of math, literacy and/or social skills to create a more collaborative classroom. Teachers will gain instruction on how to better prepare and create lessons that have students asking why when they are given the objective for the lesson.	17,750	\$17,750
Elm Village	Mindful personal development program focusing on improving focus, memory and self-regulation in a large group setting. Classroom teacher is trained in mindful classroom management strategies to help students self-regulate and remain on task and in the classroom. This is a trauma informed practice that is necessary based upon our population of students.	10,280	10,280



## **VI. ADDITIONAL INFORMATION:**

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

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

Goal: In alignment with ESSA goal targets, Brennan Rogers will see an increase for the school Performance Index (SPI) for English Language Arts (ELA) from 57% in 2017-2018 to 60% in 2019-2020. The Smarter Balanced Growth Model improve the average percentage of target achieved in ELA from 55.3% in 2017-2018 to 62.8% in 2019-2020. In alignment with ESSA goal targets, Brennan Rogers will see an increase for the School Performance Index (SPI) for Math from 50.7% in 2017-2018 to 54.7% in 2019-2020. The Smarter Balanced Growth Model improve the average percentage of target achieved in Math is 64.8% in 2017-2018 to 70.7% in 2019-2020.

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

SBA Growth scores fell in the area of ELA from 24.5% in 2017-2018 to 21.8% in 2018-2019. However, SBA Growth Rate scores in Math increased from 23.7% in 2017-2018 to 31.2 % in 2018-2019. This decrease in ELA was due to the lack of Literacy Coaching Staff and tutors in the area of Literacy for the majority of last year. Our Math Coach worked continuously with our teachers to ensure that data teams were done with fidelity and that students had the proper supplies and equipment. We have worked with Teachers College in August 2019 in the area of Readers Workshop to ensure that teachers are conducting the small group learning with fidelity and are working towards imbedding the workshop model with fidelity on a daily basis.

**How does this grant address School Reform goals?** This plan is designed to provide all staff with the training and resources that they require for our students to build upon their 21<sup>st</sup> Century Learning to prepare them for post-secondary education. Teacher's will implement the Reader's Workshop Model that they were trained in last year. Staff will also be able to attend PD at Teachers College to gain continued support with the model and for new staff to attend one day PD's to ensure consistency through the grade levels.

The creation of an Extended Day Program will allow students to attend school from 8am-5pm four days a week in order to strengthen their academic skills in reading, writing, and math as well as participate in activities that address the mind and body. Students participating in before and after school programs will build better collaborative relationships with each other as well as foster relationships with adult staff members and mentors. These skills will in turn lead to better performance in the classroom and on assessments.

**2.**

This grant will allow us to create a collaborative and more responsive classroom environment that will be able to focus student learning on math and literacy to increase the number of students that are reaching their growth goals. This will be achieved through the creation of a warm and inviting classroom, techniques for students to practice mindfulness and training for staff to ensure continued implementation of the Readers Workshop Units of Study with fidelity and implementation of the district's math curriculum.

Teachers will work with our math, literacy and special education coaches to further their learning in order to deliver lessons that incorporate higher level objects/learning targets and activities that will ensure the learning of these.

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

Over the last two years, we were focused on ensuring the proper literacy materials in classrooms and staff was trained in an efficient implementation for the readers workshop model. In this school year, administration walkthroughs of classrooms, are showing readers workshop is being implemented in the K-5 classrooms with fidelity. This proposal is significant because it will allow us to building capacity in creating more collaborative classroom environment to continue this work. Staff will be working closely with partners to ensure the physical space is conducive to the collaborative model and the small group learning model which in turn will lead to richer discourse and higher-level thinking. The creation of the extended day academy will provide academic and social and emotional supports and other enrichment opportunities for those students who will participate. The leadership team will continue to focus our coaching and support of the collaborative model in assisting teachers with preparing students to embark in higher order thinking and engaging conversations.

Mindful personal development program focusing on improving focus, memory and self-regulation in a large group setting. Classroom teacher is trained in mindful classroom management strategies to help students self-regulate and remain on task and in the classroom. This is a trauma informed practice that is necessary based upon our population of students.

**REQUIRED:**

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

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

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

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

**Total Amount Requested:** \$165,935      **Due Date of Application:**

**System Contact:** Dr. Iline Tracey

**Telephone #:** 475-220-4800

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

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

**TARGET: Schools/Unit:** Strong Magnet School (Turnaround)  
**No. of Students:** 289      **Grade Level(s):** K-4  
**Eligibility Criteria:** \_\_\_\_\_

<b>GRANT PERIOD:</b>	
<b>From:</b> (10/1/19):	
<b>To:</b> (09/30/20):	
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input type="checkbox"/> Entitlement	
<input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Dr. Iline Tracey

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

ABSTRACT TIMETABLE	REVIEW
<b>Return to:</b> _____	
<b>Received:</b> _____	<b>Grants Manager</b> <u>Pat D</u>
<b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/4/19</u>	<b>Finance Manager</b> <u>[Signature]</u>
<b>Board of Education Meeting Date:</b> <u>11/11/19</u>	<b>Human Resource Manager</b> _____
<b>Due Date to Grantor:</b> _____	

Proposed Project Title: SIG 1003 Strong Magnet School

Total Amount Requested: \$165,935

Proposed Grant Receiving Agency: NHPS

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
	3	Teachers	\$33,589
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	
	17	Stipend	\$7,840
		Longevity	
		<b>SUBTOTAL</b>	<b>\$41,429</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$43,536
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$79,312
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$122,848</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$1,376
Workmen's Compensation	\$ 282
<b>SUBTOTAL</b>	<b>\$1,658</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$43,087</b>

Notes:

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

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

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

**\*\*This is a grant that covers contractual services, materials and supplies for seven schools that meet the state criteria of turnaround or focused category based on the next generation accountability indicators.**

**All Personnel**

- An ESL and two literacy tutors will support ESL students and struggling readers.
- Teachers will receive part-time hours to participate in professional development sessions from the Center for the Collaborative Classroom and the Gesell Institute of Child Development.

**All Non-Personnel Items:**

- Independent Contractors:

- Center for the Collaborative Classroom to provide professional development and coaching to classroom teachers in the collaborative literacy reading comprehension module Making Meaning and writing module Being a Writer to provide support for teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing.
- Gesell Institute of Child Development to provide professional development and coaching in the pedagogy of play to advance cognitive skills like language and reading as well as social skills like emotion regulation.
- ALIVE Program to provide stress reduction sessions for selected students, child safety education programs, the Miss Kendra program for participating students, parent engagement sessions, and professional development and support for teachers and administrators.
- **Supplies and Materials:**
  - Classroom libraries of leveled books for students in both English and Spanish
  - Imagine Learning instructional software program designed to build language and literacy skills by providing instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development
  - Making Meaning program to provide a research-based, whole class, reading and vocabulary instruction
  - Being a Writer program to provide a researched-based whole-class writing instruction
  - Dreambox Learning site license to provide access to an adaptive online math intervention program
  - Reflex subscription to provide fact practice to increase fact fluency
  - Classroom supplies to support play-based learning in Kindergarten classrooms learning

Proposed Project Title: SIG 1003 – Strong Magnet School

Total Amount Requested: \$165,935

Proposed Grant Receiving Agency: NHPS

**SECTION III: SYSTEM OBLIGATIONS**

Project support from other programs:  None  Yes Explain:

Linkage with other programs:  None  Yes Explain: Support of interventions

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

Future local personnel obligations:  None  Yes Explain:

**PROJECT OR GRANT REQUIREMENTS**

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

**ADDITIONAL RESTRICTIONS OR CONCERNS**

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

Schools must be Title I Turnaround or Focus.

SUBMITTING ADMINISTRATOR: *Susan DePaola* 10/25/19  
Signature Date

**Proposed Project Title:** SIG 1003 – Strong Magnet School

**Total Amount Requested:** \$165,935 (Funding Agency: CSDE)

**Proposed Grant Receiving Agency:** NHPS

**SECTION IV: PROPOSED PERSONNEL**

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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	1	Tutor	Provide literacy support for ESL students.	December 2019 – June 2020	Veronica Quixtiano	No	37614
	1	Tutor	Provide literacy support for struggling readers.	December 2019 – June 2020	Bailey Albert	Yes	29009
	1	Teachers	Provide literacy support for struggling readers.	December 2019 – June 2020	Georgette Ieraci	Yes	30724
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Oscaima Berrios	Yes	33266
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Mirissa Cappiello	Yes	25720
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Adrianna Choma	Yes	13970
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Carla Pinto	Yes	33884
	X	Teachers	Participate in various professional development	December 2019 – June 2020	Julie Demsky	Yes	18264

			Opportunities				
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	John Fortier	Yes	11035
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Kristen Ianniello	Yes	34331
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Cheryl Luzzi	Yes	31221
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Simone Minichino	Yes	20279
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Kellie Mullally	Yes	18782
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Karissa O’Keefe	Yes	18335
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Allison Pittman	Yes	34554
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Carlos Reyes-Couvertier	Yes	04268
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Michael Ruby	Yes	21918
	X	Teachers	Participate in various professional development Opportunities	December 2019 – June 2020	Kayla Seeley	Yes	32711
	X	Teachers	Participate in	December 2019	Mallary	Yes	19808



			various professional development Opportunities	-- June 2020	Donohue		
	X	Teachers	Participate in various professional development Opportunities	December 2019 -- June 2020	Rebecca Tabak	Yes	35632

**V. PROPOSED CONTRACTS**

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

<b>Proposed Independent Contractor</b>	<b>Brief Description of Service</b>	<b>Proposed Pay Rate</b>	<b>Proposed Total</b>
Center for the Collaborative Classroom: Making Meaning and Being a Writer	Center for the Collaborative Classroom will provide professional development to deepen understanding of the best practices in teaching reading and writing.	\$2,600 per full day onsite training	\$13,000
Gesell Institute of Child Development	Gesell Institute of Child Development to provide professional development and coaching to teachers on the pedagogy of play.	\$1,000 per 90 minute all staff PD \$2,500 per full day PD \$200 per hour for coaching	\$15,800
ALIVE Program	ALIVE: stress reduction sessions for students in need, child safety education programs, the Miss Kendra program, parent engagement sessions, and professional development and support for teachers and administrators.	\$112.75 per hour for 448 hours	\$50,512

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

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

This is a four-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. Goals include:

- Closing the achievement gap: learning is promoted for all students, but is particularly targeted to schools that are categorized by the state as turnaround and focused schools.
- At Strong, we will focus on three identified growth areas as goals: differentiation & checking for understanding, support for special populations, and community partners and wraparound strategies.
- Our student achievement goals are:
  - The percentage of students achieving Level 3 or 4 in ELA on the Smarter Balanced Assessment will increase by 5 percentage points from 29% in June 2019 to 34% in June 2020. The percentage of students achieving Level 3 or 4 in Math on the Smarter Balanced Assessment will increase by 5 percentage points, from 20% in June 2019 to 25% in June 2020.
  - The percentage of students achieving their growth target in ELA on Smarter Balanced Assessments will increase by 5 percentage points 47.5% in June 2019 to 52.5% in June 2020. The percentage of students achieving their growth target in Math on Smarter Balanced Assessments will increase by 5 percentage points, from 40% in June 2019 to 45% in June 2020.
  - The percentage of EL students achieving Level 3 or 4 in ELA on SBA will increase by 5 percentage points from 23% in June 2019 to 28% in June 2020.

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

Since receiving the School Improvement Grant we have made the following accomplishments:

- The percentage of students achieving Level 3 or 4 in ELA on the Smarter Balanced Assessment was 23.4% in June 2017 and increased to 29% in June 2019.
- The percentage of students achieving Level 3 or 4 in Math on the Smarter Balanced Assessment was 12.76% in June 2017 and increased to 20% in June 2019.
- The percentage of students achieving their growth target in ELA on Smarter Balanced Assessments was 23% in June 2017 and increased to 47.5% in June 2019. The percentage of students achieving their growth target in Math on Smarter Balanced Assessments was 52.1% in June 2017 and increased to 77.1% in June 2019.
- The percentage of EL students achieving Level 3 or 4 in ELA on SBA in June 2017 was 9% and increased to 23.26% in June 2019.

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

This grant addresses the goal school reform by providing students with research-based strategies and interventions to help them to be able to access learning via a focus on differentiation and support for special populations. In addition, it addresses community partner and wraparound strategies, especially for students in trauma. Trained staff will be provided with research based instructional strategies and intervention based on ESSA guidelines and definition of evidence-based intervention. The intent of all training and programs is to raise student achievement by providing staff with embedded coaching.

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

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

**REQUIRED:**

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

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

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

**Grant Source and Agency:** Connecticut Department of Education

**Total Amount Requested:** \$165,935      **Due Date of Application:** 10/9/19

**System Contact:** Rosalind Garcia / Stephanie Skiba

**Telephone #:** 475-220-8500

**Description of Project:** Provide teachers with 1 hour a week professional development surrounding small groups, SEL using iReady for literacy and math with a focus on CCSS. Materials associated with iReady and small group instruction. Students will receive targeted after school intervention using iReady extension materials provided by certified teachers.

<b>GRANT PERIOD:</b>	
From: (10/1/19):	
To: (6/30/20):	
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input type="checkbox"/> Entitlement	
<input checked="" type="checkbox"/> Grant	

**TARGET: Schools/Unit:** Lincoln Bassett Community School  
**No. of Students:** 390      **Grade Level(s):** PreK – 6<sup>th</sup> Grade  
**Eligibility Criteria:** evidenced based research strategies/interventions

**PROPOSAL DEVELOPERS:**  
 Stephanie Skiba  
 Rosalind Garcia

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1	
ABSTRACT TIMETABLE	REVIEW
Return to: _____	Grants Manager <u>Pat R</u> Finance Manager _____ Human Resource Manager _____
Received: _____	
Board of Education FINANCE & OPERATIONS Meeting Date <u>11/4/19</u>	
Board of Education Meeting Date: <u>11/11/19</u>	
Due Date to Grantor: _____	

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

**Total Amount Requested:** \$165,935

**Proposed Grant Receiving Agency:** Lincoln Bassett Community School

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
	38	Teachers	\$75,200
		Management	\$
	4	Paraprofessionals	\$13,920
		Clerks	\$
		Others	\$
	9	Stipend	\$15,000
		Longevity	
		<b>SUBTOTAL</b>	<b>\$104,120</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$33,707
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$9,000
Equipment	\$14,000
Other	\$3,000
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$59,707</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$1,308
Workmen's Compensation	\$801
<b>SUBTOTAL</b>	<b>\$2,109</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$106,229</b>

**Notes:**

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

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:**

**38 Teachers** - 30 teachers receive 1 hr of additional paid professional development weekly( 30 teachers x \$32 per hour x 25 weeks= \$24,000) , 8 teachers are working in a targeted afterschool intervention/enrichment program ( 8 teachers x \$32 per hour x 8 hrs per week x 25 weeks = \$51,200 )

**4 Paraprofessionals** - Working alongside the teachers in the targeted afterschool intervention/enrichment program ( 4 paraprofessionals x \$14.50 per hour x 8 hrs per week x 30 weeks = \$13,920 )

**9 Stipend** – 3 teacher leaders on leadership team will be planning and facilitating PD 3 teachers x \$3,000 each, 6 teacher leaders will meet bi weekly to develop and develop professional development materials and meetings 6 x \$1,000 )

**Non-Personnel**

**Supplies** \$33,707 – Professional Text ( small group, SEL, differentiation, STEM), Leveled Scholastic Non Fiction Text for students, Classroom materials to support iReady Literacy and Math , Foundations, STEM, Being a Reader/Writer and Making Meaning.

**Equipment** \$14,000 – Technology to support iready, chrombooks, laptops to attach to Eno Projection interactive board.

**Contractors** – iReady literacy and math training facilitator to work with teachers on small group work using iready literacy and math materials. \$2,250 x 4 full day sessions plus travel for facilitator = \$9,000

**Other-** SEL facilitator to deliver social emotional learning strategies to teachers and STEM training for teacher focus group. Teachers to attend SEL and STEM small group training.

**Proposed Project Title:** School Improvement Grant

**Total Amount Requested:** \$200,000

**Proposed Grant Receiving Agency:** Lincoln Bassett Community School

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:**

**Linkage with other programs:**  None  Yes **Explain:** Our after school focused intervention/tutoring will be partnered with local community partners to deliver the additional enrichment opportunities while the teachers provide the targeted academic intervention. (Ex: Girl Scouts, Dance, Par and Rec Basketball )

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

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

**PROJECT OR GRANT REQUIREMENTS**

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

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**SUBMITTING ADMINISTRATOR:** Rosalinda M. Garcia 10/15/19  
Signature Date

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

**Total Amount Requested:** \$165,935

**Proposed Grant Receiving Agency:** Lincoln Bassett Community School

**SECTION IV: PROPOSED PERSONNEL**

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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	30	Teacher	Teacher Professional Development time for 1 hour before or after school.	1 hour weekly October-June, School Year 2019-2020	Bogart (Dr.), Michelle Nancy Lombardi Harrington, Alicia Kaye, Jennifer Hosen, Jane Votto, Julie LeMoult, Amanda Reid, Anthony Walden, Darlene Bogart, Mallory Zukowski, Denise Reyes, Elizabeth Bianchi, Katrina Abdur-Rahman, Patrica Sylvester, Dave Sigg, Samuel Gelb, Sarah Pelley, Catherine Carini, Regina Fix, Geoffrey Rebeschi, Michael Santos, Vanessa Okeke, Oluchi Rodrigues, Cindy Charles, Denise Garcia, Alyssa Quirk, Lorrie McCarthy, Sheila Maselli, Jenn Scaniffe, Shawnee	Yes	
	8	Teachers	Provide targeted after school instruction based on Reading and Math inventory scores.	2 hours a day after school Mo, Tues, Wed, Thurs November – June 2019-2020	TBD	TBD	
	4	Paraprofessionals	Provide targeted after school instruction based on Reading and	2 hours a day after school Mo, Tues,	TBD	TBD	



			Math inventory scores.	Wed, Thurs November – June 2019- 2020			
	9	Teachers	Teacher Leaders- to plan and facilitate after school professional development for teachers.	1 hour weekly October- June, School Year 2019- 2020	Bogart (Dr.), Michelle Kaye, Jennifer Walden, Darlene Abdur-Rahman, Patrica Carini, Regina Fix, Geoffrey Charles, Denise Quirk, Lorrie Okeke, Oluchi	Yes	

**V. PROPOSED CONTRACTS**

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

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
iReady	I Ready training for literacy and math for teachers using the new program. Out of state Rep, travel and training	\$9,000 / 4 training sessions = \$2,250 per full session training and travel	\$9,000

**VI. ADDITIONAL INFORMATION:**

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

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

By June 2020 the percentage of students achieving growth targets on Smarter Balanced Assessment in ELA will increase from 45.1% to 60.4% ESSA Milestone for 2020 *(based upon 2019 score of 45.1.7% a 4 percent increase would actually be 49.7%)* By June 2020 the percentage of students achieving growth targets on Smarter Balanced Assessments in Math will increase from 50.3% to 58.7% ESSA Milestone for 2020 *(based upon 2019 score of 50.3% a 4 percent increase would actually be 54.3%)*

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

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

A needs assessment was done through the state Commissioners office. Using the audit and needs assessment we looked at our three strength and growth areas. These growth areas include; Assessment and Data, Curriculum and instruction aligned to the CCSS, and Differentiation and checking for understanding.

From these growth areas we developed our goals and improvement plan. The grant is directly tied to these areas of growth; through professional development on small group planning, SEL

and data tracking. Our new math and literacy iReady instruction linked directly to CCSS, materials to support differentiation through small groups and engagement. Teachers will receive professional development in all of these areas through the grant.

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

The plan identifies, integrates, and seeks to address the core areas identified in the state audit. The three areas of growth indicated in the audit include; Assessment and Data, Curriculum and instruction aligned to the CCSS, and Differentiation and checking for understanding. With a strong focus on small group instruction and Social Emotional Learning teachers will use their professional development and their training around iReady literacy and math to focus on their tier I core instruction. Small group professional development allows to differentiate for students need and engagement. We will also continue with our STEM lab where classes can go to create, discover and explore which will address academic rigor and differentiation. We will have on site professional development from iReady, SEL and best practices surrounding small group Tier I instruction to develop teachers best practices around core instruction framework with CCSS as the focus for literacy and math. The professional development is needs based on a teacher survey done at the end of 2018-2019. Teachers were surveyed on their professional needs to strengthen their core Tier I practices. Both small group instruction and SEL frameworks were both rated high need. We are using these needs as our focus while introducing a new rigorous iReady core instruction in literacy and math.

**REQUIRED:**

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

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

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

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

**Total Amount Requested:** \$175,000

**Due Date of Application:**  
October 2019 (Note grant award is late due to state budget processes)

**System Contact:** Dr. Iline Tracey / Heriberto Cordero

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

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

- 1) To provide evidence-based professional training that builds teacher and leader capacity for content to support student achievement in seven schools
- 2) To purchase contractual services from consultants who are recognized professional development specialist providing training in literacy and math that are embedded and meet the guidelines of

**TARGET: Schools/Unit:** Fair Haven (Turnaround)  
**No. of Students:** 820      **Grade Level(s):** K-8  
**Eligibility Criteria:** Evidence-based research strategies/interventions \_\_\_\_\_

**GRANT PERIOD:**

**From:** October 1, 2019

**To:** June 30, 2020

New

Continuation

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

Planning

Operational

**Bd. of Ed. Information**

Action

Information

Support

Competitive

Entitlement

Grant

**PROPOSAL DEVELOPERS:**

**Heriberto Cordero**

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

#### ABSTRACT TIMETABLE

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

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

**Board of Education FINANCE & OPERATIONS Meeting Date** 11/4/19

**Board of Education Meeting Date:** 11/11/19

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

#### REVIEW

**Grants Manager** Pat D

**Finance Manager** \_\_\_\_\_

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

Proposed Project Title: SIG 1003 Fair Haven

Total Amount Requested: \$175,000

Proposed Grant Receiving Agency: NHPS

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
	18	Teachers	\$23,040
		Paraprofessionals	\$
		Clerks	\$
		Stipends	\$
		Others Pre Planning and seasonal	\$
		Longevity	\$
		<b>SUBTOTAL</b>	<b>\$23, 040</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$91,469
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$20,000
Equipment	\$40000
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$151,469</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$334
Workmen's Compensation	\$157
<b>TOTAL PERSONNEL</b>	<b>\$23,531</b>

**Notes:**

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

development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

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

**\*\*This is a grant that covers contractual services, materials and supplies for seven schools that meet the state criteria of turnaround or focused category based on the next generation accountability indicators.**

- Personnel – Full-time Teachers Curriculum Writing outside of school hours. As Dual Language expands throughout the building, staff are needed to ensure that appropriate curricular choices are being made in the best interest of the students by ensuring a rigorously structured program. We have been recognized by our district for the development of this rich thematic based curriculum.

- Supplies and Materials - Professional Staff Development Anchor Texts on SIOP, Literacy and Math Workshop, Data Driven Instruction. In addition, we are continuing to ensure our staff have the adequate resources in their classroom libraries for students. Additionally, we have the following three initiatives we would like to fund:
  - Universal Programming from HMH for intensive reading program (\$17,060)
  - Language Development STEAM Lab materials (\$11,989) this is for stage one and two building materials (legos, roblox, batteries, printing resources, etc.).
  - Social Emotional Learning program called Second Step for our middle school (\$10,000).
- Independent Contractors:
  - Benchmark Education – They have an expert who specializes in Bilingual and ESL programming and can help us to complete our curriculum mapping for Grades 4-6. This will integrate CELP standards, National Standards, State Standards, New Haven Curriculum and align all of these pieces into thematic units of study.
- Equipment:
  - STEAM Equipment – Building a state-of-the-art Language Development STEAM Lab. Will be investing in different types of printers, video cameras, and robotics.
  - 2 Chromebook carts needed for implementation of blended learning across all grade levels.

Proposed Project Title: SIG 1003

Total Amount Requested: \$200,000

Proposed Grant Receiving Agency: NHPS

**SECTION III: SYSTEM OBLIGATIONS**

Project support from other programs:  None  Yes Explain:

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

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

Future local personnel obligations:  None  Yes Explain:

**PROJECT OR GRANT REQUIREMENTS**

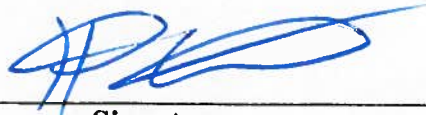
- Local Maintenance  Replication  Parent Involvement
- In-Service Training  Advisory Committee  Linkage w/other Programs
- Non-Public School Involved  Dissemination

**ADDITIONAL RESTRICTIONS OR CONCERNS**

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

Schools must be Title I Turnaround or Focus.

SUBMITTING ADMINISTRATOR: \_\_\_\_\_



Signature

10/15/19

Date

**Proposed Project Title:** SIG 1003

**Total Amount Requested:** \$200,000 (Funding Agency: CSDE)

**Proposed Grant Receiving Agency:** NHPS

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate N/A in the chart below - I am checking whether we need to list all of the teachers, or can hand it in like this.

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	18	Full-Time Teachers, Extended Hours PT	Full-time Teachers Curriculum Writing outside of school hours	40 hours	Existing Teachers at Fair Haven	Yes	TBD

**V. PROPOSED CONTRACTS**

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

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Benchmark Education	They have an expert who specializes in Bilingual and ESL programming and can help us to complete our curriculum mapping for Grades 4-6. This will integrate CELP standards, National Standards, State Standards, New Haven Curriculum and align all of these pieces into thematic units of study.	\$2,000/day	\$20,000

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

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

This is a supplemental grant in addition to the four-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. The second and third year are to continue these goals and deepen the work. Goals include:

- Closing the achievement gap: learning is promoted for all students, but is particularly targeted to schools that are categorized by the state as turnaround and focused schools.
- At Fair Haven, we will focus on three identified growth areas as goals: differentiation & checking for understanding, support for special populations, and assessment systems and data culture.
- Our student achievement goals are:
  - The percentage of students in the high needs subgroup achieving Level 3 or 4 in ELA on Smarter Balanced Assessments will increase by 5 percentage points, from 17.3% in June 2019 to 22.3% in June 2020.
  - The percentage of students in the high needs subgroup achieving Level 3 or 4 in Math on Smarter Balanced Assessments will increase by 5 percentage points, from 7.5% in June 2019 to 12.5% by June 2020.
  - The percentage of students who achieve their growth target on the literacy performance indicator as measured by the LAS Links will increase from 33.4 in May of 2019 to 38.4 in May 2020.

**1b. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

We had great success the last state reported year. According to the SBA data given out at the end of 2017-2018 school year:

- FHS was tied for 6<sup>th</sup> out of 30 K-8 New Haven Schools for the gain made in ELA in one year 7.0% gain from 10.8% to 17.8%. This means that only 5 other schools in our district had a greater gain of students achieving a 3 or better on ELA portion of SBA. Average of Percentage of Target Achieved (PTA) in ELA was 63.1%.
- FHS was 12<sup>th</sup> out of 30 K-8 New Haven Schools for the gain made in Math in one year 2.4% gain from 5.6% to 8.0%. This means that only 11 other schools in our district had a greater gain of students achieving a 3 or better on Math portion of SBA. Average of Percentage of Target Achieved (PTA) in Math was 71.0%.
- For ELA 17.8% of students scored 3 or better on SBA which is number 29 of 30 schools in New Haven.
- For Math 8.0% of students scored 3 or better on SBA which is number 26 of 30 schools in New Haven.
- Fair Haven School was above the district average in every category for LAS links oral and literacy growth. The districts average % of students that met oral was 20.0% and % oral PTA was 38.4% while FHS was 23.2% for oral and 46.8% for oral PTA. The districts average % of students that met literacy was 23.0% and % literacy PTA was 50.2% while FHS was 26.4% for literacy and 58.9% for literacy PTA.



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

This grant addresses the goal school reform by providing students with research-based strategies and interventions to help them to be able to access learning via a focus on differentiation, support for special populations, and building an assessment/data culture. Trained staff will be provided with research based instructional strategies and intervention based on ESSA guidelines and definition of evidence-based intervention. The intent of all training and programs is to raise student achievement by providing staff with embedded coaching.

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

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

**REQUIRED:**

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

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

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

**Grant Source and Agency:** CT State Department of Education (CSDE)

**Total Amount Requested:** \$165,935      **Due Date of Application:**  
October 2019

**System Contact:** Yolanda Jones-Generette

**Telephone #:** (475) 220-4900

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

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

**TARGET: Schools/Unit:** West Rock Authors Academy (Turnaround)

**No. of Students:** 192      **Grade Level(s):** PreK-4

**Eligibility Criteria:** Evidence-based research strategies/interventions

<b>GRANT PERIOD:</b>	
From: (mm/dd/year): 10/01/2019	
To: (mm/dd/year): 06/30/2020	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information <input type="checkbox"/> Support <input type="checkbox"/> Competitive <input type="checkbox"/> Entitlement <input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Yolanda Jones-Generette  
William Scott

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

ABSTRACT TIMETABLE	REVIEW
<b>Return to:</b> _____	<b>Grants Manager</b> <u><i>[Signature]</i></u> <b>Finance Manager</b> _____ <b>Human Resource Manager</b> _____
<b>Received:</b> _____	
<b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/4/19</u>	
<b>Board of Education Meeting Date:</b> <u>11/11/19</u>	
<b>Due Date to Grantor:</b> _____	

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

**Total Amount Requested:** \$165,935

**Proposed Grant Receiving Agency:** New Haven Public Schools (NHPS)

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipend	\$
		Longevity	
	2	Tutors	\$12,723.75
		<b>SUBTOTAL</b>	<b>\$12,723.75</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$31,063.36
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$ 101,088.00
Equipment	\$20,000.00
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL</b>	<b>\$152,151.36</b>
<b>NON- PERSONEL</b>	

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$973.37
Workmen's Compensation	\$86.52
<b>SUBTOTAL</b>	<b>\$</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$13,783.64</b>

**Notes:**

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

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

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

**This is a grant that covers contractual services, materials and supplies for schools that meet the state criteria for turnaround or focus school categories based on next generation accountability indicators.**

- **Tutor responsibilities include, but are not limited to providing small group remedial support and instruction in mathematics to students requiring more intensive supports.**
- **Contractor responsibilities include providing professional development on the facilitation of Do the Math intervention program as well as providing job-embedded coaching on the facilitation of Math Workshop.**
- **Non-personnel items include attendance incentives aimed at decreasing chronic absenteeism as well as manipulatives and digital resources to increase math achievement.**

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

**Total Amount Requested:** \$165,935

**Proposed Grant Receiving Agency:** New Haven Public Schools (NHPS)

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:**

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

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

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

**PROJECT OR GRANT REQUIREMENTS**

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

**ADDITIONAL RESTRICTIONS OR CONCERNS**

N/A

**SUBMITTING ADMINISTRATOR:**  **Signature** 10/25/19 **Date**

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

**Total Amount Requested:** \$165,935

**Proposed Grant Receiving Agency:** New Haven Public Schools (NHPS)

**SECTION IV: PROPOSED PERSONNEL**

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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	1	Tutors	Instructional tutor providing remedial support in mathematics	Math tutoring and support will be facilitated November 2019-June 2020.	TBD	TBD	TBD

**V. PROPOSED CONTRACTS**

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

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Houghton Mifflin Harcourt	Provide on-site professional development and job-embedded coaching on the facilitation of Math Workshop.	\$3,888 for math workshop training \$3,888 per day for job-embedded coaching	\$101,088

## VI. ADDITIONAL INFORMATION:

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

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

This is the third year of a three-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focus.

Goals include:

- Closing the achievement gap: learning is promoted for all students, but is particularly targeted for schools that are categorized as turnaround or focus schools.

At West Rock, we will focus on two identified growth areas as goals: differentiation and checks for understanding and student attendance.

Student achievement goals are as follow:

- By June 2020, the percentage of students achieving level 3 or 4 in math on Smarter Balanced Assessments will increase by 13 percentage points, from 22.2% in June 2019 to 35.2% in June 2020.
- By June 2019, the percentage of students identified as chronically absent will decrease by 4 percentage points from 19.4% in June 2019 to 15% in June 2020.

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

This is the third year of a three-year grant, and our goals are as listed above.

Past year accomplishments are as follow:

- Increase in the percentage of students achieving level 3 or 4 in Math on Smarter Balanced Assessments from 31.9% in June 2017 to 37.9 in June 2018.
- A 6.6 percentage point reduction in chronic absenteeism from 26% in June 2018 to 19.4% in June 2019.

The above progress is a testament to the materials, supplies and contractual supports received in the first two years of SIG funding. Our goal is capitalize on these gains and continue the momentum we currently have in the third year of this grant.

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

This grant addresses School Reform goals by providing students with research-based strategies and interventions to help them be able to access learning via a focus on differentiation and checks for understanding. Trained staff will be provided with research-based instructional strategies and intervention supports based on ESSA guidelines. In addition, it addresses attendance issues and the need to provide students emotional supports through community partnerships and wraparound services. The ultimate intent of all professional development, programs and materials/supplies is to raise student achievement by building staff capacity.

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

This proposal is significant to both building staff capacity and raising student achievement. Teachers and leaders will be trained by consultants on the facilitation of both Math Workshop. We have already seen a 6% increase in the percentage of students achieving level 3 or 4 in Math on Smarter Balanced Assessments, and we believe the development and materials listed above will help us target students that have historically struggled in math and raise this percentage by another 13 points. All development, programs, and materials listed above meet ESSA guidelines and the definition of evidence-based intervention. The use of new materials, programs and training is intended to enhance pace of learning and further already significant gains in identified growth areas.

**REQUIRED:**

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

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

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

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

**Total Amount Requested:** \$ 165,935.00      **Due Date of Application:**  
October, 2019

**System Contact:** Dr. Iline Tracey / *Grace Nathman*

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

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

1. To provide evidence-based PD training that builds teacher and leader capacity for content to support student achievement in seven schools.
2. To purchase materials and programs grounded in research that meet ESSA guidelines.
3. To provide additional support in the areas of literacy and math for our students.

**TARGET: Schools/Unit:** Celentano Magnet School  
**No. of Students:** 392      **Grade Level(s):** Pre-K to 8  
**Eligibility Criteria:** Evidence-based research strategies/interventions

<b>GRANT PERIOD:</b>	
From: 10/01/18	
To: 10/2019	
<input type="checkbox"/> New <input type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information <input type="checkbox"/> Support <input type="checkbox"/> Competitive <input type="checkbox"/> Entitlement <input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Grace Nathman

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

ABSTRACT TIMETABLE	REVIEW
Return to: _____	Grants Manager <i>Pat D.</i> Finance Manager _____ Human Resource Manager _____
Received: _____	
Board of Education FINANCE & OPERATIONS Meeting Date <u>11/4/19</u>	
Board of Education Meeting Date: <u>11/11/19</u>	
Due Date to Grantor: _____	



Proposed Project Title: Celentano SIG 1003

Total Amount Requested: \$ 165,935.00

Proposed Grant Receiving Agency: NHPS

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
	2	Others	\$ 22,020.00
		Stipend	\$
		Longevity	
		<b>SUBTOTAL</b>	<b>\$22,020.00</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$21,726
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$20,000
Equipment	\$100,354
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$ 142,080.00</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$1,683
Workmen's Compensation	\$152
<b>SUBTOTAL</b>	<b>\$1834</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$ 23,855.00</b>

Notes:

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

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

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

**Personnel:**

- The literacy tutor will implement Tier III Intervention (Leveled Literacy) to our struggling students 5 times a week. The tutor, Maria Muratti will work with small groups of students to improve literacy skills and close the achievement gap. (\$23,855.00)

## All Non-Personnel Items:

### ✓ Supplies and materials:

- **Generation Genius:**  
Generation Genius provides STEM related videos and lessons for students. Generation Genius includes videos, lesson plans, teacher guides, discussion questions, vocabulary, quizzes, and English/Spanish subtitles. (\$795.00)
- **Social Study Books-**These books will connect today's stories to the stories of the past. The books and activities engage the students and lend themselves to learn about people, places, culture and history. The books will encourage Project Based Learning. (\$7,094.00)
- **STEM items for MakerSpace/Discovery Room** to support student engagement, hands-on learning and Project Based Learning. (14,284.00)
- 
- **Time for Kids-**Engages the students in current events at the correct lexile score with a focus on STEM. (\$553.00)

### ✓ Independent Contractors:

- **Dr. June Levy-** Dr. Levy will work closely with Celentano leaders, instructional coaches and teacher teams to build internal capacity based on professional development provided by her faculty last year on interfacing project based learning (PBL) aligned to the district's curriculum content. Teachers will integrate social studies and Common Core into NGSS and engineering practices to develop quarterly interdisciplinary units. (\$20,000.00)

### ✓ Equipment:

- **Six SMART Interactive Monitors** to enhance the way students learn. They enrich the learning experience for all students, especially for our special population, by projecting the visual elements onto the large screen. It makes differentiating learning easier because the teacher is able to accommodate different learning styles. (\$ 56,000.00)
- **Xerox Printers-**Quality color printing is a key asset in a wide range of classroom scenarios at every educational level. Our teachers can take advantage of color in classroom handouts, presentations, games, activity posters and calendars. (\$3,000.00)
- **21<sup>st</sup> Century Furniture-**21<sup>st</sup> Century furniture encourages more student engagement in the areas of critical thinking, collaboration, creativity, communication and culture. Furniture plays an integral part in transforming education. The furniture is conducive to collaboration. (\$41,354.00)

**Proposed Project Title:**  
**Celentano SIG 1003**

**Total Amount Requested:** \$ 165,935.00

**Proposed Grant Receiving Agency:** NHPS

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:**

**Linkage with other programs:**  None  Yes **Explain:**

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

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

**PROJECT OR GRANT REQUIREMENTS**

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

**ADDITIONAL RESTRICTIONS OR CONCERNS**

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

**SUBMITTING ADMINISTRATOR:** Grace K. Nathman <sup>GN</sup>

**Date:** October, 2019

**Proposed Project Title:** Celentano SIG 1003

**Total Amount Requested:** \$ 165,935.00 (Funding Agency: CSDE)

**Proposed Grant Receiving Agency:** NHPS

**SECTION IV: PROPOSED PERSONNEL**

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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	PT	Non-Certified	Literacy Tutor	Nov., 2019-June, 2019	Maria Muratti	Yes	26606
	PT	Certified	Math Tutor	Nov. 2019-June 2019	Debra Liburd	Yes	2707

**V. PROPOSED CONTRACTS**

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

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Dr. June Levy	<b>Dr. Levy will work closely with Celentano leaders, instructional coaches and teacher teams to build internal capacity based on professional development provided by her faculty last year on interfacing project based learning (PBL) aligned to the district's curriculum content. Teachers will integrate social studies and Common Core into NGSS and engineering practices to develop quarterly interdisciplinary units.</b>	\$800 a day	\$20,000

**VI. ADDITIONAL INFORMATION:**

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

1. Please state specific goals for this grant or the grant period. This grant period provides support to school districts for schools identified as Focused or Turnaround. The first year of the grant provides support for planning and training as well as the purchasing of materials and/ or programs that support math and literacy interventions. The goals include:

- Closing the achievement gap; learning is promote for all students, but is particularly targeted to schools that are categorized by the state as turnaround and focused schools.
- Celentano will focus on three identified growth areas as goals: support for special populations, academic rigor, and use of instructional time.
- Our Student Achievement Goals are:
  - ✓ The percentage of students achieving Level 3 or 4 in ELA on the SBA will increase by 5 % points from 26.1% to 31.0%. The percentage of students achieving Level 3 or 4 in Math on the Smarter Balanced Assessment will increase by 5% points from 12.0% to 17.0%.
  - ✓ The percentage of students achieving their growth target in ELA on Smarter Balanced Assessments will increase by 5% points in June 2020. The ELA growth target will increase from 62.7% to 67.7%. The percentage of students achieving their growth target in Math on Smarter Balanced Assessments will increase by 5 percentage points, from 55.9% to 60.9%.
  - ✓ By June 30, 2020 there will be an increase of 5 percentage points in EL students achieving target in ELA from 54.6% IN June, 2019 TO 59.6% by June 2020 on Smarter Balanced Assessment.

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

Percentage of students	2017-2018	2018-2019
Achieving 3 or 4 in ELA	26.3%	26.1%
Achieving 3 or 4 in Math	12%	12%
Achieving Growth Target in ELA	35.2%	57.8%
Achieving Growth Target in Math	69.0%	71%
English Learners Achieving Growth Target in ELA		57.4%
SPED Achieving Growth Target in ELA		50%
SPED Achieving Growth Target in Math		63.9%

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

**This grant addresses School Reform goals by providing resources in order to raise the achievement of students in low-performing schools. The grant provides research-based strategies and interventions that support the development and improvement of math and ELA skills that support special populations and the promotion of inquiry and hands-on learning opportunities that improve rigor for all students. The goal of all training, programming and services is to raise student achievement.**

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

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

**REQUIRED:**

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

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** Federal Magnet Assistance Grant

**Grant Source and Agency:** U.S. Department of Education

**Total Amount Requested:** \$2,920,974 (Year 3 of 5)      **Due Date of Application:** May, 2017

**System Contact:** Michele Bonanno

**Telephone #:** 475-220-1391

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

Reduce minority group and socioeconomic isolation.  
 All students shall receive high quality instruction that include their school's systemic reforms and magnet themes.  
 All students will receive magnet school themed instruction.  
 Each year the proportion of students at each school attaining level 3 or 4 State tests in ELA and math will increase. Students will master the magnet curriculum. By year 4, students will have higher test scores than matched students in non-magnet schools in at least on subject areas.  
 Magnet teachers will receive at least 50 hours each year of professional development.  
 All classes will reflect the racial/ethnic and gender diversity of its grade and there will be a 5% increase in parent participation.

**TARGET: Schools/Unit:** East Rock Community & Cultural Studies, Edgewood Creative Thinking thru STEAM, Davis Academy for Arts & Design Innovation, High School in the Community, King/Robinson IB STEM

**No. of Students:** 2,258      **Grade Level(s):** PrK-12

**Eligibility Criteria:** Magnet Lottery

<b>GRANT PERIOD:</b>	
From: 10/01/2019	
To: 09/30/2020	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information <input type="checkbox"/> Support <input type="checkbox"/> Competitive <input type="checkbox"/> Entitlement <input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Michele Bonanno

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

ABSTRACT TIMETABLE	REVIEW
<p><b>Return to:</b> _____</p> <p><b>Received:</b> _____</p> <p><b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>11/4/19</u></p> <p><b>Board of Education Meeting Date:</b> <u>11/11/19</u></p> <p><b>Due Date to Grantor:</b> _____</p>	<p><b>Grants Manager</b> <u>Pat [Signature]</u></p> <p><b>Finance Manager</b> _____</p> <p><b>Human Resource Manager</b> _____</p>

Proposed Project Title: Federal Magnet Assistance Grant

Total Amount Requested: \$2,920,974

Proposed Grant Receiving Agency: New Haven Public Schools

## SECTION II: FISCAL INFORMATION

### PERSONNEL:

# FT	#PT		COST
1		Administrators	\$ 122,000.00
9		Teachers	\$ 582,000.00
2		Management	\$ 120,364.00
		Paraprofessionals	\$ 0
1		Clerks	\$ 49,107.00
	*	Others (PT Tutors)	\$ 95,000.00
		Stipend	\$ 50,000.00
		Longevity	\$ 2,077.52
		<b>SUBTOTAL</b>	<b>\$1,020,548.52</b>

### NON-PERSONNEL:

	COST
Supplies & Materials	\$ 206,154.05
Student Transportation	\$ 0
Staff Travel	\$ 50,005.74
Internal Evaluation	\$ 0
External Evaluation	\$ 106,000.00
Independent Contractors	\$ 725,863.00
Equipment	\$ 282,503.39
Other	\$ 81,000.00
Indirect Costs, if allowed	\$ 51,605.10
<b>TOTAL NON-PERSONEL</b>	<b>\$1,503,131.28</b>

### FIXED COSTS:

Health Benefits	\$ 358,123.11
Pension (Paras & Mgmt.)	\$ 1,805.46
FICA/Medicare	\$ 30,440.03
Workmen's Compensation	\$ 6,925.60
<b>SUBTOTAL</b>	<b>\$ 397,294.20</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$1,417,842.72</b>

### Notes:

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

## SECTION IIA: BUDGET EXPLANATION

The following categories must be explained:

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

**Administrator:** the MSAP Coordinator will be split between the 2016 and 2017 Magnet School Projects dedicating 50% of their time to each project. The main responsibilities of the MSAP Coordinator include coordinating all project activities, monitoring the full implementation of grant activities and reporting on the progress of the project to the Superintendent, the Board of Education and the community.

**Teachers:** will cover work on site with classroom teachers to align the district's curriculum with their school's specific magnet theme; to develop and deliver an integrated curriculum; to plan and participate in professional development, program implementation and parent involvement activities.



Managements: (1) The Student Recruitment Coordinator will be split between the 2016 and 2017 Magnet School Projects dedicating 50% of their time to each project. This person will oversee the production of all marketing and advertising materials, work with principals and district staff to ensure coordination of school and district-level recruitment activities, and organize and manage all district-level magnet recruiting activities. (1) The Budget/Purchasing Specialist will be split between the 2016 and 2017 Magnet School Projects dedicating 50% of their time to each and will support the Project Director in keeping and reporting on all financial records in alignment with the grants approved budget.

Clerks: the clerical staff on the grant will act as Student Recruitment Specialists supporting the Recruitment Coordinator in parental and community outreach, student recruitment and student registration.

\*Others: will cover PT Tutors, each school has an allotted amount for tutors, which can range from 3 to 5 tutors at each school dependent upon their hourly rate.

Stipends: will cover to pay teachers hourly stipends for professional development curriculum development and alignment.

Longevity: will cover the Management salaries at: (1) 3% and (1) 4% which will be split between the 2016 and 2017 Magnet School Projects dedicating 50% of their time to each project.

Supplies & Materials: will cover a range of materials purchased to support each school's magnet theme, as well as to advance literacy, numeracy and other whole-school reform initiative.

Staff Travel: will cover funds for staff at each school/central office to travel to visit other schools that have the same themes. Funds are also requested for staff to attend project director's meetings, conferences and off site professional development.

External Evaluation: will cover services of an outside evaluator to provide the district with both formative and summative evaluation.

Independent Contractors: each magnet school will contract with professional development providers such as CT Science Center to work with teachers in the areas of magnet theme development, inquiry, development, literacy numeracy and curriculum enrichment. Full list of partners provided in section VI of this Abstract.

Equipment: will cover equipment necessary to carry out the magnet program in the five schools. Schools will purchase such items as Interactive White Boards, iPads, chrome books, computers, LCD Projectors, 3D printers and basic STEM engineering equipment.

Other: will cover each school/central office to support their individual recruiting, such as brochures, posters, videos and other materials. Each school will have funds for admission fees for field trips to places that aligns with the school's theme.

Indirect Costs: will cover program administration at a 5.27% rate with funds from the Personnel sub-total, Fringe sub-total, Equipment sub-total, Supplies sub-total, Other sub-total, and Contractual sub-total minus \$25,000.

Proposed Project Title: Federal Magnet Assistance Grant

Total Amount Requested: \$2,920,974

Proposed Grant Receiving Agency: New Haven Public Schools

**SECTION III: SYSTEM OBLIGATIONS**

Project support from other programs:  None  Yes Explain:

Linkage with other programs:  None  Yes Explain:

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

Future local personnel obligations:  None  Yes Explain:

**PROJECT OR GRANT REQUIREMENTS**

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

**ADDITIONAL RESTRICTIONS OR CONCERNS**

SUBMITTING ADMINISTRATOR:  10/7/19  
Signature Date

**Proposed Project Title:** Federal Magnet Assistance Grant

**Total Amount Requested:** \$2,920,974

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

**SECTION IV: PROPOSED PERSONNEL**

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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
1		Project Director	Magnet Coordinator	5 Years	Michele Bonanno	Yes	13616
2		Management	Student Recruitment Coordinator	5 Years	William Wynn	Yes	15535
			Budget/Purchasing Specialist	5 Years	Jubaliz Lopez	Yes	6867
1		Clerical	Student Recruitment Specialist	5 Years	Bria Harvin	Yes	25251
9		Teachers	Magnet Resource Teachers	5 Years	Joseph Lewis	Yes	3920
					Tricia Simon	Yes	41576
					Holly Smith	Yes	18214
					Michael Kuszpa	Yes	32054
					Elizabeth Black	Yes	10087
					Nathaniel Madick	Yes	40132
					Rosalyn Diaz-Ortiz	Yes	4162
					Caterina Salamone	Yes	22045
					Breanna Evans	Yes	13212
	Pending	PT Tutors	Literacy/Math Tutors	5 years	Pending		

**V. PROPOSED CONTRACTS**

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

<b>Proposed Independent Contractor</b>	<b>Brief Description of Service</b>	<b>Proposed Pay Rate</b>	<b>Proposed Total</b>
American Education Solutions	Competitive rigorous reporting		\$ 179,163
Richard Kahlenberg	Design a Socio-Economic integration plan.		\$ 10,000
Area Cooperative Educational Services (ACES)	Student recruitment campaign		\$ 295,000
Buck Institute	Provide PD for teachers on Project Based learning.		\$ 11,000
New Haven Historical Society	Provide PD on the new social student standards including an inquiry based approach to student learning.		\$ 4,000
Curriculum 21 (Heidi Hayes-Jacobs)	Provide PD to help guide through a continuous cycle of curriculum mapping.		\$ 10,000
Yale Office of New Haven & State Affairs	Develop a speaker's bureau of local STEM or social science professional as well as provide PD for teachers.		\$ 75,000
Education Alliance at Brown	Assist in identification of research based resources & tools to develop activities related to STEM, gender equity & diversity.		\$ 11,500
Columbia University	Provide teachers with PD to implement curriculum, develop STEM units & project based learning.		\$ 26,500
CT Science Center	Work with teachers in areas of magnet theme STEM development, literacy, numeracy & curriculum enrichment.		\$ 68,200
Eli Whitney Museum	Help develop authentic STEM learning experiences & out of school as well as provide PD on magnet them content.		\$ 15,000
Renzulli	Develop a School-wide Enrichment model that develops talents in all children, provide an broad range of advanced level enrichment experiences for all students and provide advanced follow-up opportunities for young people based on their strengths and interests.		\$ 5,000
Great Schools Partnership	Work with teachers on instructional improvement with an emphasis on project based learning.		\$ 50,000
Gateway Community College	Work in collaboration with HSC Leadership to develop & implement an early college model.		\$ 40,000
Outward Bound	Develop a leadership progress for students, including the Freshman Seminar & the Senior Capstone.		\$ 1,500
Project Adventure	Develop in leadership progression for students, including the Freshman seminar and the Senior Capstone.		\$ 1,500
The Future Project	Develop a leadership progression for students, including the Freshman Seminar and the Senior Capstone.		\$ 10,000
Project Lead the Way	Curriculum units will complement & support middle grades students at King/Robinson in meeting IB program expectations, scaffolding students as they learn to complete independent investigations.		\$ 5,000

## VI. ADDITIONAL INFORMATION:

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

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

- Objective 1: Minority group and socioeconomic isolation will be reduced at the proposed schools.
- Objective 2: All students will receive instruction that includes their schools systemic reforms and magnet themes in units and courses aligned with CCSS, NGSS and State standards.
- Objective 3: All students, at each magnet school, will receive magnet them instruction.
- Objective 4: The proportion of students at each school attaining level 3 or 4 on State tests in ELA and Math will increase for all racial/ethnic subgroups of students. Performance indexes will increase for ELA, math and science for all students and high needs students. By year 4, students will have higher test scores than matched students in non-magnet schools in at least one subject area.
- Objective 5: Magnet school teachers will receive at least 50 hours each year of professional development related to systemic reforms and at least 50 hours each year related to the magnet theme.
- Objective 6: all class will reflect the racial/ethnic and gender diversity of its grade. There will be a 5% increase in parent participation of each magnet school each year compared with previous year.

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

N/A

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

All students enrolled in the MSAP magnet schools will have equitable access to high quality education. Each year, for each magnet school, specific percentages of classes will reflect their grade's enrollment for each racial/ethnic group (and gender for STEM classes). There will be an increase in parent participation of each magnet school. Each year, there will be an increase (compared with the previous year) in the numbers of parents who participate in school activities. Students will receive special curricular programs at East Rock Community & Cultural Studies Magnet School, Edgewood Creative Thinking through STEAM Magnet School, Davis Academy for Arts & Design Innovation Magnet School, High School in the Community Magnet School and King/Robinson IB STEM Magnet School.

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

The Grant gives magnet schools a focus that is interesting to the child who applies. Students are more likely to do better in a school that they are interested in because they like the theme. Usually, the teachers perform better because they are in an amazing environment that provides professional development for person growth, they have a chance to write and develop new thematic units, they can travel, get new equipment and supplies and have outside contracts from the community work in their classes.

### **REQUIRED:**

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



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Richard Therrien  
**Date:** Oct 15, 2019  
**Re:** Science Fair Agreement with Foundation of Greater New Haven Chamber of Commerce

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**Executive Summary/ Statement:** To approve Agreement between New Haven Public Schools and Greater New Haven Chamber of Commerce Foundation for fiscal year 2019-20 for management of the Science Fair Program.

Services/Materials: \$14,000, Stipend Rate: \$160/day \* 87.5 days = \$14,000

Total amount: \$28,000

**Funding Source & Account #:** Special Funds, Priority Schools section of Alliance Grant #2579-5319-56694. (pending receipt of funds)

### Key Questions:

#### 1. How does this project align to the District Continuous Improvement Plan?

*The Science Fair program is aligned with academic and college/career goals. Family Science Nights (10-12 a year) and science fair projects focus on the scientific inquiry process, which exactly mirrors CT State (NGSS) Science Standards and is tested in grades 5,8, 11. Science assessment results are part of the academic measures on the CT District/School Accountability Index scores. Additionally, about 8000 students participate in science fair projects each year, which require students to use evidence from research, support argumentations and conclusions, use mathematical data analysis to analyze experiments and use other literacy communication skills such as writing, speaking and listening. NHPS students consistently outperform other urban districts on state testing in these inquiry skills (designing experiments), especially in 5th and 8th grade where the majority of science fair projects are developed. NHPS students are also above the national average when it comes to persistence in STEM College majors. (39% for NHPS vs 32% national average)*

*Additionally, the Science Fair Program brings together the community by connecting our students and their families with 50-120 mentors, ~60 Family Science Night volunteers, and over 200 volunteer judges, fulfilling the district goals of community involvement.*

2-4

**How was the contractor selected? Quotes? RFP? Sole Source designation? What specific skill set does this contractor bring to the project? Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**

**Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

*This is a continuation contract, the 13<sup>th</sup> year for the Chamber of Commerce, and the 25th year of the program. Other contractors investigated in the past have include Community Foundation for Greater New Haven, CT Pre Engineering Program, ACES. None of them have the business connections and fund raising ability that GNHCC is able to help with to provide full funding for the entire program.*

*Each year, the teachers, schools, students, mentors and judges are surveyed and the scope of the work is determined for the following year(see attached survey results).*

*The work is directly overseen by the science supervisor and a steering committee with community volunteers from business/industry who evaluates and monitors/adjusts the work of the Chamber every year.*

*The GNHCC Foundation serves as the fiduciary agent for the program (annual budget ~\$80K/year) and also does a lot of work in writing the grants and the paperwork for our various donors: Funding for the 2019 Fair came from Alexion Pharmaceuticals, Boehringer Ingelheim (BI Cares Foundation), Bristol Myers Squibb, The Community Foundation of Greater New Haven, CRISP (SCSU), Liberty Bank Foundation, the Dennis Bornick Fund and the Community Foundation of Greater New Haven, New Haven Manufacturers Association, NEWALLIANCE Foundation, New Haven Public Schools, Pfizer Inc., Science Park Development Corporation, Yale University-Office of New Haven & State Affairs, and Pathways to Science, Target and the Watershed Fund. Some grants are \$2000, some are \$15000 or higher, each with their own specific requirements. Many of these organizations have faced budget crises of their own, and many of our former large funders (Bayer, Olin, Alexion, Bristol Myers) have left/are leaving the area and other large funders (Pfizer, Jackson Labs) tend to support the state science fair or other state competitions (CT Invention Convention) rather than one school system.*

*Note that beyond the physical costs of the program (materials, supplies, rentals, website, project boards, handbooks, judges meals, custodial/security, etc..) there requires hours of work to run the Family Science Nights, Mentor Program, support school science fairs and the city wide fair itself, which cannot be done by one science supervisor. GNHCC Foundation provides some stipends to oversee the Science Fair program, the mentor program and to help with Family Science Nights. Yale and SCSU also provide employee time. This contract does NOT cover all the costs, especially judges meals, and some stipends. The Science Fair Steering Committee is composed of volunteers from Yale, Alexion, SCSU and the New Haven Committee and headed by volunteer Jack Crane. The New Haven Science Supervisor oversees all aspects and coordinates with schools and programs.*

**EVALUATION:**

*Survey results from the last several years, including 2018-19 indicate a high degree of satisfaction among students, teachers, schools as well as the volunteers. They especially noted the high degree of organization around the Fair day itself, including shuttle buses for judges, food for volunteers, communication about events and plans. Last year's city fair was one of the most highly rated events ever, mostly due to the quality food and the extra space provided by the Fieldhouse. Also received feedback on great Family Science nights, especially in the high number of parents saying they would talk/do science more*

*at home with their children. We have work to do on the training and mentor pieces. (SCSU will work with us on the training piece, providing some webinars for teachers, and there are plans for Yale ONHSA help revitalize and increase mentors).*

*Beyond the general success of NHPS students on inquiry subsections of the CMT, we are also able to investigate at least the city fair student attendees in terms of aggregate test scores and have seen a direct correlation between inquiry scores (last tested in 2017) and science fair participation by school and group (Schools that have had higher science fair participation have higher inquiry scores). Yale has also studied their Yale Pathways students, who are supported by mentors in science fair, and as presented to the Board of Education in 2017,, NHPS students are also above the national average when it comes to persistence in STEM College majors. (39% for NHPS vs 32% national average)  
.See attached for summary of 2018-19 end of year survey evaluation results.*

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

*Although the program includes professional development for teachers, it is not the primary focus. The Science Fair Committee coordinates professional development offerings with the district staff, such as summer programs and PD day sessions. There is a retired teacher who serves as mentor coordinator that guides and is the liason between the mentors and teachers. The committee has also explored developing online platforms for PD on science inquiry through Yale/SCSU for teachers that would be coordinated with NHPS staff.*

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

*NHPS cost has not increased since 2006. This matches with the goals of the Priority Schools grant to link parent/community engagement with academic success and has been included since 2006.*

*This agreement covers roughly 1/4 of the cost for the Science Fair Program with other major sponsors including Alexion, Yale, Pfzier, SCSU, BoehringerIngelhein, Watershed Fund and United Illuminating among others. Many of the funder grants we receive are based on a matching/cost-sharing, so the funds NHPS provides fits the needs of the grants.*

*Other contractors investigated in the past have include Community Foundation for Greater New Haven, CT Pre Engineering Program, ACES.*

*None of them have the business connections and fund raising ability that GNHCC is able to help with to provide full funding for the entire program. Should NHPS NOT contribute funding, it is unlikely that many of these corporate sponsors would continue their support as well, and elements of the program would be eliminated. Note that beyond the physical costs of the program (materials, supplies, rentals, website, project boards, handbooks, judges meals, custodial/security, etc..) there requires hours of work to run the Family Science Nights, Mentor Program, support school science fairs and the city wide fair itself, which cannot be done by one science supervisor.*







**NEW HAVEN PUBLIC SCHOOLS**

**AGREEMENT  
BY AND BETWEEN  
THE NEW HAVEN BOARD OF EDUCATION  
AND**

**The Foundation of the Greater New Haven Chamber of Commerce**

**FOR**

**Science Fair Coordination, Materials and Services**

This agreement entered into \_\_\_Nov 12\_\_\_, 2019 effective \_\_\_Nov 13\_\_\_, 2019 by and between the New Haven Board of Education (hereinafter referred to as the "Board") and **Greater New Haven Chamber of Commerce Foundation** located at **900 Chapel Street, 10<sup>th</sup> floor New Haven, CT 06510-2811** (hereinafter referred to as the "Contractor").

The Board shall pay the contractor for satisfactory performance with the amount of supplies/services as listed ( \$14,000), PLUS stipended services equivalent to up to 87.5 days at \$160/day (\$14,000) total of **\$28,000**.

The maximum amount the contractor shall be paid under this agreement: (**\$\_\_28,000\_\_**). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

The total compensation shall be for **\$28,000** from \_\_\_Nov 13\_\_\_, 2019-June 30, 2020

Fiscal support for this Contract shall be by the **Priority Schools-** program of the New Haven Board of Education, Account Number # **2579-5319-56694**. (**Pending receipt of Funds**)

This agreement shall remain in effect from Nov 13, 2019 to June 30, 2020.

*(Note, this contract does not cover the complete cost of the Science Fair Program and expenditures of the Science Fair Program are at the direction of the Science Fair Steering Committee).*

**SCOPE OF SERVICES**

**The coordination and administration of the Annual New Haven City Wide Science Fair Program, under the vision and direction of the Science Fair Steering Committee and the NHPS Science Supervisor, geared towards improvement of math and science skills for students in New Haven Priority Schools. This directly relates to services involved in supporting science inquiry standards and mathematics measurement, graphing and analysis standards, as well as language arts research, writing, and communication skills grades K-12:**

**1. Partial coordination, supplies for 10 Family Science Nights, in conjunction with NHPS Parent programs.** *Allowable contract reimbursement includes any supplies supporting Family Science Nights (such as materials, publicity, donations), as well as up to \$2000 in stipends/services.*

**2. Partial coordination, supplies, administration of the Science Fair mentor program, including: supplies for the program, mentors and students, mentor appreciation event, SRC Committee.** *Allowable contract reimbursement includes any supplies supporting the mentor aspect of the program (such as publicity materials, handbooks, student supplies) as well as up to \$6000 in stipends/services.*

**3. Partial coordination, supplies and administration of school science fairs and the city wide Science Fair, including handbook, website, printing, supplies, awards, judges, and fair itself on May 11, 12, 13** *Allowable contract reimbursement includes any supplies supporting school/city science fair, (such as state science fair fees, student project boards, website maintenance and updating, publicity materials/signage/printing, awards/trophies, rental of supplies/tables, etc...) or supplies/costs supporting grant input to the Science Fair Program, as well as up to \$6000 in stipends/services.*

\*Note: Food/Meal costs are not reimbursable under this Priority Schools Contract. Stipends not to exceed \$14,000 (~\$160//day \* 87.5 days) of the \$28,000 total.

This agreement shall remain in effect from \_\_Nov 13\_\_, 2019 to June 30<sup>th</sup>, 2020.

**December 15, 2019 - \$8,000.00. (anticipated administrative/grants setup, booklet, website, general supplies)**

**March 30, 2020- \$10,000.00. ( anticipated costs for mentor program, family science night, supplies)**

**May 30, 2020 \$10,000.00. (anticipated Science Fair costs, rentals, supplies)**

**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.

**AMENDMENT AND RENEWAL**

This agreement constitutes the entire agreement between the parties and supercedes any oral or written communications. This agreement may only be modified by a written amendment signed by both parties.

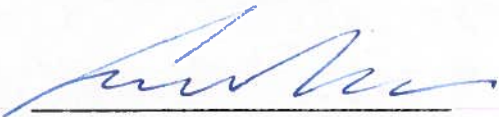
**ADMINISTRATION**

The services to be performed by the Contractor shall be administered by Garrett Sheehan, President of the Greater New Haven Chamber of Commerce. The contact person with respect to this agreement for the New Haven Board of Education shall be Richard Therrien, NHPS Science Supervisor.

**CONTRACTOR:**

**NEW HAVEN BOARD OF  
EDUCATION**

**Foundation of the Greater  
New Haven Chamber, Inc  
900 Chapel Street, 10<sup>th</sup> floor  
New Haven, CT 06510-2811**



**Garrett Sheehan, GNHCC**

**Darnell Goldson, President**

**New Haven Board of Education**

10/18/19

**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.

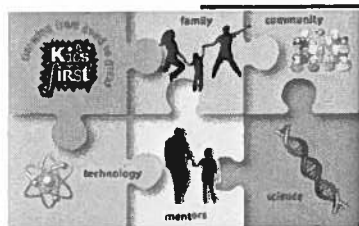
1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to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



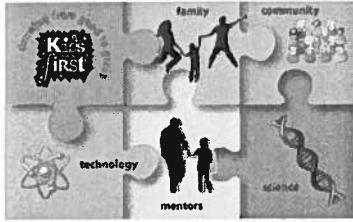
**2019 numbers:** 25th Year, 7,600 students participated in science fair across the city. 21 school science fairs, including 5 high schools providing judges. 560 students, 242 projects at the 2018 city fair, representing 39 schools PreK-12.

**Link to academics:** tied to inquiry skills of CT Science Standards (note: NH is consistently #1 in the DERG in inquiry skills, essentially at the state average). Also connected to programs such as Yale Pathways, Family Science Night outreach, mentorships, internships, science teacher professional development, materials/manufacturing.

The New Haven Science Fair program is truly a partnership involving businesses, universities, associations, foundations, and private citizens, working with the New Haven Public Schools' teachers, students and administrators, and the students' parents.

**NEW HAVEN SCIENCE FAIR STEERING COMMITTEE** **Jack Crane**, Project Director, New Haven Science Fair Program **Melanie Bauer**, Coordinator of Family Science Nights, Regular Judge Recruitment **Dr. Christine Broadbridge**, Director of STEM Initiatives and Professor of Physics at Southern Connecticut State University, and Education Director of CRISP at Yale/SCSU **Maureen Coelho**, Program Consultant, New Haven Science Fair Program **Carol Jenkins**, Coordinator of CRISP at Yale/SCSU, **Dr. Sujit Jopinally**, Mentor Coordinator, New Haven Science Fair Program **Claudia Merson**, Director of Public School Partnerships at Yale **Dr. Maria Parente**, Coordinator for Community Programs in Science at Yale, **Richard Therrien**, NHPS K---12 Science Supervisor

**Funding** for the 2019 Fair came from Alexion Pharmaceuticals, Boehringer Ingelheim (BI Cares Foundation), Bristol Myers Squibb, The Community Foundation of Greater New Haven, CRISP (SCSU), Liberty Bank Foundation, the Dennis Bornick Fund and the Community Foundation of Greater New Haven, New Haven Manufacturers Association, NEWALLIANCE Foundation, New Haven Public Schools, Pfizer Inc., Science Park Development Corporation, Yale University-Office of New Haven & State Affairs, and Pathways to Science, Target and the Watershed Fund.

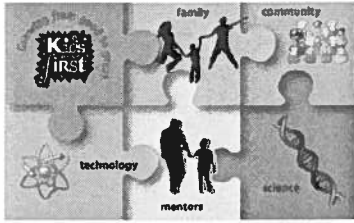


**TYPICAL NEW HAVEN SCIENCE FAIR BUDGET  
INCOME (Does Not Include Special Awards that pass through)**

NEW HAVEN PUBLIC SCHOOLS (Priority Schools Special Funds)	28,000
PRIVATE FOUNDATIONS	10,000
UNIVERSITY FUNDING	14,000
CORPORATE	30,000
MISCELLANEOUS	7,500
<b>TOTAL</b>	<b>94,500</b>

**EXPENSES BUDGETED**

ADMINISTRATION AND Greater New Haven Chamber coordination	
Clerical, office supplies and overhead	18,000
Family Science Nights (coordinator + supplies) (8-12 per year)	15,000
Mentor Program (coordinator+supplies, dinner) (60-100 mentors)	15,500
City-wide Science Fair (rental, judges meal, services) (250 projects)	27,000
Awards for city wide (65+ trophies,)	6,000
Program booklet for mentors, teachers, students, judges (~1000)	6,000
Website maintenance, project materials and supplies, CT Science Fair entry fees, project boards	7,000
<b>TOTAL</b>	<b>94,500</b>

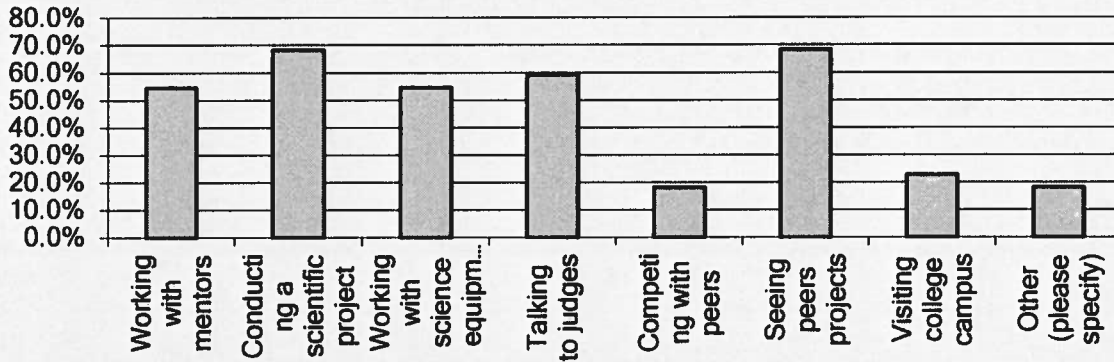


Survey Science Fair : Teachers, Parents

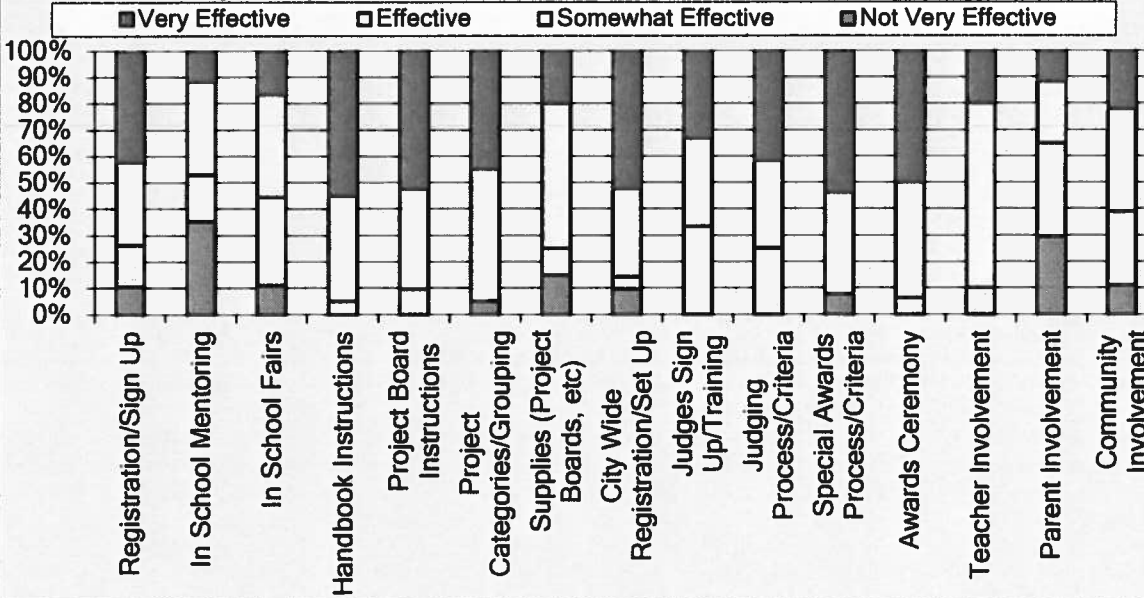
How long have you participated in Science Fair?



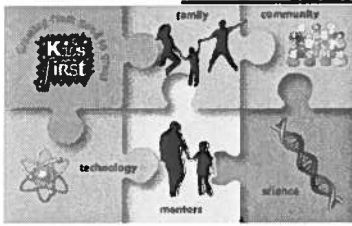
In your opinion, what are the most important benefits to students from Science Fair? (Select all that apply)



Please help us improve Science Fair by rating your impressions of each







NEW HAVEN PUBLIC SCHOOLS



**(Optional) What was your overall impression of Science Fair this year?**

-good

Everything's kind of rushed, especially since students have worry about tests then jump right into science fair.

-FABULOUS

-would like to see more students have the option to compete in citywide- not limited by teachers picking groups, allowed to also enter as individuals if so desired

-Very well planned with the judges! Judges saw all of our students very quickly.

-Excellent, students were enthusiastic throughout the entire process. From school fair to city fair.

-It's OK

-It was very well organized.

-alright - would be nice if it was before States - so students could go on to states

-Organized and well run.

-The collaboration of the GNHCC and NHPS along with all the other sponsors makes the Science Fair an exhilarating and exciting event for students, teachers, and parents. The support and resources provided throughout the year were relevant and extremely helpful

-Organized, lots of judges for the students to talk to, another impressive year

**What is the most important thing that could be improved about Science Fair in order to improve student science learning?**

-The option in whether you want to actually do the science fair.

-Closure that connects students to institutions that are willing to help children, middle school and up, continue their projects and refine the process of research.

-Less school-fair competitiveness. Students are given more time to complete projects--are told about the science fair at the beginning of the year and given deadlines starting then. -

--Monitoring of parental involvement. Making sure students can and know they can conduct experiments according to their interests--theatre science, dance science, social science etc...

-Allow students to enter as individuals and/ or groups and provide mentors after school/ weekends to any interested students. Have intro nights for parents to encourage/ explain science interest and how the fair works at the beginning of the year and have the judges pick entries from grade level exhibits at each school.

-The Science Fair takes a significant amount of time out of the school year. It is so difficult to integrate because the students are so needy and require much more help and support than time allows.

-The department supervisor does a good job keeping teachers/ administration notified of Science initiatives

-Matching up mentor with students' interest.

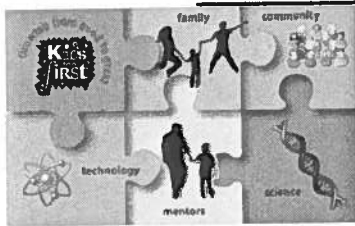
-a mid winter seminar style city wide meeting in each contingent area and student share out of how the process is going and trouble shooting any problems

-I thought it was a great success. Maybe in the future a video to be made about the students in the City Fair that would get other students excited about participating. Maybe some community involvement that would bring scientific demonstrations to all schools(not select) to demonstrate how exciting a field science is.

-I believe that criteria at the individual schools needs to be similar to the citywide. Each school does their own thing and it is not always "fair," criteria is not universally understood and/ or applied, students are not held accountable - again no time in the day to support them, so it is left to parental support and that is not always there. We need to look at this (differentiated instruction) to make this a learning experience for all. Students do not have the supplies and support, teachers do not have the time, resources are not evenly distributed - students/teachers are not on equal footing.

-In regard to student learning, as long as teachers continue to inspire their students to pursue what interests them in science, the Science Fair showcases the what students have discovered and want to know. How can we improve on that? Is there room for more projects?

-Make it mandatory for the 7th - 9th graders - helps with the science test



## FSN 2018-2019 Report Summary

School	Date & Time	# of Volunteers Attended	# of Attendees (# of Kids)	# Completed Survey (% of Completed Surveys)
Quinnipiac	October 17, 5:00-7:00	9	44(20)	18(75%)
B. Jepson	November 7, 5:00-7:00pm	9	30(17)	13(100%)
Columbus	November 9, 5:30-7:30pm	7	23(14)	6(66%)
Hill Central	December 5, 5:00-7:00pm	8	113(79)	30(88%)
L.W. Beecher	December 7, 5:30-7:30pm	10	38(23)	15(100%)
Lincoln-Bassett	January 15, 5:30-7:30pm	11	96(71)	22(88%)
East Rock	January 17, 5:30-7:30pm	10	41(24)	14(82%)
Celentano	January 25, 5:30-7:30pm	12	28(19)	7 (77%)
<b>Total</b>	<b>8 FSNs</b>	<b>76(53 unique)</b>	<b>413(267)</b>	<b>125(86%)</b>

Program Year	# of FSNs	# of Volunteers (# Unique)	# of Attendees (# of Kids*)	# Completed Survey (% of Completed Surveys)
2014-2015 (Nov.-Mar.)	10	98 (65)	234	135
2015-2016 (Oct.-Dec.)	8	67 (27)	223	114
2016-2017 (Oct.-Jan.)	10	99 (62)	456 (260)	157 (80%)
2017-2018 (Nov.-Feb.)	8	54 (41)	306 (167)	93 (67%)
2018-2019 (Oct. - Jan.)	8	76(53)	413(267)	125(86%)

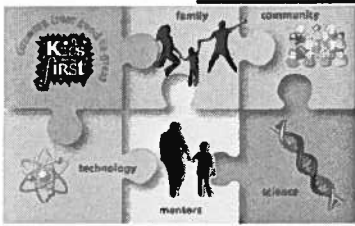
\* # of kids was only tracked for the past three years

Survey Question	Overall Mean
1. Organization of FSN?	4.79
2. Presenter's knowledge of material?	4.79
3. Challenging?	4.21
4. Improved understanding of scientific method?	4.39
5. Will you use new skills/knowledge at home?	4.39
6. Children repeat FSN experiments at home?	4.46
7. Children share FSN activities with friends?	4.53
8. Talked about FSN with other parents?	3.37
9. Have other parents expressed interest in FSN?	3.70
10. After FSN, will you visit science museums, zoos, etc.?	4.82
11. Some idea of what "materials science" is?	4.44
12. Children might enjoy a career as a scientist?	4.50
13. More ways to enjoy science at home?	4.55

Scale for Questions 1-3: 1=low/poor 5=high/excellent  
Scale for Questions 4-13: 1=not at all 5=definitely

Experiments to Try at Home	Totals
Oil spill	21
Chromatography	21
Surface area	13
Ramp & roll	14
Virus design	11
Engineering rescue	13
UV ray protection	11
Peabody Museum	3
Super organisms	3

How FSN Affected Family	Totals
Learned something new	43
Fun and enjoyment	57
Bonded together	26



**Final Meeting Report Judges Survey**

– May 2019 by Melaine: revised/Maureen

**JUDGE/VOLUNTEER DEMOGRAPHICS & IMPROVEMENT FOR NEXT YEAR**

**Demographics:**

- 165 judges registered, ~15 cancellations/no-shows, ~150 ultimately present for judging plus 41 Special Award Judges. Total Judges: **191**
- o Affiliation: 123 Yale, 13 Quinnipiac, 6 SCSU, 3 UNH, 2 Medtronic, 1 UCONN, 1 NHPS, 16 Other, plus 41 SPECIAL AWARD
- o Title: 73 grad students, 18 students, 14 postdocs, 19 faculty, 9 researchers
- o Returners?: 84 new, 81 returners (usual split , 1-12 years experience; M=2.63, SD=2.29) **Plus 41 Special Award Judges returned:** New: Ellen Maust, Dr. Dan Prober, and Dr. Alex Rosenthal.
- o Shuttle: 63 (38%) requested the shuttle
- o Recruitment: 65( Melanie), 49 dept email, 41 Special Award Judges ( Maureen), 19 (Maria) 14 (CTL email), 10 (Sujit), 10 GPSS, 4 Science Diplomats, 1 Maureen/GNHCC, 1 Carol
- 15 logistics volunteers (6 GNHCC, 4 Yale, 2 SCSU, 4 Other)

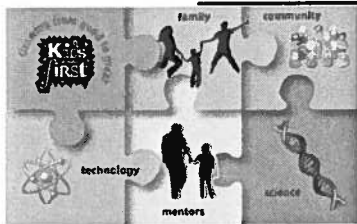
**Comments for next year:**

- Despite starting recruitment in mid-February, had trouble finding enough judges (Start earlier? Widen recruitment efforts?)
- Good having people hired to cover board supervision 2-5p on Tuesday and 8a-9p on Wednesday

**JUDGE FEEDBACK SURVEY DATA**

Data compiled from 119 judge surveys: **Overall Quality of Projects**

2015	2016	2017	2018	2019
High ( 5)	27	23	28	41
Average to High (4) 21	28	28	38	20
Average/Varied: (3) 74	85	73	64	46
Low to Average (2) 5	5	6	8	6
Low (1) 2	3	7	3	4
Totals: 133	158	138	143	117
Average Rating: 3.41	3.42	3.37	3.57	3.75



**FINAL REPORT: JUDGES SURVEY (Continued)**

**Overall quality of projects (for 2019 only) :**

PreK-4 52 4.02

Gr. 5-8 58 3.48

Gr. 9-12 5 4.40

**N Average**

Class 38 4.08

Team 33 3.34

Individual 14 4.07

Team/Indiv 8 3.63

**N Average ...By subject**

Physical 57 3.68

Biological 41 3.78

**Understood hypothesis and related variables**

	Yes	Some	No	Not Variables	Not hypothesis	Not Controls
2015	79	41	0	4	0	0
2016	99	31	7	1	7	0
2017	83	35	3	3	3	0
2018	87	28	1	6	1	0
2019	74	21	4	1	4	2

**Procedures Supported the Inquiry**

	Yes	Some	No
2015	114	11	4
2016	132	20	1
2017	111	16	4
2018	116	16	1
2019	100	13	2

**Related to real-world issues:**

	2015	2016	2017	2018	2019
Yes	85	115	102	100	91
Some	37	35	27	30	22
No	4	4	6	1	4

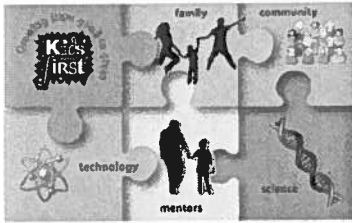
**Enthusiastic students:**

	2015	2016	2017	2018	2019
Yes	103	130	98	106	98
Some	25	27	35	26	19
No	1	4	2	1	1

**Judge in the future? (for 2019 only)**

**Yes No Maybe**

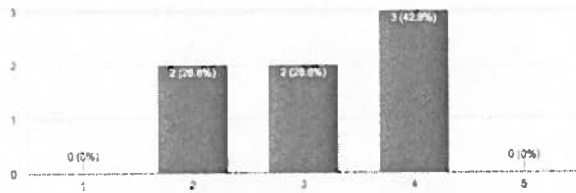
95 9\* 6 \* these individuals are moving



**NEW HAVEN SCIENCE FAIR FEEDBACK SURVEY SUMMARY SRC Committee**

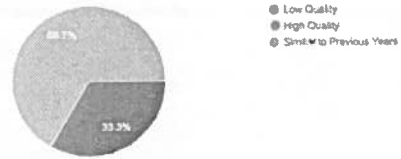
On a scale of 1 – 5 (with 1 being low quality and 5 means high quality):  
In your opinion, how would you rate the quality of science projects you reviewed this year?

7 responses



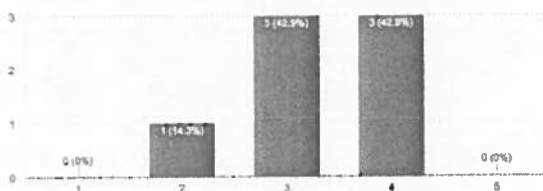
How would you rate the quality of projects this year compared to previous years? You may skip this question, if this is your first year as an SRC member.

5 responses



On a scale of 1 – 5 (with 1 being low quality and 5 means high quality):  
How would you rate the quality of information you received, on the forms, from the teachers/students?

7 responses



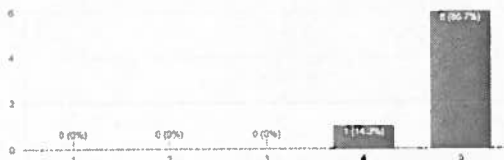
Do they provide you with enough information to review the projects and to make appropriate decisions?

7 responses



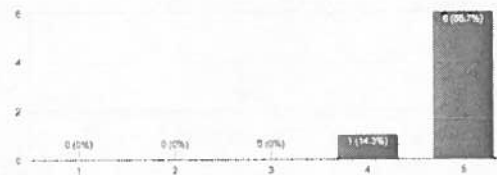
On a scale of 1 – 5 (with 1 being Not helpful and 5 means very helpful):  
How would you rate the process of receiving the projects on Google sheets and getting notified through email when the forms are posted?

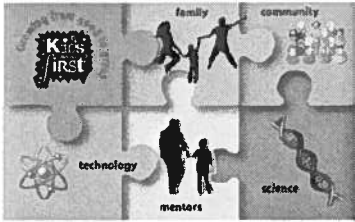
7 responses



On a scale of 1 – 5 (with 1 being Poor and 5 means Excellent):  
How has been the overall experience of being part of the Scientific Review Committee?

7 responses

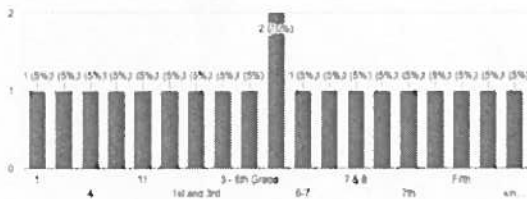




**NEW HAVEN SCIENCE FAIR FEEDBACK SURVEY SUMMARY MENTORS**

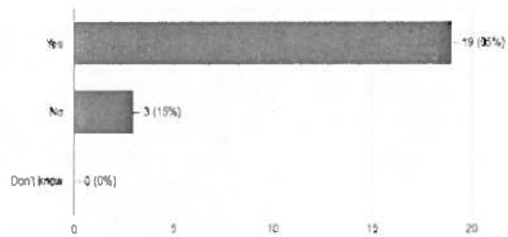
What grade level you worked with this past year?

20 responses



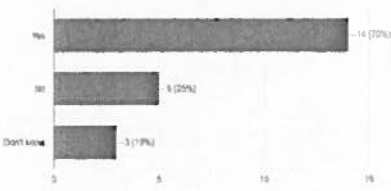
Have your students completed the science projects on time?

20 responses



Did they present at the New Haven Science Fair?

20 responses



If yes, did they win an award?

17 responses



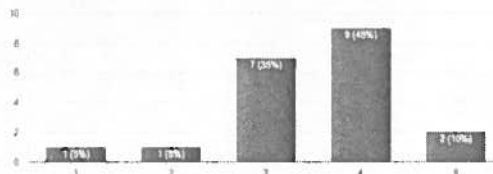
On a scale of 1 - 5 (with 1 being the least and 5 being the most) how committed were the teachers to work with you in helping their students to complete the science projects?

20 responses



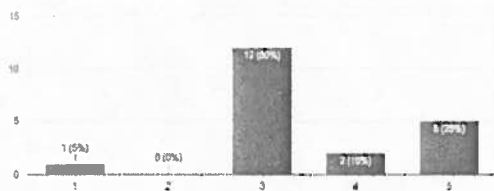
On a scale of 1 - 5 (with 1 being the least and 5 being the most) how committed the students were to work with you and the teacher in completing the science projects?

20 responses



On a scale of 1 - 5 (with 1 being the low and 5 being the high) how would you rate the quality of student projects?

20 responses





NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Grace Nathman, Principal, Celentano Biotech Health and Medical Magnet School  
**Date:** October 17, 2019  
**Re:** June Levy, PhD

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Dr. June Levy, for onsite job-embedded coaching and mentoring for K-6 classroom teachers, coaches and administrators. Dr. Levy will work closely with Celentano leaders, instructional coaches and teacher teams to build internal capacity on creating an interdisciplinary curriculum framework to interface project based learning (PBL) aligned to the district's curriculum content. Teachers will be able to integrate social studies and Common Core into Next Generation Science Standards (NGSS) and engineering practices to develop quarterly interdisciplinary units that engage students. Job-embedded coaching and mentoring will focus on differentiated instruction and inclusion of STEM skills and strategies.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** up to \$20,000; 25 days at \$800 per diem

**Funding Source & Account #: 2531-6276-56694-0048**

### Key Questions:

1. How does this project align to the District Continuous Improvement Plan?

This service is strategically aligned to the District's and our Continuous Improvement Plan (CIP) and our school-wide goals for student growth over time. The Connecticut State Department of Education requires that we base our progress on individual growth targets and trajectories on ESSA-required goals of academic achievement and progress towards English Language and Math

proficiency. The PBL model focuses on interactive, differentiated instruction with high leverage strategies around inquiry and problem solving which are always interdisciplinary, student focused and student driven. Our SIP focus this year is on student engagement. Using an integrated curriculum and PBL, teachers will be able to incorporate more discourse, performance tasks and hands on learning to support student engagement.

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

As CEO of the Connecticut Children's Museum for over 25 years, she started up the original Museum Magnet School for New Haven Public Schools. Upon retirement, she evaluated Federally funded magnet schools (MSAP) in New York City, Brooklyn, Yonkers, Duval County FL and Winston-Salem/Forsyth County NC. Her expertise includes grant writing, financial management, curriculum development and job embedded coaching and mentoring as professional development .

3. Is this a **new or continuation service**? If this is a continuation service, please attach an evaluation of the contractor from the previous year.

Although Dr. Levy worked with Celentano faculty last year, the scope of services has changed. Last year, she provided five days of professional development in MakerSpace and PBL. This year, she will be onsite two days a week working with grade level teacher teams developing interdisciplinary, problem solving units of study that will increase student engagement. Thus, the cost has increased in relation to increased services.

4. Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?

The contractor's performance will be evaluated by the deliverables listed in the contract. Last year, whole school and large teams met afterschool. By March, it was evident that grade level teams needed intense planning and curriculum writing time. Dr. Levy volunteered to pilot this approach with the 1<sup>st</sup> grade team. As a result of weekly meetings, that team produced a yearlong plan that they will implement along with integrating the required reading and math blocks. In addition, the contractor worked with school leadership, pro bono, on locating and applying for grants that provided support for several MAKERSPACE projects and assisted in the financial sustainability of the edible garden in the courtyard, the outdoor MAKERSPACE. I will be meeting with the contractor weekly to monitor progress.

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

This specific service requires expertise in interdisciplinary curriculum development resulting in summative authentic assessments through PBL. Job-embedded coaching and mentoring differs from training that can be provided internally in that it provides practice and immediate feedback in the gradual release model that teachers should be modeling for students.

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



Just as each child comes to the classroom with different skills, each teacher, likewise, comes to the classroom with different skills. We believe this agreement is fiscally sound because the process of ongoing, job-embedded coaching and mentoring, one of the most promising new approaches to professional development in education, can serve as a way to differentiate instruction for teachers striving to engage students.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**  
**June R. Levy**

FOR DEPARTMENT/PROGRAM:

**Celentano Biotech, Health and Medical Magnet School**

This Agreement entered into on the 12th day of November, 2019, effective the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, June R. Levy located at, 130 Wakefield Street, Hamden, CT 06517 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$800 per day, for a total of 25 days.

The maximum amount the contractor shall be paid under this agreement: twenty thousand dollars (\$20,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **School Improvement Grant (SIG) Program** of the New Haven Board of Education, **Account Number:** 2531-6276-56694 **Location Code:** 0048.

This agreement shall remain in effect from November 13, 2019 to June 15, 2020.

**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. Deliverable: Aligned curriculum content map for K-6**

Develop a schoolwide interdisciplinary curriculum map that will connect social studies and math with NGSS and engineering practices so that teachers know what content they are supposed to be teaching on each grade level (up to 6 days)

**2. Deliverable: Written scenarios for four marking periods: All about Me, More to Explore, Incredible Journey, and Sharing the Planet on each grade level K-6**

Produce four interdisciplinary units of study with teachers (All about Me, More to Explore, Incredible Journey, and Sharing the Planet) through job embedded coaching and modeling using project based learning (PBL) aligned to the curriculum content map (described in 1 above) and integrated within the school's magnet theme (biotech, medical and health); (up to 20 days)

*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.

**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

October 17, 2019 10/17/2019  
Date

\_\_\_\_\_  
Date

June R. Levy, Ph.D. Jr., Contractor  
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

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

The Contractor will be the onsite curriculum integration specialist for Celentano where contractor will

**Provide 25 days of ongoing job-embedded coaching and mentoring of grade level teams aligned to the school's CIP that will include, but not be limited to**

- Differentiated instruction
- STEAM skills and strategies
- Planning and generating questions prior to the lesson for meaningful discourse
- Student generated and directed higher level/order questions
- PBL/performance tasks which encourage student to student talk and collaboration

### **Deliverables**

1. Develop a schoolwide interdisciplinary curriculum map that will connect social studies and math with NGSS and engineering practices so that teachers know what content they are supposed to be teaching on each grade level (up to 6 days)

**Deliverable: Aligned content map for K-6**

2. Produce four interdisciplinary units of study with teachers (All about Me, More to Explore, Incredible Journey, and Sharing the Planet) through project based learning (PBL) aligned to the curriculum content map (described in 1 above) and integrated within the school's magnet theme (biotech, medical and health); (up to 20 full days)  
**Deliverable: Written scenarios for four marking periods: All about Me, More to Explore, Incredible Journey, and Sharing the Planet on each grade level K-6**

3. Identify and write grants to ensure implementation of new program developments to increase student engagement. (Last year's success rate was one funded for every two written: four out of eight.)



**June R. Levy, PHD, 130 Wakefield Street, Hamden, Connecticut 06517**  
**telephone: (203) 214-4404 e-mail: june.levy@snet.net**

***EDUCATIONAL BACKGROUND***

**A.B. Art**

- Women's College of the University of North Carolina, (1963)

**M.Ed. Special Education**

- University of North Carolina at Chapel Hill, (1966)

**Ph.D. Child Development and the Arts**

- Union for Experimenting Colleges and Universities, (1979)

**Post Doctoral Fellow, Department of Psychology**

- Yale University, (1985-86)

***PROFESSIONAL EMPLOYMENT***

1999-present	Independent contractor/ consultant
1986-2003	Lecturer Child Study Center, Yale University School of Medicine
1973-1999	Executive Director The Connecticut Children's Museum, 22 Wall St., New Haven, CT
1969-73	Supervisor of graduate practicum and instructor in special education Southern Connecticut State College, New Haven, Supervisor of graduate practicum and instructor in Art Education, University of South Florida, Tampa
1964-67	Public school teacher in MA and NC

***WHO I AM, WHERE I'VE BEEN AND WHAT I'VE DONE***

I consider myself a "lifelong learner". In 1979, I earned a PHD in child development and the arts from the Union for Experimenting Colleges and Universities, the country's first accredited "university without walls" after receiving undergraduate and master's degrees from the University of North Carolina. Completing a post doc in the psychology department at Yale in 1986, I held a clinical faculty appointment to the Yale Child Study Center, Yale School of Medicine, from 1986-2003. As founder and executive director (CEO) of the Connecticut Children's Museum, I spent 30 years developing and implementing inquiry and project based public school programs with teachers and teachers in training throughout the state. I created and lead the Museum Magnet School

at the Children's Museum using downtown New Haven as the learning environment, and, after that, evaluated Federally funded magnet schools, grades K-12, in FL, NC and NY for American Education Solutions. During my career, I consulted to many schools in transition or adopting new comprehensive school reform models. Among these were MicroSociety, museum, STEM and STEAM schools, where I connected problem-based curricula and virtual collections via linked learning to the school districts' core curriculum since object-based learning and literacy use the same skill-set. In my retirement, I am a volunteer grant writer at the Engineering and Science University Magnet School (ESUMS) and Celentano Biotech. Health and Medical Magnet School in New Haven, CT, where my funded projects have included indoor and outdoor MAKERSPACEs "without walls": emotional intelligence and restorative justice; the engineering design cycle and project/problem based learning; and career and technical education (CTE).



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Heriberto Cordero  
**Date:** 10/15/19  
**Re:** Benchmark Education Contract through SIG grant

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**Executive Summary/ Statement:** 4 years ago Fair Haven School became a Pilot School for the State of CT to revamp and strengthen our Bilingual and EL program offerings. The major endeavor was to grow a thriving Dual Language Program. Part of this work was to complete a curriculum map of district curriculum, state standards, CELP standards, national standards and ensure that these are all aligned and arranged in a systematic way to ensure everything could be taught through thematic units. Thematic Units are a staple to a successful Dual Language Program. We have completed this work for grades K-3 and now need to continue this work in grades 4-6. We would like to partner with Benchmark Education particularly for their expertise in Bilingual and EL programming and one of their consultants will help guide this work with our staff. The end result will be a comprehensive curriculum map for grades 4-6 that is standards based and aligns to all district, state and national standards.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** The total amount of the agreement is \$20,000.00. This is for a daily rate of \$2,000.00 for a total of 10 days.

**Funding Source & Account #:** 2531-6298-56694-0016 *Pending Receipt of Funds*

### Key Questions:

1. How does this project align to the District Continuous Improvement Plan? The district improvement plan seeks to decrease the achievement gap amongst subgroups. Dual Language programming has proven to effectively move our EL students to close the achievement gap over an extended period of time (usually 5-7 years). Our data for our first cohort of Dual Language graduates (currently in 3rd grade) is very promising and shows that our highest readers in both English and Spanish are from our Dual Language classrooms.
2. How was the contractor selected? Quotes? RFP? Sole Source designation? Sole Source Designation - Barbara Andrews from Benchmark Education and her wealth of experience and knowledge aligns with the needs of our school and our district.

3. What specific skill set does this contractor bring to the project? Barbara Andrews from Benchmark Education has successfully worked for Bilingual and EL programs and has now been one of Benchmark's premier consultants particularly in her strength area of Bilingual and EL programming (curriculum, instruction, and assessment).
4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year. New
5. *Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress? We are scheduled to meet 8 times throughout the year. Their effectiveness will be evidenced in the creation of our grades 4-6 curriculum map. We have been recognized by our district for our curricular work for Dual Language in grades K-3 and we expect for this to continue in grades 4-6.*
6. If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? No this is not a professional development program.
7. Why do you believe this agreement is fiscally sound? Bringing in an expert in Bilingual and EL programming is extremely important for the success of our school and our district as a whole. This is absolutely fiscally sound and we will ensure that the consultant and our staff work diligently to complete the work.



NEW HAVEN PUBLIC SCHOOLS

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

**Benchmark Education Company, LLC**

FOR DEPARTMENT/PROGRAM:

**Fair Haven School**

This Agreement entered into on the 1st day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 11th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, Benchmark Education Company, LLC located at, 145 Huguenot Street, 8<sup>th</sup> Floor, New Rochelle NY 10801 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$2,000 per day, for a total of 10 days.

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

**Fiscal support** for this Agreement shall be by School Improvement Grant (SIG 1003) of the New Haven Board of Education, **Account Number:** 2531-6298-56694 **Location Code:** 0016.

This agreement shall remain in effect from 11/01/2019 to 5/31/2020.

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

**Exhibit A: Scope of Service:** 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

10/14/19  
\_\_\_\_\_  
Date

JOHN GRUBER  
SUP & CFO  
\_\_\_\_\_  
Contractor Printed Name & Title

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

\_\_\_\_\_  
Date

Exhibit A

Benchmark Education Company has had one central mission since its founding in 1998 — building literacy for life. Since then, Benchmark Education has become a leading publisher of comprehensive, standards-based literacy programs, content-area reading, skill-specific intervention and bilingual and English learning resources for Grades K–12. Our pedagogic foundation focuses on intentional, structured student progress from teacher-dependence to student-independence that integrates metacognition, gradual release of responsibility, differentiated instruction, an apprenticeship approach, teaching for transfer, and the integration of reading/writing with content-area instruction (including content-area concepts, academic vocabulary, and text complexity). This approach results in students becoming independent readers and critical thinkers and has been proven by independent research firms to accelerate and close long-term, persistent subgroup and special program achievement gaps who make gains similar to general education students.

Under the terms of this agreement Benchmark Education will be assisting the bilingual team at the Fair Haven School in curriculum mapping for grades 4-5. Barbara Andrews, the Professional Development Trainer from Benchmark Education, will use her extensive experience implementing successful ELA curriculum to help Fair Haven align their teaching and learning standards.



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

AND

**ELIZABETH PARMELEE**  
For Early Childhood Education Coaching in PreK Programs

This Agreement entered into on the 5<sup>th</sup> day of October 2019, effective (*no sooner than the day after Board of Education Approval*), on the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Elizabeth Parmelee located at 393 South Rolling Acres Road, Cheshire, CT 06410 (herein referred to as the "Contractor").

**Compensation:**

The Board will pay the Contractor for satisfactory performance of services and pending receipt of State Award an amount not to exceed \$22,400 (twenty-two thousand four hundred dollars). The hourly rate is \$100 per hour. The Contractor will work 7 hours/week for 32 weeks. Compensation will be made upon submission of monthly reports for the services as outlined in *Exhibit A Scope of Service*

**Fiscal support** for this Agreement shall be by the **School Readiness Quality Enhancement Grant Program** of the New Haven Board of Education, **Account Number: 2523-900-5385-56697 Location Code: 0442.**

This agreement shall remain in effect from November 13 to June 30, 2020.

**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 must be attached).*

The Contractor will provide early childhood education coaching services for prek programs funded under the School Readiness Grant Program. This includes but is not limited to classroom observations, modeling, meetings with teachers and directors, and in-service training related to prek curriculum and child assessments. The hourly rate for this service is \$100.00 per hour and including no more than 2 hours per month for planning and for meetings with the School Readiness Project Director or her designee.

**Exhibit A: Scope of Service:** See attached contractor's detailed Scope of Service.

**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

10/10/19  
Date

\_\_\_\_\_  
Date

Elizabeth Parmelee - Coach  
Contractor Printed Name & Title

Revised: 10/2/18



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT A**

**SCHOOL READINESS QUALITY ENHANCEMENT - EDUCATION COACHES**

**DETAILED SCOPE OF SERVICE AGREEMENT**

**SPECIAL TERMS AND CONDITIONS**

for Elizabeth Parmelee

(referred to as the “Contractor”)

**Overview of the Quality Enhancement Grant**

The Quality Enhancement Grant for the CT Office of Early Childhood is a competitive grant whose purpose is to provide funding for early care and education programs to address School Readiness quality standards and/or expand comprehensive services for children and families as identified in C.G.S. Section 17b-749c. The New Haven Early Childhood Council is responsible for identifying the services most needed, issuing a Request of Proposal and selecting contractors for the services.

The Council identified as a priority Early Childhood Education Coaching to School Readiness preschool teachers and education leaders to increase knowledge and skills needed to provide a developmentally appropriate early learning experience for children. Given the limited resources available for this service, the work of the early childhood education coach will be short-term work targeting a specific, identified need. Subsequent issues identified will be sequentially addressed.

**Services**

The Quality Enhancement Contractor will provide early childhood education coaching to School Readiness preschool programs. The services will include:

- Working in concert with the New Haven Early Childhood Council’s Quality Enhancement Committee and the School Readiness Project Director to identify the exemplar classroom practices, areas of support needed, strategies to enhance program quality, and measures used to track services provided and program improvements.
- Identifying all the resources currently in place for programs and identifying additional resources available to programs.
- Using an evidenced- or standard-based assessment, and in concert with the program education leader and teachers, determine the needs that will be addressed. The NAEYC Accreditation Standards meets this criteria as an effective way to measure need.
- Providing on-site support to classroom teachers and/or program leaders will be documented in an action plan that includes: specific area of need, services provided and outcomes. On-site supports may include: joint planning and goal setting, shared feedback, observations, modeling, curriculum development, in-service training and developing child assessment systems.
- Working with program leaders to reinforce the skills, knowledge and goals set through the joint planning and coaching work.

- Participating in a Professional Learning Community comprised of New Haven preschool coaches working in New Haven Public Schools' magnet preschools, Head Start and School Readiness classrooms and community based programs.
- Compiling a brief report and quarterly presenting a summary of the work to the New Haven Early Childhood Council or its representatives
- Helping programs to access additional resources and services such as referrals to the NHPS' Early Childhood Assessment Team, mental/behavioral health clinics, workshops related to NAEYC accreditation, ELDS, DOTS, etc.

**Compensation:**

Compensation is made upon the submission of monthly invoices, including itemization of all costs and back up documentation. The monthly invoice should include a written record of the services provided, the strategies offered and the status of the services for each program consulted. Payment is contingent upon the timely receipt of expenditure reports, invoices and all program and service reports outlined in this Contract. In the event reports have not been submitted, the Board will delay payment until such time the report(s) are submitted and approved.

Provision against assignment: The contractor may not at any time assign any responsibilities of this contract to any other person, persons or agency without prior approval by SRO.

Insurance: the Contractor is required to provide proof of liability coverage.

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

Non-Renewal: in the event this agreement is canceled, or if the Board does not offer the Contractor a new Agreement of the same or similar service upon its expiration, the Contractor will assist in the orderly cessation of the operations under this Agreement and return of all property purchased with Quality Enhancement funds.

Termination and Default: if the Contractor fails to fulfill its obligations under this contract, the Board, in consultation with the New Haven Early Childhood Council may:

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



**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

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# Elizabeth S Parmelee

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393 South Rolling Acres Road, Cheshire Connecticut 06410  
(H) (203) 464-2475 (E) Parmelee.liz@att.net

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## Summary

Seasoned early care and education specialist with strong planning and problem-solving abilities, adept at providing teachers and administrators with the tools needed to improve overall quality of program. Background includes experience in developing positive relationships through sensitive interactions, curriculum development, assessment, staff development, evaluation of systems and support for change. Well versed improving classroom instruction with a proactive and positive mentality. Well-versed in a variety of coaching models.

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## Skills

- Compassionate
- Empathetic
- Collaborative
- Flexible
- Coaching
- Training
- Curriculum Development
- Behavioral Support

---

## Experience

- 2010 - Present **Friends Center for Children – New Haven, CT**  
**Private Educational Consultant**
- Annual review of written policies and procedures
  - Conduct classroom observations and individual child observations
  - Meet with staff and director to promote reflection and provide feedback and recommendations for improvement
  - Conduct trainings tailored to program's individual needs
  - Assist program in complying with NAEYC and Connecticut Department of Health regulations
  - Documentation of visits and recommendations in Consultant Logs
- 2012 - Present **Connecticut Community Foundation – Waterbury, CT**  
**Early Childhood Consultant/Coach**
- Provided support to Early Childhood Councils including training on Facilitative Leadership and facilitation of P3 Lunch and Learn Sessions.
  - Performed Lit links Grant Evaluation.
  - Creation and Implementation of Early Care and Education Coaching Project.
- 2015 - Present **Bridgeport YMCA – Bridgeport, CT**  
**Private Education Consultant**
- Annual review of written policies and procedures.
  - Conduct classroom observations.
  - Meet with staff and director to promote reflection and provide feedback



and recommendations for improvement.

- Conduct trainings tailored to program's individual needs.
- Assist program in complying with NAEYC and Connecticut Department of Health regulations.
- Documentation of visits and recommendations in Consultant Logs

2002 – 2019  
1999 - 2001

**New Haven Public Schools – New Haven, CT**  
**Education Consultant**

- On-site quality enhancement consultation and coaching to School Readiness funded programs.
- Perform classroom observations and provide feedback and promote reflection.
- Facilitate staff meetings and trainings.
- Use of modeling and coaching to encourage teachers in their development.
- Guide teachers and administrators in understanding and implementing the CT Early Learning and Development Standards (ELDS) and CT Documentation and Observation for Teaching System (CT DOTS).
- Assist programs in evaluating and improving child assessment systems.
- Work with programs currently participating in NAEYC Self-Study and Self-Assessment process.
- Promote best practices through use of NAEYC Accreditation Criteria, Early Childhood Environment Rating Scale (ECERS) ratings and State of Connecticut Early Learning Standards.
- Assist programs in complying with Department of Public Health regulations.
- Assist in developing and implementing quality improvement plans.
- Monitor and review of staff professional files, including professional development plans.

2017 - 2018

**ACES – Hamden, CT**  
**Education Consultant**

- Providing AQIS/AFP on-site support to programs pursuing NAEYC Accreditation using the new streamlined system.
- Facilitating monthly support group meetings for program leaders responsible for accreditation process in their centers.

2008 - 2012

**State Education Resource Center, SERC – Middletown, CT**  
**Program Coach, Training Wheels Program.**

2011 - 2012

**Education Connection – Litchfield, CT**  
**Coach - Head Start Coaching / Mentoring Project.**

2008 - 2010

**Area Cooperative Educational Services, ACES – Hamden, CT**  
**School Readiness Monitor**

- Biannual visit to individual sites and classrooms.
- Monitoring for quality using School Readiness Subgrantee Monitoring

Form.

- Producing Monitoring Reports and presenting to individual teachers and directors with recommendations for improvement.

2001 - 2002     **Leila Day Nursery, Inc – New Haven, CT**  
**Executive Director**

1986 - 1999     **Calvin Hill's Kitty Lustman-Findling Kindergarten – New Haven, CT**  
**Head Teacher**

## **Education and Training**

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2019             2 full days of training on RULER, Yale Center for Emotional Intelligence

2018             Approved CT ELDS and CT DOTS Trainer

2018             Certified CLASS Evaluator , Teachstone

2018             Adult Learning Theory 1, 2 and 3, CAEYC

2018             Coaching Institute, EASTCONN

1995             **Southern Connecticut State University New Haven, Connecticut**  
Master of Science Degree: Early Childhood Education

1986             Connecticut Professional Certificate

1986             **Southern Connecticut State University New Haven, Connecticut**  
Bachelor of Science Degree: Early Childhood Education



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** West Rock STREAM Academy  
**Date:** October 7, 2019  
**Re:** Eli Whitney Museum Agreement

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

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$340.00 per session for 69 sessions. Total cost of Agreement \$23,460.00

**Funding Source & Account #:** Magnet 16-19 West Rock Authors STREAM C/O, Acct. # 2517-6236-56694-0049

### Key Questions:

**1. How does this project align to the District Continuous Improvement Plan?**

This contract will support the District's continuous improvement plan by delivering high quality instruction that promotes inquiry and critical thinking skills which prepares students the foundation the need to become leaders, innovators and problem-solvers

**2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
Sole Source

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

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

**4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**

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

**5. Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

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

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

N/A

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

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



NEW HAVEN PUBLIC SCHOOLS

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

**Eli Whitney Museum**

FOR DEPARTMENT/PROGRAM:

**West Rock STREAM Academy**

This Agreement entered into on the 7<sup>th</sup> day of October, 2019, effective (*no sooner than the day after Board of Education Approval*), the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Eli Whitney Museum located at, 915 Whitney Avenue, Hamden, CT 06517 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$340 per session, for a total of 69 sessions.

The maximum amount the contractor shall be paid under this agreement: Twenty Three Thousand Four Hundred and Sixty dollars (\$23,460). Compensation will be made upon submission of an itemized invoice, which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **Magnet 16-19 West Rock Authors STREAM C/O Program** of the New Haven Board of Education, **Account Number: 2517-6236-56694 Location Code: 0049.**

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

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

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

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

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

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

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

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



Contractor Signature

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

10/8/19

Date

\_\_\_\_\_  
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



BOARD OF DIRECTORS

2017 - 2018

David Lewin  
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Eric Epstein  
Vice-President  
Ray Fair  
Treasurer  
J.R. Logan  
Secretary

Nathy Cooke  
Alex Esalile  
Meghan Knight  
Stephan Latham  
J.R. Logan  
Alex Mahler-Haug  
Normand Mehot  
Frank Mitchell  
Zach Morowitz  
Alan Plattus  
Mary Schwab Stone  
Dan Velazquez  
Kerri Ward  
James Whitney  
Kiran Zaman

**Scope of Services:**

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

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

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

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

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

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

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

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

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

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



# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Susan DeNicola, Principal of Strong Communications Magnet School  
**Re:** Foundation for the Arts and Trauma  
**Meeting Date:** November 4, 2019

---

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

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

\$112.75 per hour for a total of 448 hours, not to exceed \$50,512.00.

**Funding Source:**

School Improvement Grant (SIG): Account #: 2531-6279-56694-0028 (Pending Receipt of Funds)

**Key Questions:**

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

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

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

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

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

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

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



New Haven School Change  
NEW HAVEN PUBLIC SCHOOLS

The Foundation for the Arts and Trauma, Inc. works with the Post Traumatic Stress Center to provide the expertise needed for the ALIVE program. The staff that will work with Strong Magnet School will be made up of trauma therapists and psychologists who are highly trained in the evaluation and treatment of psychological trauma.

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

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

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

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

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

N/A

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

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

# AGREEMENT

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

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

**FOR DEPARTMENT/PROGRAM:**

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

This Agreement entered into on the 15<sup>th</sup> day of October 2019 effective the 13<sup>th</sup> day of November, 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”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$112.75 per hour** for a total of **448 hours**.

The maximum amount the contractor shall be paid under this agreement: Fifty thousand, five hundred twelve dollars. (\$50,512.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by School Improvement Grant (SIG) of the New Haven Board of Education, **Account Number:** 2531-6279-56694-0028 (Pending Receipt of Funds)

This agreement shall remain in effect from November 13, 2019 to June 19, 2020.

**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 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 designed for 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. The services will be provided at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School. K-4 students and teachers at Strong will receive the services provided. The services will be provided between November 13, 2019 and June 19, 2020.

**Exhibit A: Scope of Service:** Please see attached contractor's detailed Scope of Service.

**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

10/12/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

DAVID R. JOHNSON PhD 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

[EIN: 51-0189834]

## Proposal

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

September 29, 2019

#### **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: \$112.75 per hour for a total of 448 hours, not to exceed \$50,512.

Timeframe: November 13, 2019 through June 19, 2020

#### **Rationale**

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

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

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

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

The consensus among scientists is stated well by the Harvard University Center for the Developing Child (2015): *“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, SL, Kitil, MJ, Galla, BM, 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., Jewers-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. 206-242). 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*, 232-246.
- 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.***

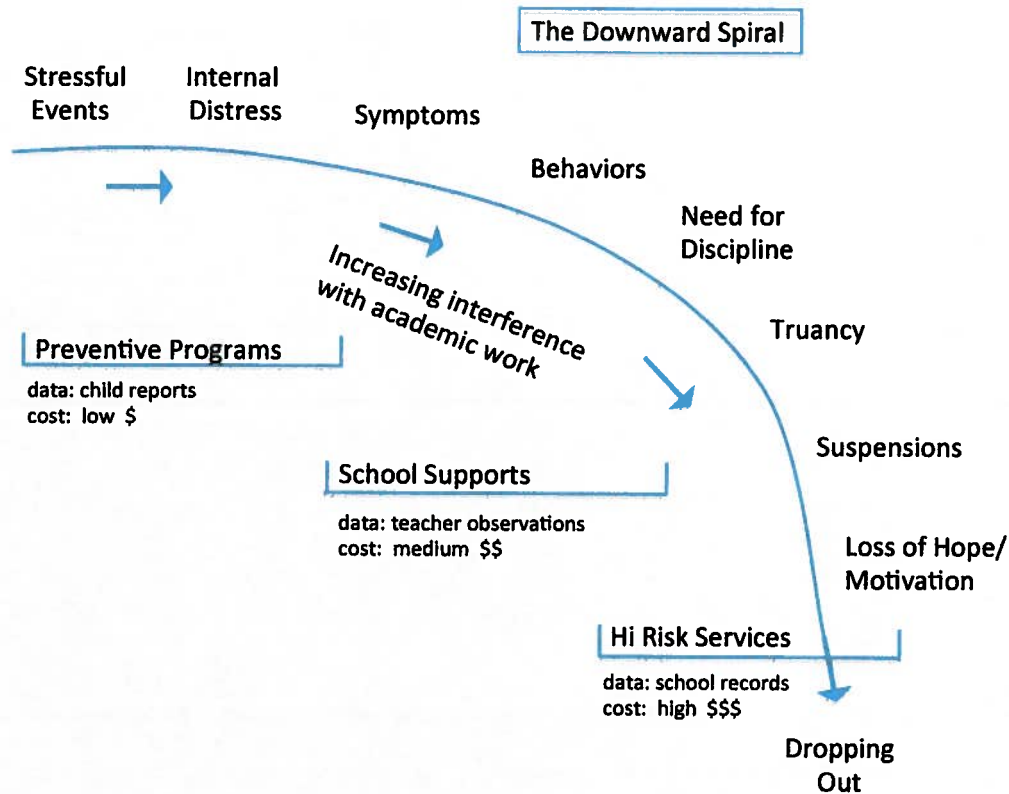
Our nation's current policy is to wait until highly stressed young children cannot hold on any longer and break down into symptoms of anxiety and depression, and disruptive behaviors in the classroom, and ***only then*** to provide expensive support services and treatments. ***ALIVE*** aims to reach 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

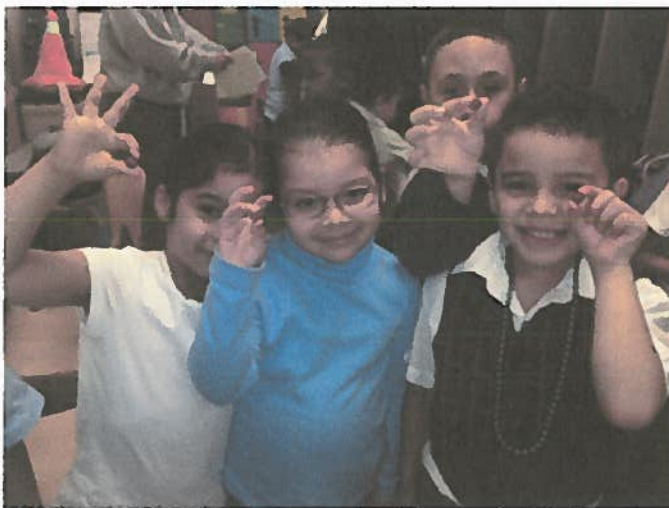
### FOR ELEMENTARY SCHOOLS:

**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 bullied I feel like i mean nothng to the world i'm just a piece of trash waiting to get swept up and be put in a trash can where i belong away from everyone and when i see people get bullied i help them and tell them stand up for your self and don't let them get to you and there's this song thats called little me by little mix that talks about bullying. When people get bullied the people who are bullying them there just hurt so they hurt others.

Love, Nuresh

Dear Miss Kendra,

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

Robert

Dear miss KENDRA,  
I miss my DAD. he  
Dd in APRIL 2013.  
he GOT SHOT. i miss  
when he told me how to  
PLAY GOLF. we watch  
Sport movies. it is  
hard in school with  
out him. and it is  
hard at home with  
out him. did  
any one die in  
'our family?  
are you sad.  
how do i  
GOT THROW  
this? LOVE JREH!

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 steel 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



Hala

Dear Mrs. Kenyon,  
 one time I was scared by gun violence  
 at home when I lived at my old house  
 and a lot of kids were at community  
 center and two people came started  
 shooting with all the people outside  
 was were running and screaming later  
 we found out the two men were  
 shooting at each other this was very scary  
 for me because I was one of  
 the kids outside screaming and running  
 for my life but I made it and  
 couldn't have made it without courage!

me,  
 Genesis

from a second grader



from a kindergartener

**ALIVE is NETWORKED with many PARTNERS**

**Private Partners**

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

**Government**

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

**Institutions**

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

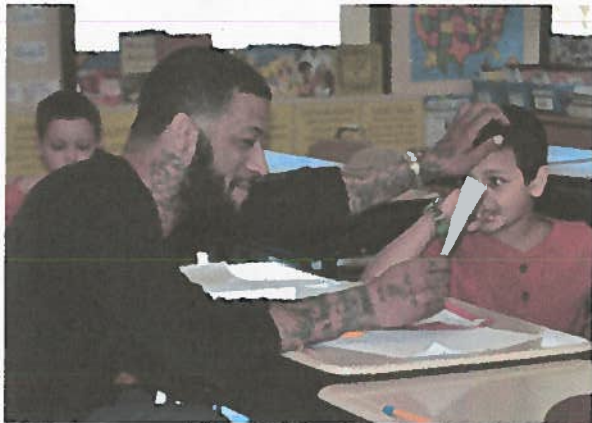


***ALIVE is ENGAGING PARENTS AND FAMILIES***

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



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



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



Working on the We Are Strong poster.



A mother and daughter sharing their letters of strength.

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

Dear Miss Kendra,

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

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

Thank you! Roy

Submitted by:

*David R. Johnson, Ph.D.*

David R. Johnson, Ph.D.  
President, Foundation for the Arts and Trauma Inc



# Memorandum

**To:** NHPS Finance and Operations Committee  
**From:** Susan DeNicola, Principal of Strong Communications Magnet School  
**Re:** Center for the Collaborative Classroom  
**Meeting Date:** November 4, 2019

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**Executive Summary:** Approval is requested for an Agreement by and between the New Haven Board of Education and the Center for the Collaborative Classroom to provide professional development to teachers in the collaborative literacy reading comprehension module Making Meaning and Being a Writer to support teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing.

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

There will be eight professional development sessions. Each session will cost \$2,600 for a total of \$20,800.

**Funding Source:**

School Improvement Grant (SIG) account # 2531-6279-56694-0028 (Pending receipt of funds)

**Key Questions:**

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

Priority 1 of the District Continuous Improvement Plan states that we will improve academic achievement for all students by ensuring all students meet or exceed state-determined growth targets in English Language Arts. Our school goal is that the percentage of students achieving Level 3 or 4 in ELA on the Smarter Balanced Assessment (SBA) will increase by 5 percentage points from 29% in June 2019 to 34% in June 2020. We also identified that the percentage of students achieving their growth target in ELA on the SBA will increase by 5 percentage points from 47.5% in June 2019 to 52.5% by June 2020. The professional development provided by the Center for the Collaborative Classroom will focus on supporting and coaching teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing.

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

In June 2019, 29.3% of students at Strong Magnet School achieved a Level 3 or 4 in ELA as measured by the Smarter Balanced Assessment. Strong Magnet School staff needs to continue to receive professional development in best practices to teach reading, vocabulary, and writing to ensure that the percentage of students who achieve a Level 3 or 4 in ELA increases in addition to the amount of students who achieve their growth target. Professional development by the Center for the Collaborative Classroom will provide teachers with the knowledge necessary to effectively and efficiently plan and implement the Making Meaning and Being a Writer programs.



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

Contractor selection was outlined in the School Improvement Grant. The Center for the Collaborative Classroom 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 specific skill set that the Center for the Collaborative Classroom offers is a successful history of working with leadership teams to develop sustainable plans that consider the instructional shifts of teachers and the academic expectations for students. The Center for the Collaborative Classroom are experts in the researched-based and standards-aligned programs that teachers will be receiving professional development in.

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

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

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

The contractor's performance will be evaluated by teachers, coaches and the leadership team. It will also be evaluated by the implementation of learned strategies, resources and tools, as well as increases in student literacy scores. Since training and implementation, there has been a 21.6% increase of students who are achieving their growth target.

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

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

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

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

## AGREEMENT

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

**Center for the Collaborative Classroom**

**FOR DEPARTMENT/PROGRAM:**

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

This Agreement entered into on the 15<sup>th</sup> day of October 2019 effective the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Center for the Collaborative Classroom located at 1001 Marina Village Parkway, Suite 110, Alameda, CA 94501-1042 (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$2,600.00 per full day session** for a total of **8 sessions**. The maximum amount the contractor shall be paid under this agreement: Twenty thousand, eight hundred dollars (\$20,800.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by School Improvement Grant (SIG) of the New Haven Board of Education, **Account Number:** 2531-6279-56694-0028 (Pending Receipt of Funds).

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

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

The Center for the Collaborative Classroom will be providing professional development in the collaborative literacy reading comprehension module *Making Meaning* and writing module *Being a Writer*. Collaborative Classroom training provides support for teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing. The service will be delivered in eight full day sessions. The service will be provided at Strong 21<sup>st</sup> Century Communications Magnet and SCSU Lab School. K-4 teachers and coaches will receive the professional development. The service will be provided between November 13, 2019 and June 30, 2020.

**Exhibit A: Scope of Service:** See attached detailed Scope of Service.

**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.

C. Venturis

Contractor Signature

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

10/08/19

Date

\_\_\_\_\_  
Date

Christine Venturis - Director of Implementation  
Contractor Printed Name & Title

Revised: 10/2/18

## Professional Learning Opportunities: *Being a Writer & Making Meaning* Strong 21<sup>st</sup> Century Communications Magnet School, New Haven, CT

Center for the Collaborative Classroom will partner with your school to support the implementation of *Being a Writer* and *Making Meaning*. Professional learning opportunities are outlined in the table that follows.

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

### Goals

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

### Assumptions

- *Being a Writer* and *Making Meaning* will be implemented school-wide in Grades K-4.
- When possible, administrators will participate in professional learning alongside teachers.
- The professional learning plan is a living document and contents will be modified as needed throughout the year.

**Professional Learning Plan: Cost Proposal for Strong School**

Professional Learning Experience	Time	Rate/Value	Cost
Lesson Study – <i>Being a Writer</i> focus Date TBD, recommended Fall 2019	2 days	\$2600/day/consultant	\$5,200
Learning Walks – <i>Being a Writer</i> focus Date TBD, recommended Fall/Winter 2019	2 days	\$2,600/day/consultant	\$5,200
Lesson Study – <i>Making Meaning</i> focus Date TBD, recommended Winter 2019/Spring 2020	2 days	\$2,600/day/consultant	\$5,200
Learning Walks – <i>Making Meaning</i> focus Date TBD, recommended Spring 2020	2 days	\$2,600/day/consultant	\$5,200
<b>Total Proposed Professional Learning Charges</b>	<b>8 days</b>		<b>\$20,800</b>



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** West Rock STREAM Academy  
**Date:** October 15, 2019  
**Re:** West Rock STREAM Academy and Houghton Mifflin Harcourt (HMH)  
**Proposed Meeting Date:** November 4, 2019

---

**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Houghton Mifflin Harcourt (HMH) to provide 25 days of job-embedded coaching on the facilitation of Math Workshop and a professional development session on Math Workshop.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$101,088.00 total cost

**Funding Source & Account #:** School Improvement Grant (1003)- 2531-6301-56694-0049, pending receipt of funds

### Key Questions:

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

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

2. What specific need will this contractor address?

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

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

Sole Source

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



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

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

This is a continuation service. a) Cost has increased by \$138 per session. b) This is a sole source provider.

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

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

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

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

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

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



NEW HAVEN PUBLIC SCHOOLS

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

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

This Agreement entered into on the 15<sup>th</sup> day of October, 2019 effective (*no sooner than the day after Board of Education Approval*), the 13<sup>th</sup> day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Houghton Mifflin Harcourt Publishing Company 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 \$3,888 per day, for a total of 25 days and an additional \$3,888 for an all-day Math Workshop.

The maximum amount the contractor shall be paid under this agreement: One Hundred One Thousand, Eighty-Eigh dollars and 00/100 cents (\$101,088.00). 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:** 2531-6301-56694 **Location Code:** 0049, pending receipt of funds

This agreement shall remain in effect from November 13th, 2019 to June 30<sup>th</sup>, 2020.

**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

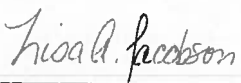
**Exhibit A: Scope of Service** Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.

**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*. 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

October 16, 2019  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Lisa A Jacobson, Director, Bids and Contracts  
Houghton Mifflin Harcourt Publishing Company

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

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

## What We Heard

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

- A Math Workshop Instructional Model
- Job-Embedded coaching to sustain the impact
- Do The Math modules will be used for the math intervention
- Collaborative planning could take place in 1-hour morning block and during 45 minute grade level planning time
- Math block is 50-60 minutes
- Two teachers/grade level K-4

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

## Why Math Solutions?

Math Solutions has been partnering with schools and districts to improve math instruction for more than 35 years. Founded by Marilyn Burns in 1984 and always focused exclusively on mathematics education, Math Solutions has the depth of professional development expertise to transform math instruction in your school/district. Over the years, we have supported thousands of schools and districts to build learning environments where teachers are more knowledgeable and confident about math instruction and students are more engaged and excited about learning math.

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

Math Solutions looks forward to partnering with you to achieve your mathematics achievement goals. Along with student data and progress monitoring, we believe that effectiveness of professional development is measured by how it is brought back into classroom instruction. We are proud to share the evaluation results from past participant surveys:

- 98% gained new instructional strategies to try in their classrooms.
- 98% said Math Solutions instructors were knowledgeable and skilled in facilitating adult learning.
- 97% gained knowledge and strategies that will help them be better math teachers.

## Our Guiding Principles

High-quality teaching is the single most important factor in raising student achievement. Math Solutions partners with school districts across the country to improve teacher effectiveness and math instruction based on four guiding principles.

- Robust Content Knowledge
- Understanding of How Students Learn
- Insight into Individual Learners through Formative Assessment
- Effective Instructional Strategies

Based on these Guiding Principles, Math Solutions has identified key areas of instructional focus to reach math achievement goals: **learning environment, reasoning and sense-making, focus and coherence, and formative assessment.** The [Instructional Practices Inventory \(IPI\) \(Appendix X\)](#) guides leaders and teachers to know what works best to create a model math classroom.

[Hear more of our successes with other schools and districts here.](#)

## ESSA Alignment

The Every Child Succeeds Act (ESSA) redefines professional development as follows:

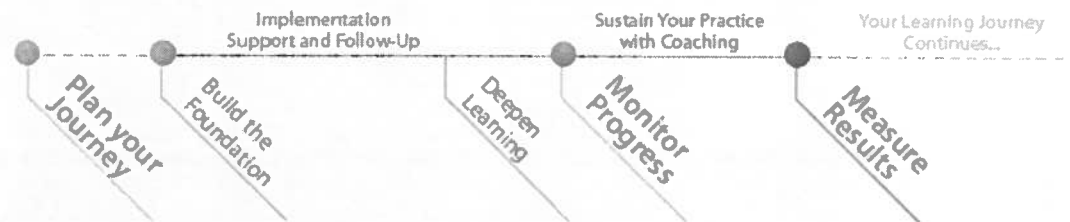
"The term 'professional development' means activities that ... are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused." (S. 1177, Section 8002, page 295, paragraph 42).

In other words, ESSA emphasizes the importance of professional learning as an ongoing process, embedded in an educator's day-to-day work. As opposed to traditional one-day, stand alone, one workshop and done approach, Math Solutions professional learning uses a research-based model focused on your goals and your students.

## Professional Learning Plan for West Rock Stream Academy

Each of us are learners and every day we encounter new learning moments. What we do with those moments makes the difference. Math Solutions professional learning creates these learning moments by driving teacher engagement and student achievement.

### YOUR LEARNING JOURNEY WITH MATH SOLUTIONS



*For those implementing our HMH programs, our Comprehensive Implementation Support and Follow-Up incorporate specific strategies related to your program implementation.*

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

## Build the Foundation: Professional Learning Course

Math Solutions courses have been developed by a team of thought-leaders and professional development experts on instructional best practice strategies and methods.

### Professional Learning Course

1 day  
AM Session- K-2  
PM Session- 3-4

K-2- A review of the Math Workshop structures will be provided as well as a portion of Number and Operations, Base 10

### Number and Operations, Base 10- K-2

#### **OVERVIEW**

This three-day course focuses on the priority domains of Number and Operations in Base Ten and Operations and Algebraic Thinking for students in Grades K-2. The emphasis of the course is on building understanding of the role of place value and properties of operations in the primary grades as well as the focus on coherence across the grades.

#### **COURSE GOALS**

This course will help you:

- strengthen your math content knowledge for the purpose of making math accessible for students;
- increase your understanding of how students learn mathematics; and
- implement instructional strategies that promote thinking, reasoning, and making sense of mathematics.

## **COURSE OUTCOMES**

This course will enable participants to:

- learn the content of the State Standards of Number and Operations in Base Ten and Operations and Algebraic Thinking at grades K through 2;
- understand the complex nature of the base-ten number system with the purpose of supporting all learners as children develop concepts and internalize the intricacies of our numeration system;
- describe the interconnectedness of place value and the base-ten number system to operations and algebraic thinking;
- characterize teaching strategies that exemplify the State Standards for Mathematical Practices or Habits of Mind; and
- relate knowledge of the State Standards content and mathematical practices to current classroom practices.

## **DAY ONE ( Participants will receive a portion of this full day course)**

### **Day 1 Opening**

This introduction includes the course goals, an overview of the Standards for Mathematical Practice, and pertinent logistical information.

***Purpose:** The purpose of this part of the day is to present the Goals of the Day and the agenda, and to introduce the Standards for Mathematical Practice.*

### **Examining Addition and Subtraction Strategies**

In this session, participants analyze student strategies to uncover what students need to understand in order to utilize specific strategies based on place value, the properties of operations, and/or the relationship between addition and subtraction.

### **Power of Ten**

Participants follow a progression of working with smaller numbers up to the strategy of making ten to add two numbers. The session uses games and routines to illustrate how to foster students' understanding of decomposition and developing "ten-ness."

***Purpose:** In this session, participants identify early number experiences and tools that contribute to building students' flexibility with numbers. Scaffolded instructional sequences and explicit questioning are modeled.*

## **LUNCH**

### **How Students Learn: Spill and Compare**

This session focuses on a view of learning in which people construct their own understanding of mathematical concepts and relationships through interactions between their minds and concrete experiences. This session relates to the standard of Number & Operations in Base Ten, more specifically to conceptual understanding of place value.

***Purpose:** The purpose of this session is for participants to reflect on the difference between being taught something as a social convention and being able to develop a personal, in-depth understanding of a mathematical topic.*

### **Using Appropriate Tools Strategically: Hundred Charts**

The games and routines modeled in this session highlight how the hundreds chart can strengthen students' understanding of place value and develop computation strategies by providing a conceptual framework for students to think about our base-ten number system, and to build a mental model of the mathematical structure of our number system.

***Purpose:** Participants become familiar with routines and games that provide opportunities for students to develop a conceptual understanding of place value and build flexibility in using mental math strategies.*

Grades 3-4- A review of the Math Workshop structures will be provided as well as a portion of Strategies for Making Sense of Fractions.

## **Fractions- Strategies for Making Sense of Fractions**

### **OVERVIEW**

This two-day course focuses on the priority domain of Number and Operations–Fractions for students in Grades 3-5. The emphasis of the course is on building understanding of fractions as numbers and connections between whole number knowledge and fraction knowledge. The strategies and foundation developed in this course are prerequisites for the further work with fraction computation that is developed in course two.

### **OUTCOMES**

- Articulate the progression of current state standards related to fractions and fraction operations
- Describe similar ways in which fractions and whole numbers operate
- Apply properties of operations in fraction computation
- Characterize teaching strategies for building fraction sense and distinguish the importance of each
- Implement instructional strategies that engage students in the habits of mathematical thinkers as called for in current state standards and build deep understanding of fraction content standards
- Explain and use the role of talk to support learning of mathematics

### **Day 1( Participants will receive a portion of this full day course)**

#### **Opening**

This introduction includes the course goals, an overview of the mathematical practice or process standards that are part of current state standards, and pertinent logistical information.

#### **Laying the Groundwork for Fractions**

In this session, participants share “cookies” among different sized groups of people. From this exploration, participants consider how students learn about dividing different quantities into equal shares and see relationships among the fractions.

#### **BREAK**

#### **Making Sense of Fractional Values with the Fraction Kit**

The fraction kit, although often used, is included in this session because of the need to clearly communicate the depth of this model. The lessons using the Fraction Kit as a way to represent fractions provide opportunities for participants to think about equivalence, comparing, ordering, and representing fractions.

#### **LUNCH**

#### **Understanding Fraction Equivalency through Measurement**

To develop a deep understanding of fraction equivalency, it is necessary that students go beyond the ability to use a procedure to create equivalent fractions. In this session, participants explore equivalent fractions through a measurement task.

#### **BREAK**

#### **Communicating About Fractions on a Number Line**

This session provides an experience that supports the understanding of part/whole relations and fraction notation, which applies to any fraction representation. In addition, it provides a direct link between students’ understanding of partitioning and fractions as numbers on a number line.

## Sustain Practice with Coaching: Job-Embedded Coaching for Teachers and School Coaches

**School Year 2019-2020**

**Dates TBD**

**5 days/month for 5 months**

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

Math Solutions job-embedded coaching for individuals and teams drives innovation, instructional improvement and provides the tools for your teachers and coaches to transform theory into practical classroom practice. **Team coaching** builds a community of learners through collaboration. It is the fastest way to synchronize your teams across grade-levels, share experience and expertise, and collaborate on plans and protocols. **Individual coaching** builds skills and leadership capacity through differentiation.

Teachers work side-by-side with a Math Solutions consultant, as they engage together in coaching practices such as setting goals; collaborative planning; modeling, observing, and coteaching lessons; and collecting and analyzing student data and work. These coaching practices drive the coaching cycle and ensure that the coaching work is partner-based, student-centered, and goal-driven. The use of these practices helps us deliver on our promise of:

- Increased quality of instruction
- Increased student learning
- Increased teacher engagement
- Increased student engagement



## Cost Summary

Costs Below Include:	
<b>Development</b>	Agenda created by Educational Specialist Team Comprehensive logistics meeting with Course Management Coordinator
<b>Reporting</b>	Evaluation Report; provides analysis and overview of participant evaluations Collaborative follow-up meeting with Educational Consultant to discuss next steps
<b>Travel and Expenses</b>	Airfare Ground transportation Lodging Meals All other travel expenses
<b>Materials</b>	Instructional materials used during the session Shipping costs for all materials as well as additional orders placed with PD
<b>Delivery</b>	On-site & online professional development sessions delivered over time
<b>Publications</b>	

Date	Description	Cost
School Year 2019-2020 Dates TBD	<b>Foundational Professional Learning</b> 1 day Half-day sessions K-2 and 3-4	\$3888
	<b>Job-Embedded Coaching</b> 25 days 5 days/month for 5 months beginning in December	\$97,200
<b>TOTAL</b>		<b>\$101,088</b>

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*Proposal terms and conditions valid for 35 days*

## Math Solutions Instructional Practices Inventory

Professional development opportunities provided for teachers can only target the learning needs of students if information is collected from classrooms. Our [Instructional Practices Inventory \(IPI\)](#) is a tool used to compile information gathered from multiple schools and classrooms in an effort to design professional development that targets identified needs. Information from one classroom or school will not be used in any way.

Four key areas of instructional focus to reach math achievement goals.



### LEARNING ENVIRONMENT

**TEACHER**

Provides a respectful, safe learning environment in which mistakes are seen as an opportunity to learn.

Structures the class for independent work, pairs, groups, and whole class in a thoughtful and deliberate way.

Asks questions that both build and reveal new understanding of content and practice. Avoids yes/no questions unless they also ask for justification.

Makes appropriate tools available and encourages their use.

Take an academic risk and rely on their own thinking and the thinking of other students.

Listen and ask questions to each other to clarify information; respectfully challenge ideas; make conjectures.

Explain their reasoning; construct viable arguments and critique the reasoning of others.

Communicate using appropriate mathematical language both orally and in writing.

Work well in a variety of grouping structures.

**STUDENT**



### REASONING & SENSE MAKING

**TEACHER**

Selects rigorous learning experiences.

Makes learning experiences accessible to all students without compromising the rigor in the problem.

Expects students to justify their reasoning for all answers, whether correct or incorrect.

Selects learning experiences that represent a balance of conceptual understanding and procedural fluency.

Persevere in making sense of rigorous problems.

Seek out multiple approaches to solving a problem.

Use multiple representations when solving problems, such as symbols, diagrams, graphs, words, etc.

Understand math concepts and use procedures appropriately.

Use appropriate tools strategically, including mental calculations, that fit the situation.

Look closely to discern a pattern or structure.

**STUDENT**



### FOCUS & COHERENCE

**TEACHER**

Understands the expectation of the standard to be taught and its connection to previous standards; aligns the lesson to grade-level content and practice standards.

Differentiates instruction based on student needs.

Selects problems that provide opportunities for students to contextualize and/or decontextualize.

Selects problems that provide opportunities for students to apply math to real-world situations.

Connect their current learning to previously learned standards.

Use math to contextualize and/or decontextualize problems.

Apply the math they know to solve real-world problems.

**STUDENT**



### FORMATIVE ASSESSMENT

**TEACHER**

Uses data to make instructional decisions based on student need.

Provides feedback to students or structures opportunities for students to provide feedback to each other.

Identifies and communicates the learning target(s) of the lesson.

Implements a variety of strategies to monitor student learning.

Take responsibility for their learning by monitoring their progress toward a learning target.

Evaluate the reasonableness of their results using feedback from the teacher or a peer.

Articulate what they are learning and why.

**STUDENT**

## Appendix II

### About our Math Solutions Team

"It takes a village" for Math Solutions to create the most engaging and effective professional development experience for your teachers and administrators. The Math Solutions team will design professional development around your unique needs and deliver it in a format that works for you and includes:

A **Partnership Executive** who will listen to your current needs in math instruction, share ideas about how Math Solutions has supported schools and districts with similar needs, and work with the Math Solutions content team (below) to customize a plan to reach your goals.

Your **Director of Professional Learning** is an expert at designing and delivering professional development. He/she will manage all aspects of your project from start to finish, ensuring that it meets your goals. He/she will be engaged in every aspect of your project and will work with you throughout the process to ensure it is meeting your needs, and will refine the plan if needed. Your Director of Professional Learning will have an in-depth conversation with you to assess the needs of current math instruction and make recommendations for professional learning to help you reach your goals.

**Content Instructional Designers** work with your Director of Professional Learning to design the actual PD experiences for your teachers/coaches/administrators. Math Solutions' Content Instructional Design team draws from the expertise of more than 150 consultants, academic thought leaders and authors, to ensure that your project is designed by the top minds in math education.

The **Consultant Development Director** will work with your Director of Professional Learning to match the needs of your project with the skills of more than 150 consultants. The Consultant Development Director has been a part of the Math Solutions content team for more than 10 years and is a former Presidential Award winner for Excellence in Mathematics and Science teaching.

Your **Professional Learning Consultant** is selected from more than 150 instructors and is matched to your project based on your needs and their expertise. The team consists of top mathematics educators in the country who have earned more than 60 national and local recognition awards, including the Presidential Award for Excellence in Mathematics and Science Teaching. Ninety-eight percent of Math Solutions participants reported that the Math Solutions instructors were knowledgeable and skilled in facilitating adult learning. Resumes of Instructors are available upon request.

**Operations Services Specialists** provide all logistical and contractual support so your courses and coaching experiences run as smoothly as possible. Math Solutions delivers thousands of PD engagements each year and has learned what is necessary to provide an effective learning environment for your teachers and administrators. Your Operations Services Specialist will walk you through those details and provide you with an easy checklist that outlines the specific technology and room requirements for your engagement. He/she will work with our warehouse to ensure that all your course materials are delivered on time and to the appropriate location. If necessary, he/she will work with your purchasing and contracting departments to keep the invoicing process seamless. The Operations Services Specialist will communicate course location details with your instructor. He/she also will ensure that the logistics are taken care of, so your participants can focus on learning.

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](http://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,



Patricio Dujan  
VP & General Manager  
Math Solutions  
Houghton Mifflin Harcourt

DEEPA BHARATH  
107 W Pigeon Plum Drive, Apt 103  
Jupiter, Florida 33458  
(917) 843-1339  
dbharath@mathsolutions.com

## EXPERIENCE

### **Professional Learning Consultant, Math Solutions (April 2016 - present)**

- Communicate and share a love for the teaching and learning of mathematics as a problem-solving, meaning-making, hands-on, visual, and social learning experience.
- Lead math professional development courses for teachers and school-based instructional coaches.
- Provide job-embedded coaching support for teachers and teacher-teams.
- Develop strong coaching partnerships focused on teacher-identified pedagogical goals, research-based instructional practices and student-centered learning outcomes.
- Collaborate with the Director of Professional Learning, colleagues and site coordinators to customize professional learning experiences to meet the needs of partner schools and school districts.

### **Resource Teacher, Benoist Farms Elementary School, West Palm Beach, Florida (Sep 2015 – Dec 2015)**

- Push-in math resource teacher for students in Grades 3-5.
- Fifth grade reading teacher.

### **Mathematics Instructional Coach, P.S. 182 Samantha Smith, Queens, New York (2013-2015)**

- Facilitated ongoing professional development for teachers in grades 3-5 to deepen math content knowledge and pedagogy.
- Co-planned with teachers in content-based coaching cycles to create engaging and challenging inquiry-based tasks to: develop student ownership, enable constructive struggle, facilitate understanding of big ideas and foster classroom discourse.
- Aligned core curriculum to common core standards, incorporated external resources, rich tasks and investigations, mapped scope and sequence of units, designed unit assessments and rubrics, created pacing and assessment calendars.
- Created and moderated an online Google Community for district coaches.
- Organized monthly workshops for parents and after-school tutors.
- Analyzed assessment data to identify school-wide and grade-level trends in order to inform instructional initiatives.
- Taught small pull-out math lessons for students who needed extra support focusing on computational fluency, multiplication, division and fractions.
- Co-facilitated math vertical team meetings to improve school-wide number sense routines, strings and math talks. Set up protocols and norms to support consistency and equity of voice in meetings.
- Created ongoing online surveys and reflections to assess teacher interests and needs regarding professional development.

### **Response to Intervention (RTI) Teacher, Samantha Smith (P.S. 182), NY (2012 – 2013)**

- Led the RTI team to design and implement new systems, structures, instructional programs and supports for the school. Facilitated weekly team meetings.
- Provided intensive pull-out and push-in literacy and math support services for students with Individualized Education Plans (IEP) and students academically at-risk in Grades 3 and 4.
- Assisted classroom teachers during grade-level planning meetings to plan yearlong curricular maps and units of study in all subjects.
- Collaborated with grade-level teachers to design classroom environment, daily routines and schedules. Assisted classroom teachers to implement a balanced literacy program in the classroom using the Reader's and Writer's Workshop models. Supported planning of constructivist math lessons from Investigations in Number Data and Space (TERC) and Contexts for Learning (Fosnot).

### **Special Education Teacher, River East Elementary School, New York (2003 – 2012)**

- Intervention Teacher, Grades K-5 (2005-2012): Analyzed classroom assessment data to identify areas of instructional focus. Co-taught whole group mini-lessons, facilitated small strategy groups and led individual conferences in reading, writing and math.
- Reading Recovery Teacher, Kindergarten-First Grade, September 2006-2010.
- School Based Support Team Member (2003-2012): Collaborated weekly with intervention teachers, counselors and administrators to recommend Tier 1 and 2 interventions and strategies for classroom teachers. Created student screening and PPT forms to help teachers identify student strengths and weaknesses modeled on Mel Levine's learning framework
- ICT Teacher, Kindergarten-First Grade (2003-2005).
- School-Wide Committees and Other Professional Responsibilities at River East Elementary

- *Hiring Committee (2010-2012)*: Collaborated with administrators and committee members to hire new teachers that would serve as effective and reflective practitioners in our community, including participation in the C-30 process to hire a new principal and assistant principal.
- *Yearbook Committee (2010-2012)*: Fifth-grade yearbook editor.
- *Newspaper Club (2012)*: Planned and led a weekly after school enrichment program that published the school's first newspaper.
- *School Inquiry Team member (2012)*: Worked closely with administrators and teachers to create school-wide goals, study school trends, and study teacher-made assessments and standardized test data in order to raise the level of learning and rigor in the classroom.
- *After-school Parent Workshops (2012)*: Led math and literacy workshops for parents in Grades 3-5, such as, *Leap Into Literacy Night* and *Division and Doughnuts Night*.
- *New Teacher Mentor (2010-2012)*: Supported new teachers in developing and meeting personal goals including behavior management, small group instruction and ongoing assessment.
- *School Leadership Team member (2006-2008)*: Worked to develop school-wide instructional goals and wrote the CEP.

**Special Education Teacher, Vidya Sagar, India (June 1998 – December 2000)**

- Taught a self-contained classroom of children with multiple disabilities, including cerebral palsy and learning disabilities, collaborated with a multidisciplinary team of professionals including speech therapists, physiotherapists, and social workers, organized day and overnight field trips for children and families.
- Supervised and trained parent-volunteers and student teachers at the school and in the community, developed neighborhood and citywide awareness/advocacy campaigns on disability.
- Coordinated a community based rural project that provided technical expertise to non-government organizations working in Madurai, India; trained local teachers to identify, assess, and develop programs for persons with multiple disabilities.
- Assessed communication needs of students with physical, cognitive and speech disabilities and provided hardware and software solutions with assistive technology and computer devices, taught computer classes, reviewed the technology needs of classroom teachers and formulated proposals to funding agencies, designed, implemented and maintained a website for the school.

**EDUCATION**

- Master of Science, Leadership in Math Education, May 2017  
Graduation Commencement Speaker  
*Bank Street College of Education, New York.*
- Master of Science, Education, August 2002  
*Purdue University, Indiana.*
- Post Graduate Diploma in Special Education, August 1998  
*Vidya Sagar, India.*
- Master of Science (Technology) in Information Systems, May 1997  
*The Birla Institute of Technology and Science, India.*

**CERTIFICATES and LICENSES**

- Elementary Education (K-6), Exceptional Student Education (K—12)  
Professional Educator's Certificate, Florida Department of Education
- Special Education, Permanent Teaching License  
New York State Education Department & New York City Department of Education.
- Reading Recovery Project Certificate  
NYU Steinhardt School of Culture, Education and Human Development, 2007.

**PROFESSIONAL DEVELOPMENT**

- Math Coaching Institute, Math Solutions (2017)
- Common Core State Standards Mathematics Institute, Metamorphosis Teaching Learning Communities (August 2013)
- Learning and the Brain, Memory and Mind Symposium (April 2011)
- Bank Street College: Multiple Paths to Literacy – Differentiating Instruction for Language Development Series (January-February 2011)
- Northeast PreK–8 Literacy Conference & Reading Recovery Institute (October 2007)
- Reading Recovery Institute (March 2007)

**REFERENCES**

- Robin Hummel** (Program Director, Leadership in Math Education, Bank Street College, NYC)  
[rhummel@bankstreet.edu](mailto:rhummel@bankstreet.edu)
- Lisa Rogers** (Director of Professional Learning, Math Solutions)  
[lrogers@mathsolutions.com](mailto:lrogers@mathsolutions.com)

**Andrew Topol** (Principal, Samantha Smith Elementary School, New York)  
[atopol@schools.nyc.gov](mailto:atopol@schools.nyc.gov)

## **Laurie King**

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120 Coleman Avenue  
Spencerport, New York 14559  
[kipra@rochester.rr.com](mailto:kipra@rochester.rr.com)  
[laurie.king@greececsd.org](mailto:laurie.king@greececsd.org)

(585) 943-8579 cell  
(585) 966-3840 work

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**SUMMARY:** Currently employed by Greece Central School district as an Elementary Math Intervention Specialist and Consultant/Staff Developer for the University of Rochester. I will be retiring from the Greece School District in June 2017.

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### **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

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### **WORK EXPERIENCE**

Educational Consultant/Staff Developer

Elementary Classroom Teacher

School Counselor

Math Intervention Specialist

Elementary Math Coach

Teacher Leader

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### **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-present-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

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### **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-Present-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

2016-present-Member of Math Cadre for the Greater Rochester and Finger Lakes region

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### **HONORS**

Nominated "Teacher of the Year" 1991

"Golden Apple Teacher" award recipient 2003

Gerald L. Brown Award, SUNY Brockport, 2006



**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



From Houghton Mifflin Harcourt.

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

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Submitted October 10, 2019 to:  
Yolanda Jones-Generette, Principal  
Bill Scott, Assistant Principal

**Contacts:**

Matt Harnett  
Partnership Executive  
Matthew.harnett@hnhco.com  
860.805.4597

Jennifer Baley  
Inside Sales Partnership Executive  
Jennifer.baley@hnhco.com  
602.616.3802

June Clark  
Field Sales Manager  
June.clark@hnhco.com  
410.937.7609



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** October 9, 2019  
**Re:** The Monk Center for Academic and Enrichment Agreement

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**Executive Summary/ Statement:** Approval is requested for an agreement by and between the New Haven Board of Education and the Monk Center. The Monk Center will provide academic support and enrichment activities which are designed to help students utilize skills they learn. At the end of the program, the students will have enhanced their critical-thinking, problem solving, and communication skills.

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

**\$244.00 per session (each session is 2 hours), for a total of 90 sessions, at Troup School. Each session runs for two hour and serves up to 20 students.**

**Total amount: 21,960.00**

**Funding Source & Account #: 21<sup>st</sup> Century Cohort XV (Troup) 2579-6325-56697-0015**

**Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?**  
The Monk Center activities engage all students in purposeful, supportive and meaningful learning experiences that coherently support and challenge students to improve in academics and engage in positive enrichment activities.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation? The contractor was selected as a partner during the grant application process.**
- 3. What specific skill set does this contractor bring to the project?**  
Marcella Monk Flake is a retired NHPS teacher with thirty-seven years of experience, with nearly thirty of those teaching years in the Talented and Gifted Program. The Monk Center has worked with New Haven's students and continue to provide programming specific to the New Haven Public Schools. The Monk Center has demonstrated an ability to engage and encourage our students in meaningful and engaging activities.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year. New service**

**5. Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

The program will be evaluated based on the grantor provided assessment tool. Past grantor assessments have been favorable, indicating that students are engaged in meaningful enrichment activities and that program staff interacted with students in an effective manner. The program will be evaluated by state auditors, independent evaluators (Cross Sector) and supervised by NHPS assigned Coordinator, Principal, and Building Leader.,

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

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

This agreement provides quality service from a reputable vendor at a reasonable cost. The cost associated with the program are in line with contractors providing similar services inclusive of literacy, dancing, homework assistance, arts and crafts, creative writing and spoken word technology and film production.



NEW HAVEN PUBLIC SCHOOLS

## AGREEMENT

By And Between

The New Haven Board of Education

AND

The Monk Center

FOR DEPARTMENT/PROGRAM:

### Youth, Family, and Community Engagement

This Agreement entered into on the 12th day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board" and The Monk Center located at, P.O. Box 3165, New Haven, CT 06515 (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$244.00 per session, for a total of 90 sessions.

The maximum amount the contractor shall be paid under this agreement: twenty one thousand nine hundred sixty dollars and zero cents (\$21,960.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, attendance sheets, and date of service.

**Fiscal support** for this Agreement shall be by **21<sup>st</sup> Century Program** of the New Haven Board of Education, **Account Number: 2579-6325-56697 Location Code: 0015 (Troup)**

This agreement shall remain in effect from November 12, 2019 to June 30, 2020.

**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 Monk Center will provide programming at Troup School The program will provide activities which promote the use of literacy and enrichment activities which are designed to help students improve in core subjects. Instructional pamphlets and supplies are included in the cost.

**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

9/5/19  
Date

\_\_\_\_\_  
Date

Marcella Flake  
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



P.O. Box 3165  
New Haven, CT 06515

October 29, 2018

Dr. Carol D. Birks  
Superintendent of Schools  
New Haven Public Schools  
54 Meadow Street  
New Haven, CT 06519

Dear Dr. Birks:

The Monk Center for Academic Enrichment and the Performing Arts is proud to be in partnership with New Haven Public Schools (NHPS) and the Augusta Lewis Troup School for the design and implementation of the proposed 21st Century Community Learning Center. Our dedicated staff at the Monk Center welcomes the opportunity to improve the lives of underserved children and families in our beloved city of New Haven.

The Monk Center is an experienced provider of engaging academic and cultural enrichment programs, which range from science and technology to dance. Our programs feature interactive games and hands-on activities that are entertaining and fun for students in grades 3-8, but also effective at helping students develop practical skills that will benefit them for the rest of their lives. We are members of The Connecticut Association for the Gifted, National After School Association, and partner with Yale and Quinnipiac Universities' Schools of Medicine. The Art and Anatomy Science Academy (AASA) provided the opportunity for 20 Monk Center students to receive art and human anatomy instruction on both university campuses during the summer of 2018.

The Monk Center will implement the following activities at Troup under the proposed 21st Century Community Learning Center program:

- **Literacy, Technology, and Film Production:** Students will use technology to enhance creativity and writing while gaining an increased awareness of the power of media. Students will read group novels and adapt the creative ideas presented in literature to short films. Students will write scripts, block scenes, act, direct, and edit movies. Students will use lighting, backdrops, video equipment, and computer technology to produce a finished product. At the module's completion, students will invite

family, friends, and community members to a "Red Carpet Film Premiere." Awards will be presented for Best Actor, Best Actress, Best Supporting Male and Female Actor, Best Film, and Best Special Effects.

- **Dance:** Students will develop kinesthetic intelligence, learn to express themselves, and learn to communicate within the constraints of the medium of the body. Students will experience improved gross and fine motor skills while developing physical fitness, appreciation for the body, concern for sound health practices, and effective stress management approaches. Students will participate in the process of choreographing dances set to music from various genres of music including Broadway, Hip-Hop, Jazz, Soul and R&B. Students will prepare for stage performances in December and May.

- **Pre-Engineering:** Using play as a learning medium, students will have fun exploring and creating while constructing replicas of nationally and internationally recognized structures and landmarks. Students will use higher order thinking skills while collaborating with peers on the construction of marble raceways, simple machines, creative residential structures, spacecraft, and motor vehicles. Motorized gears will also encourage creativity, collaboration, and critical thinking. Students will enjoy other construction and STEM activities, as well.

- **Future Physicians:** Students will utilize human anatomy aprons, human body models, models of the human brain, research skills, online instruction, stethoscopes, books, videos, worksheets, guest speakers, and hands-on activities to learn about the human body, its parts, and their functions.

- **Chess:** Students will learn to concentrate, think logically, overcome obstacles, identify patterns, and categorize information while playing chess. Students will develop problem-solving and planning skills while improving their patience, focus of thought, and self-discipline.

- **Creative Writing and Spoken Word:** Students will find comfort and peace by expressing their world through their voice. In a non-judgmental way, students will have the opportunity to process and express their world as only they know it and to resolve its issues and ills through creative writing and spoken word.

The experienced, talented, and dedicated staff members who will administer these courses include: Dr. Carolyn Kinder, a retired NHPS administrator and science instructor with over 40 years of teaching experience, a Sixth Year Certificate in Education Supervision (092), Certificate for Superintendent of Schools (093), PhD in Educational Administration (UConn), Makeda Brown BA, former Activities Coordinator at St. Martin's De Porres School, who will complete a Masters Degree in Marriage and Family Therapy in the spring; Deron Beasley, Artist in Residence and Alvin Ailey School of Dance alumnus, who has significant experience as a dance instructor; and Theodore Brooks III, an Artist Assistant with extensive experience in technology and film production.

I will serve as Program Administrator and instructor. My qualifications include a State Professional Educator Certificate, a Sixth Year Degree in Education Leadership and Policy Studies, and 37 years of teaching experience, including 30 years teaching in the New Haven Public Schools Talented and Gifted (TAG) program. I founded The Monk Center to nurture the skills that the TAG program seeks to provide – such as critical thinking, problem-solving, and communication – to all students, including those at risk for academic failure, through dynamic academic and cultural enrichment activities

Monk Center programs will run on Mondays, Wednesdays, and Fridays from 3:00-5:00 pm. Students will be divided into two groups based on grade level. Group 1 will consist of students in Grades 3, 4, and 5,

whereas Group 2 will consist of students in grades 6, 7, and 8. We expect to serve approximately 20 students for the purposes of this grant program.

The Monk Center will contribute approximately \$10,000 in in-kind contributions during Year 1 of the project period in the form of intellectual property, administrative services, and materials.

The Monk Center will participate in all state activities, including, but not limited to: evaluations, data collection and reporting, networking meetings and all of the state mandated professional learning, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant. The Monk Center also commits to provide safe and accessible facilities, equipment, supplies, and other resources.

Thank you for choosing The Monk Center to promote the intellectual engagement of students at the proposed 21st Century Community Learning Program at the Troup School.

Sincerely,



Marcella Monk Flake

Executive Director

The Monk Center for Academic Enrichment and the Performing Arts

Page 2



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** October 16, 2019  
**Re:** Boys and Girls Club Agreement

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and The Boys and Girls Club, New Haven CT to provide after school programming for students at Truman School and Bishop Woods School.

**Amount of Agreement and the Daily, Hourly or per Session Cost: \$48,400; \$400.00 per day**

**Funding Source & Account #:** 21 Century After School Grant Cohort XVI, 2579-6273-56694-0043 (\$48,400.00)

### Key Questions:

1. **How does this project align to the District Continuous Improvement Plan?**  
Participants engage in high-quality programming in which they feel physically and emotionally safe, receive support and recognition from caring staff.
2. **How was the contractor selected? Quotes? RFP? Sole Source designation?**
3. **What specific skill set does this contractor bring to the project?** After School enrichment programs, such as the Boys and Girls Club, are considered essential services and provide safe supervised activities. Club participants are provided homework assistance and activities which enhance their abilities to achieve Academic Success, develop Good Character & Citizenship and lead Healthy Lifestyles.
4. **Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.** This is a continuation of service with a dependable vendor at a reduced cost. An alternative contractor would cost significantly more for similar services at Truman and Bishop Woods Schools.

5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?** Past grantor assessments have been favorable, indicating that students are engaged in meaningful enrichment activities and that program staff interact with students in an effective manner.
  
6. **If the service is a professional development program, can the training be provided internally, by district staff? If not, why not?** This is a continuation of service with a dependable vendor at a reasonable cost.
  
7. **Why do you believe this agreement is fiscally sound?** This Agreement provides high quality programming from a well-known and reputable vendor at a reasonable cost for both NHPS sites. The contractor provides an array of enrichment activities and academic support which will benefit Bishop Woods students. CPR/First Aid staff, materials and supplies are included in the cost.



NEW HAVEN PUBLIC SCHOOLS

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

**The Boys and Girls Club, New Haven CT**

**FOR DEPARTMENT/PROGRAM:**  
**Youth, Family, and Community Engagement**

This Agreement entered into on the 12th day of November, 2019, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board") and, Boys and Girls Club located at, 253 Columbus Ave, New Haven CT 06519 (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$400.00 per session., for up to a maximum of 121 days

The maximum amount the contractor shall be paid under this agreement: forty-eight-thousand four-hundred dollars and no cents (**\$48,400.00**). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, date of service and a record of attendance for each program day.

**Fiscal support** for this Agreement shall be by 21 Century Program of the New Haven Board of Education, **Account Number: 2579-6273-56694 Location Code: 0043.**

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**SCOPE OF SERVICE:** The contractor shall provide an afterschool program at Bishop Woods School, located at 1481 Quinnipiac Ave, New Haven, for the students of Bishop Woods School. Sessions will be 2 hours in length, running on all days that school is in full session for students per the NHPS ten month calendar. The program will serve up to 50 students. Staff, supplies, games, data collection, and consumables are included in the cost.




**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

10/17/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Stephanie Barnes  
\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 10/2/18



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** October 10, 2019  
**Re:** Arte Inc. Agreement

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Arte Inc. to provide after school arts, culture and physical fitness activities at John Daniels and Davis Street School

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

40 total sessions; 2 hours each x \$200.00 per session = **\$8,000.00**

**Funding Source & Account #:**

21st Century Program 2579-6273-56694- 0009 (Davis-\$8,000)

Extended School Hours Grant 2579-5326-56694 -0013 (Daniels -\$4,200.00)

**Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?**  
Arte Inc. activities engage all students in purposeful, supportive and meaningful learning experiences that coherently support and challenge students to academic and social-emotional development in support of district priorities.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
Arte Inc. is a partner of record for the NHPS 21st Century Program, with a unique curriculum that they have developed privately. They are essentially a sole source.
- 3. What specific skill set does this contractor bring to the project?**  
Arte Inc. has worked with New Haven's students and as part of several evaluated school and summer programs. Rigorous evaluations by the 21st Century after school program have continuously validated this program. Arte has demonstrated an ability to engage and encourage some of our highest needs students in meaningful and engaging activities.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**  
Continuation service at same per session cost. Based on experience, a replacement contractor would cost between \$275.00 and \$350.00 per session.

5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

The program will be evaluated based on the grantor provided assessment tool. Past grantor assessments have been favorable, indicating that students are engaged in meaningful enrichment activities and that program staff interacted with students in an effective manner.

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

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

This agreement represents tremendous value for the district. Arte has agreed to provide a variety of classes and workshops for a reasonable cost. Furthermore, Arte has an extensive history of providing services to students of New Haven Public Schools which are inclusive of staff, supplies, and other materials. ARTE provides additional in-kind services to the schools they work in, and collaborates with school staff to enhance their programs without requiring additional funding.



NEW HAVEN PUBLIC SCHOOLS

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

**ARTE Inc.**

FOR DEPARTMENT/PROGRAM:

**Youth, Family and Community Engagement**

This Agreement entered into on the 12th day of November, 2019 effective (*no sooner than the day after Board of Education Approval*), the 13<sup>th</sup> day of November, 2019, 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"*).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$200.00 per session x 61 sessions; 2 hours each** for up to a maximum of **61 sessions 40 at Davis Street School and 21 at John Daniels School.**

The maximum amount the contractor shall be paid under this agreement: eight-thousand dollars and no cents (**\$12,200.00**). Compensation will be made upon submission of an invoice which includes attendance, a detailed description of work performed, date and location of service.

**Fiscal support** for this Agreement shall be by:

21st Century Program 2579-6273-56694- 0009 (Davis-\$8,000)

Extended School Hours Grant 2579-5326-56694 -0013 (Daniels -\$4,200.00)

This agreement shall remain in effect from **November 13, 2019 to June 30, 2020**

**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 ARTE program will provide (61) sessions, 2 hours each, which will engage the students in a variety of workshops. The workshops include Arts & Crafts projects, Dance, Sports and Physical Fitness, Language Arts, and Thinking Games. ARTE will supply Instructors and all necessary supplies for the workshops and classes

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

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

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

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

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

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

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

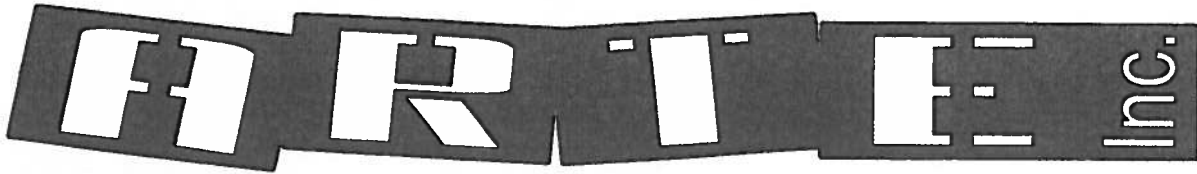
8/26/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

DAVID GREGG / DIRECTOR  
\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 10/2/18

**EXHIBIT A**



**26 Atwater Street, New Haven, CT 06512 203-804-9175 [www.arte-inc.com](http://www.arte-inc.com)**

**August 24, 2019**

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

**Dear Gemma:**

ARTE Inc., is delighted to be proposing programs for the 2019 / 2020 school year. As you know we have a solid reputation for providing top quality programs with measurable, positive results. ARTE has been collaborating with New Haven Public Schools for over 15 years and has served thousands of New Haven youth with after-school / Saturday programs, youth activities, workshops, events and scholarships.

**Arte's in-kind contributions for the 2018 - 2019 school year were valued at over \$121,000!**

ARTE's youth programs enhance children's lives and allow them to express themselves through various mechanisms. These programs occupy children's "down time" and keep them off the streets and out of trouble. Programs are accessible to low-income, inner-city and underprivileged youth who lack access and exposure to high-quality enrichment activities. ARTE's ultimate goal is to mentor and mold youth into better citizens who will positively contribute to society.

ARTE will offer after-school programs during the school year. These may include, but are not limited to, arts, crafts, dance, drama, science, photography, music, sports and other interactive fun learning experiences. ARTE will conduct site visits and instructor evaluations to monitor classes and provide ongoing support. ARTE will 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's administration.

**Davis Street Magnet School 2018 – 2019 School Year  
58 sessions contracted - ARTE completed 101 sessions (43 pro-bono sessions)**

**Davis Street Magnet School 2019 – 2020**

Beginning, October 2019                      40 Sessions – Two hours each                      \$8,000  
(\$200/session)

Schools work with ARTE to select days of the week and programs of interest based on student's needs and instructor availability. Schools are responsible for populating all class and assuring strong attendance.

**SUPPLIES:** ARTE will provide all supplies necessary for all workshops and classes.

**WORKSHOPS & CLASSES** do not include:

- Materials or supplies in addition to those required for these programs.
- Facilities for actual workshops (all held at New Haven schools)
- Building staff or support staff (ie: Janitors, Coordinators)
- Other costs or inclusions not specifically outlined.

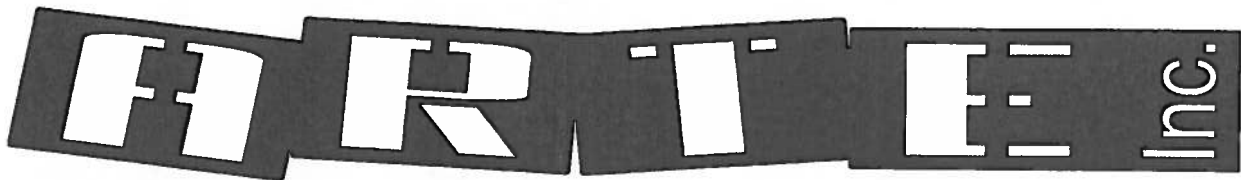
We look forward to another successful year working with NHPS students. ARTE appreciates the continued relationship and is committed to serving children and families. Please let me know if you need further details.

**Respectfully,**



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

**ARTE INC.**



26 Atwater Street, New Haven, CT 06512 203-804-9175 [www.arte-inc.com](http://www.arte-inc.com)

October 11, 2019

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

**Dear Gemma:**

ARTE Inc., is delighted to be proposing programs for the 2019 / 2020 school year. As you know we have a solid reputation for providing top quality programs with measurable, positive results. ARTE has been collaborating with New Haven Public Schools for over 15 years and has served thousands of New Haven youth with after-school / Saturday programs, youth activities, workshops, events and scholarships.

**Arte's in-kind contributions for the 2018 - 2019 school year were valued at over \$128,000!**

ARTE's youth programs enhance children's lives and allow them to express themselves through various mechanisms. These programs occupy children's "down time" and keep them off the streets and out of trouble. Programs are accessible to low-income, inner-city and underprivileged youth who lack access and exposure to high-quality enrichment activities. ARTE's ultimate goal is to mentor and mold youth into better citizens who will positively contribute to society.

ARTE will offer after-school programs during the school year. These may include, but are not limited to, arts, crafts, dance, drama, science, photography, music, sports and other interactive fun learning experiences. ARTE will conduct site visits and instructor evaluations to monitor classes and provide ongoing support. ARTE will 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's administration.

**John C Daniels School 2018 – 2019 School Year**  
**68 sessions contracted - ARTE completed 176 sessions (108 pro-bono sessions)**

**John C. Daniels School 2019 – 2020**

Beginning, November 2019	21 Sessions – Two hours each	\$4,200 (\$200/session)
Mondays		

Schools are responsible for populating all class and assuring strong attendance.



**SUPPLIES:** ARTE will provide all supplies necessary for all workshops and classes.

**WORKSHOPS & CLASSES** do not include:

- Materials or supplies in addition to those required for these programs.
- Facilities for actual workshops (all held at New Haven schools)
- Building staff or support staff (ie: Janitors, Coordinators)
- Other costs or inclusions not specifically outlined.

We look forward to another successful year working with NHPS students. ARTE appreciates the continued relationship and is committed to serving children and families. Please let me know if you need further details.

**Respectfully,**



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



**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:** Gemma Joseph-Lumpkin  
**Date:** October 9, 2019  
**Re:** Eli Whitney Museum (Wexler and Davis schools)

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Eli Whitney Museum to provide after school activities at Wexler and Davis schools.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** (\$14,850.00)  
\$330.00 per session, for a total of 45 sessions.

**Funding Source & Account #:**

21<sup>st</sup> Century Program of the New Haven Board of Education,  
**Account Number:** 2579 -6325-56697 **Location Code:** 0032 (Wexler - \$6,930.00),  
**Account Number:** 2579 -6273-56694 **Location Code:** 0009 (Davis - \$7,920.00),

**Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?**  
Eli Whitney Museum activities engage all students in purposeful, supportive and meaningful learning experiences that coherently support and challenge students to academic development in support of district priorities.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
Afterschool enrichment programs such as this are considered essential services under the 21st Century grant, and we are required to partner with community agencies. This agreement will help fulfill our grant obligations and provide additional resources to NHPS students.
- 3. What specific skill set does this contractor bring to the project?**  
Eli Whitney Museum has worked with New Haven's students and as part of several evaluated school programs. Rigorous evaluations by the 21st Century after school program have continuously validated this program. Eli Whitney Museum has demonstrated an ability to engage and encourage our students in meaningful and engaging activities.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**  
Continuation service at same average costs. Based on experience, a replacement contractor would cost between \$325-\$350 per session for comparable services.

5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

The program will be evaluated based on the grantor provided assessment tool. Past grantor assessments have been favorable, indicating that students are engaged in meaningful enrichment activities and that program staff interacted with students in an effective manner.

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

7. **Why do you believe this agreement is fiscally sound? This agreement provides high quality service from a well-known and reputable vendor at a reasonable cost.**



NEW HAVEN PUBLIC SCHOOLS

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

**Eli Whitney Museum  
FOR DEPARTMENT/PROGRAM:**

**Youth, Family, and Community Engagement**

This Agreement entered into on the 12th day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November 2020, by and between the New Haven Board of Education (herein referred to as the “Board” and, Eli Whitney Museum located at, 915 Whitney Avenue, Hamden, CT 06517 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$330.00 per session, for a total of 45 sessions. 24 sessions at Davis (\$7,920.00), 21 sessions at Wexler (\$6,930.00)

The maximum amount the contractor shall be paid under this agreement: fourteen thousand eight-hundred fifty dollars and no cents (\$14,850.00). 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 the 21<sup>st</sup> Century Program of the New Haven Board of Education,

**Account Number:** 2579 -6325-56697 **Location Code:** 0032 (Wexler - \$6,930.00),

**Account Number:** 2579 -6273-56694 **Location Code:** 0009 (Davis - \$7,920.00),

This agreement shall remain in effect from November 13, 2019 to June 30, 2020

**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 contractor shall provide a school-based afterschool program focused on experimentation and design for the students of Wexler and Davis schools. Sessions will be 1.5 hours in length and serve up to 15 students at Wexler and up to 15 students at Davis. All program sessions must take place outside of regular school hours. A description of the program is attached.

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

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

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education *prior to service start date*. 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

01/26/19  
Date

\_\_\_\_\_  
Date

SALLY HILL, Assoc. Dir. WINTERWORKSHOP@EDM  
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

BOARD OF DIRECTORS

2017 – 2018

David Lewin

President

Eric Epstein

Vice-President

Ray Fair

Treasurer

JR Logan

Secretary

Kathy Cooke

Alex Esdaile

Sara Kirshbaum

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Stephan Latham

Alex Mahler-Haug

Normand Meihot

Frank Mitchell

Zach Morowitz

Alan Plattus

Mary Schwab Stone

Dan Velazquez

Kerri Ward

James Whitney

Kiran Zaman

Scope of Services:

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

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

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

With each of the *experiments* we bring to Wexler Grant School students, after materials are handed out and instructions given to construct, time is given to explore and build and test. For example, One of the experiments we might offer is the Rubberband Car.

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

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

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

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

We will work with groups of up to 15 students for 1.5 hour segments. We will provide 21 sessions at Wexler Grant School for \$330/session on Thursdays. (\$225 per session/instructor plus \$7/student materials fees). A total of 315 students.

Additionally we will offer 1 full week scholarships for summer programs at EWM for up to 8 Wexler Grant School students.

The Whitney Workshop

The Eli Whitney Museum

915 Whitney Avenue

Hamden, CT 06517

VOX: 203.777.1833

FAX: 203.777.1229

BOARD OF DIRECTORS

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Scope of Services:

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

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

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

With each of the *experiments* we bring to Davis Street Magnet School students, after materials are handed out and instructions given to construct, time is given to explore and build and test. For example, One of the experiments we might offer is the **Rubberband Car**.

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

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

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

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

We will work with groups of up to 15 students for 1.5 hour segments. We will provide 24 sessions at Davis Street Magnet School for \$330/session on Mondays and Fridays. (\$225 per session/instructor plus \$7/student materials fees). A total of 360 students.

Additionally we will offer 1 full week scholarships for summer programs at EWM for up to 8 Davis Street School students.

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



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** October 10, 2019  
**Re:** Arts for Learning, CT Agreement

---

**Executive Summary/ Statement:** Approval is requested for an agreement by and between the New Haven Board of Education and Arts for Learning, CT. Arts for Learning will provide theatre exercises and games which are designed to help students utilize skills they are learning. At the end of the program, the classroom teacher and students will be able to use the new theatre exercises to improve in areas such as reading, writing, language, speaking and listening.

**Amount of Agreement and the Daily, Hourly or per Session Cost:**  
\$195.00 per session, for a total of 46 sessions at John Daniels School. Each session runs for one hour serves up to 20 students

**Funding Source & Account #:** 21<sup>st</sup> Century Cohort XV (Daniels) 2579-6243-56697-0013

### Key Questions:

- 1. How does this project align to the District Continuous Improvement Plan?**  
Arts for Learning activities engage all students in purposeful, supportive and meaningful learning experiences that coherently support and challenge students to improve in academics and engage in positive social-emotional development activities.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
This is a Sole Source Contractor
- 3. What specific skill set does this contractor bring to the project?**  
Arts for Learning, CT have worked with New Haven's students and continue to provide programming specific to the Arts to New Haven Public Schools. Arts for Learning, CT have demonstrated an ability to engage and encourage our students in meaningful and engaging activities

4. **Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**

This is a continuation service at a reasonable rate.

5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

The program will be evaluated based on the grantor provided assessment tool. Past grantor assessments have been favorable, indicating that students are engaged in meaningful enrichment activities and that program staff interacted with students in an effective manner.

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

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

This agreement provides high quality service from a well-known and reputable vendor at a reasonable cost.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**  
**Arts for Learning CT**

FOR DEPARTMENT/PROGRAM:

**Youth, Family and Community Engagement**

This Agreement entered into on the 12th day of November, 2019, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Arts for Learning CT located at, 3074 Whitney Avenue, Hamden, CT 06518 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$195.00 per session, for a total of 46 sessions at John Daniels School. Each session runs for one hour and serves up to 20 students

The maximum amount the contractor shall be paid under this agreement: eight thousand nine hundred seventy dollars and zero cents (\$8,970.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, attendance and date of service.

**Fiscal support** for this Agreement shall be by 21<sup>st</sup> Century Cohort XV **Program** of the New Haven Board of Education, **Account Number:** 2579-6243-56697 **Location Code** 0013

This agreement shall remain in effect from 11/13/2019 to 6/30/2020

**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).*

Arts for Learning, CT will provide one staff and an Aide from InnerAct Theatre. At the end of the residency, the classroom teacher will be able to use the new theatre exercises in their classroom. In addition to addressing the reading, writing, language, speaking and listening as described in Common Core, the residency can be designed to address Math, Science, Music and Special Education needs as well. The use of theatre exercises and games are designed to help students attach themselves to what they are specifically learning. Staffing, instructional pamphlets, and supplies are included in the cost.

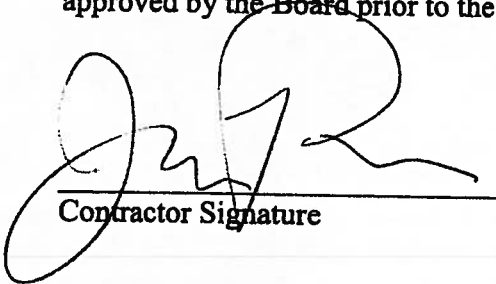
**Exhibit A: Scope of Service:** Please attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.

**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

10/15/19  
Date

\_\_\_\_\_  
Date

John-Michael Parker  
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



Arts for Learning Connecticut

An Affiliate of Young Audiences Arts for Learning

Arts for Learning Connecticut  
 1 Evergreen Avenue, Suite 33  
 Hamden, CT 06518  
 www.afclt.org  
 T: (203) 230-8101  
 F: (203) 230-8131

**VENUE RESIDENCY CONTRACT**

**John C. Daniels Elementary**  
**Attention: Arthur Edwards**  
 569 Congress Avenue  
 New Haven, CT 06519

**Contract #: 19107**  
**PO Numbers #:**  
**Date: 9/17/2019**

Arts for Learning Connecticut Contact:  
 Loraine Brown  
 lbrown@afclt.org  
 T: 203-230-0921

**THE FOLLOWING DESCRIBES EACH SERVICE THAT MAKES UP THIS RESIDENCY PROGRAM**

Program	Artist	Description	Quantity	Unit Price	Total Price
Theater Workshops	Anthony DePoto - InnerACT Theatre	Residency 20.00 participants	46	\$4,875.00	\$8,970.00
<b>Total: \$8,970.00</b>					

**PROGRAM SCHEDULE**

Date	Time	Program	Grade(s)	Teacher(s)	Students
Mon, 10/07/2019	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Mon, 10/07/2019	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Thu, 10/10/2019	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Thu, 10/10/2019	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Thu, 10/17/2019	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Thu, 10/17/2019	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Thu, 10/24/2019	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Thu, 10/24/2019	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Mon, 10/28/2019	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Mon, 10/28/2019	4:00PM - 5:00PM	Theater Workshops - Residency		2	20

	<b>Gym</b>	Program length: 75 minutes			
<b>Mon, 11/04/2019</b>	3:00PM - 4:00PM	Theater Workshops - <b>Residency</b> Program length: 75 minutes			
<b>Mon, 11/04/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Thu, 11/07/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Thu, 11/07/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Thu, 11/14/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Thu, 11/14/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Mon, 11/18/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Mon, 11/18/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Thu, 11/21/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Thu, 11/21/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Mon, 11/25/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Mon, 11/25/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Mon, 12/02/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Mon, 12/02/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Mon, 12/09/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Mon, 12/09/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Thu, 12/12/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Thu, 12/12/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Mon, 12/16/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Mon, 12/16/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Thu, 12/19/2019</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Thu, 12/19/2019</b>	4:00PM - 5:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes		2	20
<b>Thu, 1/02/2020</b>	3:00PM - 4:00PM <b>Gym</b>	Theater Workshops - <b>Residency</b> Program length: 75 minutes	3;4;5	2	20
<b>Thu, 1/02/2020</b>	4:00PM - 5:00PM	Theater Workshops - <b>Residency</b>		2	20

	<b>Gym</b>	Program length: 75 minutes			
Thu, 1/09/2020	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Thu, 1/09/2020	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Thu, 1/16/2020	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Thu, 1/16/2020	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Thu, 1/23/2020	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Thu, 1/23/2020	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Mon, 1/27/2020	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Mon, 1/27/2020	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Thu, 1/30/2020	3:00PM - 4:00PM	Theater Workshops - Residency Program length: 75 minutes			
Thu, 1/30/2020	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20
Mon, 2/03/2020	3:00PM - 4:00PM Gym	Theater Workshops - Residency Program length: 75 minutes	3;4;5	2	20
Mon, 2/03/2020	4:00PM - 5:00PM Gym	Theater Workshops - Residency Program length: 75 minutes		2	20

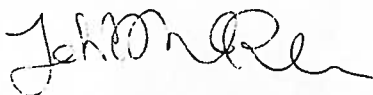
### TERMS & CONDITIONS

The undersigned agrees that: AFLCT will provide services as indicated above. A signed contract is immediately due upon receipt of this contract via fax, email or mail. The sponsor agrees to mail a 50% deposit made out to AFLCT upon receipt of this contract along with payment coupon. (6% processing fee for Credit Cards) The sponsor will mail the balance to: Arts for Learning Connecticut, 1 Evergreen Avenue, Suite 33, Hamden, CT 06518 two weeks prior to completion of the service. Payments over 30 days will be assessed a fee of 1.5% per month. Deposit will be forfeited if contracts are canceled within one month of contract date. In case of inclement weather we ask that you contact the artist and AFLCT the day or evening prior to arrange a plan for completion or rescheduling of the contract. Written consent is needed for any recordings, videotapes, reproductions, transmission and/or broadcasting.

In case of inclement weather we ask that you contact the artist and AFLCT the day or evening prior to arrange a plan for completion or rescheduling of the contract. The artist phone # is provided here for emergencies.

### EMERGENCY CONTACT INFO

Artist: Anthony DePoto - InnerACT Theatre  
 Primary Contact:  
 203-731-1430  
 anthony@inneracttheatre.com



9/17/2019

Arts for Learning Connecticut Representative Signature

Date

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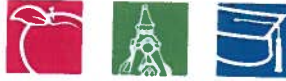
John C. Daniels Elementary Representative Signature

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Date

**PLEASE SIGN AND RETURN WITH DEPOSIT COUPON BELOW.**

Thank you, we are very excited to work with you and we look forward to providing your school with high quality arts-in-education programming!



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Gemma Joseph-Lumpkin  
**Date:** 10/9/2019  
**Re:** Cross Sector Consulting Support and Technical Assistance Agreement

---

**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Cross Sector Consulting to provide external evaluations and data monitoring for the 21<sup>st</sup> Century and State Afterschool Programs

**Amount of Agreement and the Daily, Hourly or per Session Cost: (\$19,000.00)**

**Funding Source & Account #:**

21<sup>st</sup> Century Cohort XV (East Rock, Daniels): 2579-6243-56697-0000: \$4,000.00

21<sup>st</sup> Century Cohort XVI (Davis, Bishop Woods): 2579-6273-56694-0000: \$5,000.00

**Program Data Monitoring Reports:**

Extended School Hours Grant: 2579-5326-56694-0000: \$10,000.00

**Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?**  
Cross Sector consulting will provide additional support related to program start-up to ensure that programs are operating in accordance with grantor expectations.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
This contract represents a continuation of high quality services performed over multiple years, as evidenced by our high level of compliance and continued funding. Cross Sector has been retained again for continuity of these high level services.
- 3. What specific skill set does this contractor bring to the project?**  
This contractor has performed identical work for this program for many years; New Haven has continued to receive program funding as a result of our outstanding level of compliance.

4. **Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.** This is a continuation of an existing service.
  
5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**  
New Haven has continued to receive 21<sup>st</sup> funding in part because of our outstanding record of compliance
  
6. **If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? N/A**
  
7. **Why do you believe this agreement is fiscally sound?**  
This agreement represents tremendous value for the district. This relatively small investment of grant funds enhances our programs in the eyes of the state, and will provide essential support as we work to ensure compliance with the new federal standards.



NEW HAVEN PUBLIC SCHOOLS

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

FOR DEPARTMENT/PROGRAM:

**Youth Family and Community Engagement/Program**

This Agreement entered into on the 12th day of November 2020, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November, 2020, by and between the New Haven Board of Education (herein referred to as the "Board" and, Cross Sector Consulting located at, 2558 Whitney Ave. #201, Hamden CT, 06518 (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$2,000.00 per evaluation report for East Rock and Daniels, \$2,500.00 per evaluation report for Bishop Woods and Davis, \$1,000.00 per month, 10 months total, September through June, for the program data monitoring reports, for a total of **(\$19,000.00)**

The maximum amount the contractor shall be paid under this agreement: twenty-four thousand dollars (\$24,000.00). 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 21 Century and Extended School Hours **Program** of the New Haven Board of Education

21<sup>st</sup> Century Cohort XV (East Rock, Daniels): 2579-6243-56694-0000: \$4,000.00

21<sup>st</sup> Century Cohort XVI (Davis, Bishop Woods): 2579-6273-56694-0000: \$5,000.00

**Program Data Monitoring Reports:**

Extended School Hours Grant: 2579-5326-56694-0000: \$10,000.00

This agreement shall remain in effect from November 13, 2019 to June 30, 2020

**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 contractor will perform external evaluations of the operations of the 21<sup>st</sup> Century Community Learning Center grant (21C) at East Rock, Daniels, Davis, Bishop Woods, Wexler/Grant and Troup schools. The results of these evaluations will be documented in reports.

The contractor will monitor program data collected in support 21<sup>st</sup> Century Community Learning Center grant (21C) at East Rock, Daniels, Davis, Bishop Woods, Wexler/Grant and Troup schools. The results of these monitoring activities and any related findings or recommendations will be documented in a monthly report.

The contractor agrees that the following activities are integral to evaluation and monitoring, and shall:

1. Meet with the NHBOE staff (project director, grant manager, and others) to develop an overall work plan for the technical assistance and evaluation project.
2. Develop site visit protocols in collaboration with NHBOE staff.

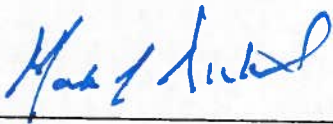
**Exhibit A: Scope of Service:** Please attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.

**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

9 OCT 2019

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

MARIE NICKEL, PARTNER

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

Revised: 10/2/18

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
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



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** October 9, 2019  
**Re:** Music Haven/Wexler

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### **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 session x 40 sessions. Total (\$8,000.00)

**Funding Source & Account #:** 21<sup>st</sup> Century # 2579-6325-56697-0032

### **Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?**  
Music lessons 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. How was the contractor selected? Quotes? RFP? Sole Source designation? Sole Source**
- 3. 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.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year. New**

5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

Music Haven commits to participate in all activities, including, but not limited to: student/parent surveys, evaluations, attendance records, data collection and reporting, associated with the grant program for the duration of the grant. The coordinator or designee will monitor the program on a monthly basis. The Building Leaders monitor the students and engage in conversations with parents to receive feedback regarding the effectiveness of the afterschool program.

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

7. **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:

**Youth, Family and Community Engagement**

This Agreement entered into on the 12th day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 3th day of November, 2020, 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 session, for a total of 40 sessions.

The maximum amount the contractor shall be paid under this agreement: eight thousand dollars and no cents (\$8,000.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, attendance, and date of service.

**Fiscal support** for this Agreement shall be by the 21<sup>st</sup> Century **Program** of the New Haven Board of Education, **Account Number:** 2579-6325-56697 **Location Code:** 0032

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**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 12 students from Wexler- School. 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. Music Haven will also provide homework assistance, tutoring, and mentoring.



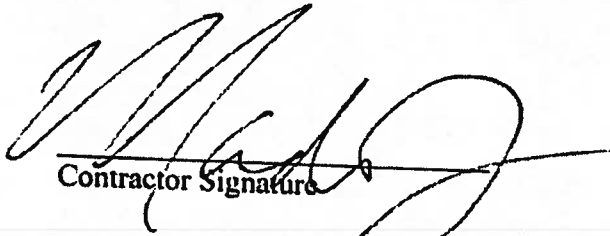
*Exhibit A: Scope of Service Attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.*

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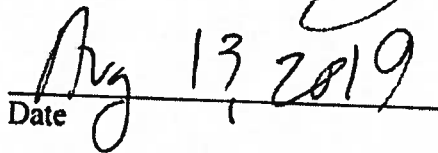
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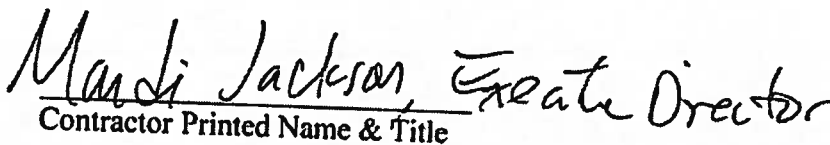
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Contractor Signature

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

  
Date

\_\_\_\_\_  
Date

  
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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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



October 24, 2019

## MUSIC HAVEN SCOPE OF SERVICES

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

The following is the scope of services provided after school to approximately 12 Wexler Grant students between grades 2 and 8:

### Board of Directors

Marc Mann, *President*

Laura Altshul, *Vice-President*

Lawrence Harris, *Treasurer*

Anna Garsten, *Secretary*

Diane Ariker

Lygia Davenport

Stephanie Halene

Sarah Heath

Wendy Marans

Mary Mumper

Jamillaah Roberson

Kafi Rouse

Joseph Satin

Julie Wilson

Clara Hawken-Wilson

### Executive Director

Mandi Jackson

### Haven String Quartet

Yaira Matyakubova, *violin*

Gregory Tompkins, *violin*

Annalisa Boerner, *viola*

Philip Boulanger, *cello*

### Discovery Orchestra Program

Patrick Doane, *violinist, teaching artist*

- Approximately 16 hours per week of 100% free on-site student programming, from after school until pick-up at 5:30pm
- All instruments and supplies provided free of charge
- Weekly one-on-one lessons in violin, viola, cello, or bass by one of our Resident Musicians (ranging from 30 to 60 minutes depending on age)
- Weekly Music Theory and Music History ("Time Travel") classes
- Ensemble rehearsals and chamber group coachings
- Homework help and tutoring
- Healthy snacks, including fresh fruit available every day
- Workshops and performances from guest artists
- Concert trips for students and their families
- A full array of student performances throughout the year in our performance space and in community spaces throughout the city (recitals, concerts, and workshops)

Programming runs for 32 weeks, from late-September to early June, and breaks for all school recesses. Regular weekly programming takes place at our programming space at 315 Peck St., Building 5, in the Fair Haven neighborhood. Some performances and activities take place in New Haven Public Schools (for example, we have had performances at John C. Daniels, Wexler Grant, and Lincoln Bassett), and sometimes in public library branches or other community spaces. Students are bused from Wexler Grant to our location. In 2017, we were designated officially as an after school school site by NHPS for the purpose of our participation in providing after school programming. Holding our programming in our own programming space--rather than in a school-based site--enables us to serve more students from many different schools and neighborhoods and reduce the inefficiencies associated with multiple programming sites and the logistical challenges posed by the need for a supply of instruments, supplies, and music on-site, quiet and uninterrupted spaces for

315 Peck St. Box A10  
New Haven, CT 06513  
[www.musichavenct.org](http://www.musichavenct.org)  
[info@musichavenct.org](mailto:info@musichavenct.org)  
203-745-9030

teaching, and sufficient space for multiple simultaneous ensemble rehearsals and classes.

Our 6700 sf space in the Fair Haven neighborhood is a home away from home after school each day for our 75+ students, ages 6 through 18, where they have a place to play and practice, as well as homework help, tutoring, snacks, and a safe place to be who they want to be, alongside our rich array of music programming and mentoring from their teachers. Each of our students and his or her family is part of a vibrant community of musicians in which he or she has the opportunity to play and learn alongside the world-class professionals who are their teachers and mentors.

With school bus transportation from New Haven Public Schools to our site, we provide 3 hours per day of rigorous music education programming, including music theory and music history classes, which are directly related to literacy and numeracy skill development. In addition, homework help and tutoring on site support in long-term academic gains for students. For high school-aged students, this includes support in the college application process, essay-writing help, college visits, and support in auditioning for college scholarships and music programs. In 2018-2019, more than 80% of parents reported that participation in Music Haven improved their child's academic performance at school, and 100% of our graduates enrolled in 4-year colleges.

Students are **REQUIRED** to be at school in order to participate in Music Haven programming. Many of our students attend schools with high rates of chronic absenteeism. For example, Wexler Grant has a 31% chronic absenteeism rate, and the district overall has an 18% chronic absenteeism rate. However, our students have an 85-90% attendance rate in our program. For those who are with us 2, 3, or 4 days a week, that means they are also attending school on those days.

Music Haven *requires* all parents/guardians to meet at least twice per year with teachers, attend studio recitals and concerts, provide students with a place to practice each day and make sure that practicing happens, and volunteer at events. Although our program is tuition free, these basic requirements are necessary for enrollment, and access to our free program and instruments provides an incentive for participation. 90% of our parents last year met these requirements.

Beyond those required modes of engagement, we also provide opportunities to participate in concert trips (with dinner provided), potluck studio dinners, monthly studio classes (when families are invited in the evening to join our students to play for each other), guest artists, and

workshops. In addition, we provide our families with free tickets to concerts and theater performances to which they otherwise would not have access.

We also work closely with parents/guardians to connect them to other resources that families might need, including scholarships to summer camps, and other service providers of basic needs like fuel or food assistance when necessary. Through the close relationships we build with families, we are also able to help with providing concert attire, winter coats, and other basic needs for our students when those needs arise. We have provided testimony in support of students at expulsion hearings, helped parents navigate the college application process with their high school students, and provided a space to come together around issues of concern for our parents. This level of engagement develops over a long-term relationship between Music Haven and the kids we serve. Since they start with us at a young age and we stay with them through high school graduation, we build a connection over a decade or more.

Multiple studies over the last 30 years have not only established the connection between high quality music education and achievement in math, literacy, reasoning, and standardized test scores, they have also demonstrated that access to such programming has an even greater impact on low-income students and students of color, and that the development of “non-cognitive” skills--not often taught in schools--are the key to long-term emotional health and economic stability. References to multiple studies are available at : <https://www.spreadmusicnow.org/assets/uploads/importance-of-music-references.pdf>).

One-on-one relationships with teachers, and relationships built with staff over many years, enable Music Haven to impact long-term success and connectedness in a unique and effective way. Any pattern of absence or tardiness is addressed immediately and directly with parent and/or meetings with students in which the goal is not punishment or reprimand, but rather addressing obstacles and challenges. In high school years, this model builds long-term trust and helps Music Haven teachers and staff work with parents/guardians and students to intervene in times of acute distress, help connect students to outside resources, and even fight it out from a place of love with students who express a desire to give up.

The concrete skills built in our program (persistence, confidence, communication, collaboration, and patience) also help our students from dropping out. The long-term relationships our students build with their peers by playing in groups together and persisting in the difficult project of mastering a string instrument over many years also asserts positive peer pressure to stick out hard times together. We have seen high school aged Music Haven students start down a path of disengagement, only to be pulled back in by their quartet-mates or friends in orchestra.

To date, the graduation and college matriculation rate of Music Haven students is 100%, even though they attend high schools in which the rate of college entrance is, on average, 65% (District Profile and Performance Report, CSDE 2017). In addition, our Fellows Program, through which students take on responsibilities (and are trained in) being mentors, “practice buddies”, tutors, and/or event or office support work, not only builds leadership skills, provides real-world work experience, helps students meet community service hours requirements, it also provides the opportunity for high school students to go on special concert trips, college visits, and participate in other special programming, and culminates (upon completion of all requirements upon graduation) in the opportunity to earn an instrument to take with them when they leave Music Haven. Since approximately 90% of our students report in anonymous program evaluations that they plan to keep playing music throughout their lives, the ability to earn a valuable string instrument to keep as their own is a powerful motivation for students who have devoted many years to learning how to play. Last year, 67% of our graduates earned instruments by meeting attendance, performance, and mentoring/volunteering requirements over the course of their high school years at Music Haven. 100% of our graduates are enrolled in 4-year colleges.

Music Haven’s model is built around one-on-one teaching and mentoring by professional, conservatory-trained musicians over many years. In addition, high school students trained as mentors—“practice buddies”—younger students develop that mentoring relationship not only with their teachers, but also with a high school aged Music Haven student, often one with 6-10 years of experience on the instrument. In anonymous program evaluations, nearly 100% of parent and student respondents routinely report that their teachers are excellent role models.

All Music Haven students each day are asked if they have homework, and if they say “no,” they are asked again. A full-time Student Support Coordinator--assisted by advanced Music Haven students and volunteers--provides homework help, and upon the request of a student or a parent/guardian, students are provided tutoring in subject areas. Music Haven also provides college essay writing workshops for high school students in which a volunteer (an English/Writing teacher at Hopkins) reads and provides feedback on each student's essay over multiple meetings and helps them craft essays just as he does for his students at Hopkins.

Each student has at least 30-60 minutes each week of one-on-one time with his or her teacher. Group time staff/student ratios (3-9 hrs/week, depending on student) ranges from 4:1 to 8:1.

More information about programming, teaching staff, evaluations, and program site are available upon request.

Music Haven commits to participate in all state activities, including, but not limited to: evaluations, data collection and reporting, networking meetings and all of the state mandated Professional Learning, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant.

Sincerely,

A handwritten signature in black ink, appearing to read "Mandi Jackson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mandi Jackson  
Executive Director  
Music Haven

October 24, 2019





NEW HAVEN PUBLIC SCHOOLS

Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** October 8, 2019  
**Re:** Our World. Care 4 Your Own LLC

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**Executive Summary/ Statement:** “Our World” connects young people to STEM through scientific based programming, Our World staff will provide experiences which will bring STEM to life for Troup students and strengthen the participants STEM skills. Our World Staff will also facilitate arts and crafts, and theatre activities.

**Amount of Agreement and the Daily, Hourly or per Session Cost:** \$13,000.00 (\$200.00 x 65 sessions)

**Funding Source & Account #:** 21<sup>st</sup> Century program; 2579-6325-56694 Location Code: 0015

**Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?** The Arts, Math, and Science activities are hands-on activities which will increase the student’s cognitive skills, problem solving skills, creative skills, planning and organization. In addition, these skills developed through hands-on projects, positively influence students’ performance in completely unrelated subjects, resulting in improved academics across the board.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
“Our World” was selected by the school and YFCE management for the 21st Century program. The contractor presented a proposal and qualifications to the Principal and other members of the leadership team of Troup School. The proposal met the criteria required to provide a variety of services for the Troup after school program and is cost efficient.
- 3. What specific skill set does this contractor bring to the project?**  
Our World staffs provide hands on experiences which will bring science and math to life for Troup students needing to strengthen STEM skills. The program also engages students in theatre and activities which stimulate positive engagement and community cohesion.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**  
This is a new service.
- 5. Evidence of Effectiveness: How will the contractor’s performance be evaluated? How frequently will you meet with the contractor to monitor their progress?** The program will be evaluated based on the grantor provided assessment tool. The assessments provide information pertaining to the level of student engagement, staff and student interactions, and the quality of activities offered.

6. **If the service is a professional development program, can the training be provided internally, by district staff? If not, why not? N/A**
  
7. **Why do you believe this agreement is fiscally sound? The Agreement provides quality after school programming at a reasonable cost. Our World LLC will provide scientific based hands on programming as well as arts and crafts, and theatre activities 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**

**Our World. Care 4 Your Own**  
FOR DEPARTMENT/PROGRAM:

**Youth, Family, and Community Engagement**

This Agreement entered into on the 12 day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 13 day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board” and, Our World. Care 4 Your Own located at, 3000 Whitney Avenue, Hamden CT 06518 (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 session, for a total of 65 sessions.

The maximum amount the contractor shall be paid under this agreement: Thirteen thousand dollars and no cents (\$13,000.00). 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 21<sup>st</sup> Century **Program** of the New Haven Board of Education, **Account Number: 2579-6325-56694 Location Code: 0015**

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**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 contractor shall provide a school-based afterschool program focused on experimentation and design for the students of Troup School. The sessions will consist of (2) 1 hour activities and serve up to 20 students per session at Troup School. All program sessions must take place outside of regular school hours. A description of the program is attached.

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

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

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

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

10/8/19  
Date

\_\_\_\_\_  
Date

Joseph Inigo  
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





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## **"Detailed Scope Of Services"**

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Beginning November 4th 2019 Until June 5th of 2020 at Troup Middle School of New Haven grades 3rd to 8th will be allowed to sign up for Our World. Care 4 Your Own LLC. After School Educational Career Development program titled, "The Music Note Kids Club" after school services will consist of 2 hours, 3 times a week, days include Monday, Wednesday, and Friday of each school week for 65 sessions total. Services will consist of Music/ Careers that will consist of career awareness reading pamphlets distributed for collection and take home. Write your own story writing pamphlet to be taking home completed with parent/guardian and bring back for reading and puppetry participation and puppet show performance. Mindfulness session through meditation and music while self discovery is made through thoughts and wishes exercise pamphlets and student reflection on goals and wishes. Career awareness board game which is used to build on careers/ jobs before hand through creative thinking. Exercise through music and dance, with youth media video and editing of puppet shows, exercise, board game and all services in program. Website reading and watching creative videos and learning on computer. Also included in the program will be computer science coding and programming through certified vex instructor curriculum that uses robots of smaller and bigger sizes to complement the study group. Students will also learn about Ecology and also the testing of water and agriculture through hands on water testing kits which they will be trained on to use. The program will engage 20 students per session. Staff, materials, and supplies are included in the cost.

Sincerely, Our World. Care 4 Your Own LLC.  
Joseph Inigo - President (203) 633-4599  
Donald Bertrand - Associate Director (203) 430-3141



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** 12/7/2018  
**Re:** Little Scientists/Davis Agreement

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### Executive Summary/ Statement:

**Amount of Agreement and the Daily, Hourly or per Session Cost: \$8,925.00 (175.00 per session x 51 sessions)**

**Funding Source & Account #: 21<sup>st</sup> Century:2579-6273-56694-0009**

### Key Questions:

- 1. How does this project align to the District Continuous Improvement Plan?**  
Little Scientists experiments and activities represent an opportunity for NHPS students to receive supplemental instruction designed to enhance performance on STEM assessments and to foster a love of science.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
Little Scientists is a partner with a unique curriculum that stimulates students interest in STEM. They have provided services to NHPS sites for over 20 years and the program was requested by the Davis school leadership.
- 3. What specific skill set does this contractor bring to the project?**  
Afterschool enrichment programs such as this are considered essential services under the Title I grant, and we are required to partner with community agencies. This agreement will help fulfill our grant obligations and provide additional opportunities for NHPS students to engage in STEM activities.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**  
Continuation service at same per session cost. Based on experience, a replacement contractor would cost between \$125.00 and \$225.00 per hour.



5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

The program will be evaluated based on both the grantor provided assessment tool and via pre and post assessments of program participants. Past grantor assessments have been favorable. Program assessment data shows that districts in Connecticut using Little Scientists showed a 10.2% increase year to year in science goal on elementary science CMT scores compared to equivalent districts. Summer programs using a pre/post test model in New Haven schools show overall a 30% increase in student science content knowledge.

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

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

This agreement represents tremendous value for the district. Comparable programs ordinarily charges \$125.00 - \$ 225.00 per hour. Because of our extensive history with Little Scientists, they have agreed to provide NHPS with a per sessions rate of \$175.00 per hour. Little Scientists achieves a level of excellence that is unmatched at the current price point of \$175.00 per hour. The Little Scientist budget is inclusive of curriculum, instructors, and all consumable & durable materials.



NEW HAVEN PUBLIC SCHOOLS

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

**Little Scientists**

FOR DEPARTMENT/PROGRAM:

**Youth, family and Community Engagement**

This Agreement entered into on the 12th day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board" and, Little Scientists located at, 25 Higgins Street., Milford CT (herein referred to as the "Contractor").

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$175.00 per 1 hour session; (51 session at Davis Street School)**.

The maximum amount the contractor shall be paid under this agreement: eight thousand nine hundred twenty-five dollars and zero cents (**\$8,925.00**). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and dates and location of service and attendance for each day.

**Fiscal support** for this Agreement shall be by the 21<sup>st</sup> Century Program of the New Haven Board of Education, **Account Number: 2579-6273-56694 Location Code: 0009**

This agreement shall remain in effect from November 13, 2019 to June 30, 2020

**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 Little Scientists program provides additional time for students to study, learn and practice. Motivational activities, technology and student choice opportunities are incorporated within the program to support youth development, student learning and engagement. This cost includes the curriculum, instructors, and all consumable & durable materials.


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

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

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

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

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

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

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

9/27/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Dr. Heidi Gold-Dworkin, CEO  
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



# Little Scientists®

## Scope of Services

### *Little Scientists® as a Community Partner with New Haven Public Schools.*

Little Scientists® is excited to continue its partnership with New Haven Public Schools to offer comprehensive After-School Science Programming for students at Davis Academy for Arts and Design Innovation Magnet School. The academic goal of the Little Scientists® Program will be to use the excitement of scientific investigations to engage students in improving literacy, mathematics, critical thinking, scientific, and problem-solving skills. The Little Scientists® Curriculum Program follows scientific-based research that ensures students meet academic goals as defined in the New Haven Public School Curriculum, the Connecticut State Science Standards, Common Core State Standards, and the Next Generation National Science Education Standards. Each class will follow Little Scientists® Curriculum utilizing the Little Scientists® teacher's manual which is aligned to the City of New Haven's Science curriculum. All hands-on, minds-on, inquiry-based science materials will be supplied by Little Scientists®. Students will spend 45 minutes /day performing hands-on, minds-on, inquiry-based science experiments and investigations.

Student achievement will be determined on an individual basis using the following criteria: pre and post science assessment, participation in the investigations, completing science notebooks, making claims, asking inquiring questions, making observations, recording evidence as data, detailing reasoning, completing "hands-on/minds-on" experiments, showing interest in science and learning in general, and communicating their findings to fully explain their claims. There is a home-school connection to the program where students will always take home a project they make, and a booklet that summarizes each lesson. The booklet contains a related experiment they can perform at home.

Little Scientists has worked with New Haven's students and teachers since 1998 as part of several evaluated school and summer programs. Rigorous evaluations by "the 21st Century" after school program have continuously validated this program over the last 15 years. The effectiveness of the Little Scientists Program in improving student academic performance in science has been well documented (see <http://www.little-scientists.com/LittleScientistsImprovesScores.pdf>). These results show that school districts that have used Little Scientists programs have increased science scores on standardized tests. For example, districts in Connecticut using Little Scientists showed a 10.2% increase year to year in science goal on elementary science CMT scores compared to equivalent districts. Summer programs using a pre/post test model in New Haven schools show overall a 30% increase in student science content knowledge.

Little Scientists® Before & After-School Science Program includes the science curriculum, all durable and consumable materials, student booklets, and science notebooks.

**Compensation:** Little Scientists will receive \$175.00 per science lesson. 51 lessons at a total cost of \$8,925.00

Little Scientists®  
25 Higgins Drive  
Milford, CT. 06460  
203-783-1114  
[www.Little-Scientists.com](http://www.Little-Scientists.com)



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Arthur Edwards  
**Date:** September 30, 2019  
**Re:** Kids Kraze Agreement

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and The Kids Kraze Club, New Haven CT to provide after school programming for 50 students at Eat Rock School.

**Amount of Agreement and the Daily, Hourly or per Session Cost: (\$29,949.92)**

**\$251.68 per session. for up to a maximum of 119 sessions**

**Funding Source & Account #:**

**21 Century, 2579-6273-56694-0046; 72 sessions x \$251.68 (East Rock - \$18,120.96)**

**Extended School Hours; 2579-5326-56694-0046; 47 sessions x \$251.68 (East Rock - \$11,828.96)**

### **Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?**  
Participants engage in high-quality programming in which they feel physically and emotionally safe, receive support and recognition from caring staff.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
Kids Kraze was selected by the schools as a lead partner for the 21st Century program. The contractor presented a proposal and qualifications to the Principal and other members of the leadership team of East Rock School. The proposal met the criteria required to facilitate the East Rock after school program and is cost efficient.
- 3. What specific skill set does this contractor bring to the project?**  
Kids Kraze has worked with New Haven's students as part of several evaluated school programs. The Kids Kraze program has demonstrated an ability to engage and encourage our students in meaningful and engaging activities which focus on community service, education, life skills, and health and fitness while showing a strong commitment to the students and families of New Haven Public Schools.
- 4. Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**  
This is a new service with a dependable vendor at a reduced cost. An alternative contractor would cost significantly more for similar services at East Rock School.



5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**

The program will be evaluated based on the grantor assessment tool.

The grantor assessment tool indicates whether students are engaged in meaningful enrichment activities and that program staff interact with students, families, NHPS staff and after school staff in an effective manner.

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

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

This Agreement provides a variety of quality programming from a reputable vendor at a reasonable cost for the East Rock after school site. The costs are inclusive of staffing, materials and supplies for the program.





NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**  
**Kidz Kraze inc., New Haven CT**

**FOR DEPARTMENT/PROGRAM:**  
**Youth, Family, and Community Engagement**

This Agreement entered into on the 12th day of November, 2019, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the “Board”) and, Kids Kraze located at. 607 Elm 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 \$251.68 per session, (sessions = 2 hrs. per day)., for up to a maximum of 119 days of services at **East Rock (\$29,949.92)**. Sessions will be 3 hours in length, running on all days that school is in full session for students per the NHPS ten month calendar. The program will serve up to 50 students.

The maximum amount the contractor shall be paid under this agreement: twenty-nine-thousand nine-hundred forty –nine dollars and ninety-two cents (**\$29,949.92**) Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, date of service and a record of attendance for each program day.

**Fiscal support** for this Agreement shall be by 21 Century After School Grant **Program** of the New Haven Board of Education, **Account Number:**

**21 Century**, 2579-6273-56694-0046; 72 sessions x \$251.68 (East Rock - \$18,120.96)

**Extended School Hours**; 2579-5326-56694-0046; 47 sessions x \$251.68 (East Rock - \$11,828.96)

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**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 contractor shall provide an afterschool program at East Rock School, located at 133 Nash Street, New Haven, for the students of East Rock School. Sessions will be 3 hours in length, running on all days that school is in full session for students per the NHPS ten month calendar. The program will serve up to 50 students. Staff, supplies, games, data collection, and consumables are included in the cost.

**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

10.25.19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

  
Contractor Printed Name & Title

Revised: 10/2/18



## **The Kids Kraze Draft Proposal East Rock After School**

### **SCOPE OF SERVICE**

#### **AFTERSCHOOL PROGRAMMING**

The Kids Kraze mission is to engage our participants in a variety of activities that promote healthy learning in a safe environment, while having fun and creating memories and lasting friendships. It is our goal to provide on-site afterschool enrichment programming for up to 75 students in Grades K through 8, five days per week between 3:15 PM and 4:45 PM. The Kids Kraze will provide enrichment in culinary, karate, arts and crafts, games and sports. These enrichment courses will stimulate student engagement and interdisciplinary connections. The Kids Kraze will work in collaboration with other community partners and the school's faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

#### **Afterschool Program Details**

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Students will be grouped by grade for enrichment components. Each group will have a group leader and assistants will be provided through the East Rock program.

Program hours: 3:15 – 4:45 p.m. Monday through Friday

- 75 participants – grades K through 8
- staff/child ratio – 2:25 (1 group leader and 1 East Rock assistant)
- Location of service – on-site

#### **Afterschool Program Enrichment Components**

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**Enrichment Classes:** Students will participate in three enrichment classes per week. The summary below identifies the enrichment offerings; afterschool instructors will ultimately shape the course format and content based on school/grade level expectations and in preparation for exhibits or showcases at the end of each session.

#### **Proposed Arts Enrichment / Physical Enrichment**

##### **Special Enrichment**

- Karate

##### **Common Enrichment**

- Sports/Physical Activity
- Arts and Crafts
- Culinary

## **Enrichment Component Explanations:**

- **Culinary:** Culinary is a great way to foster patience, confidence and teamwork into our students. They will have the opportunity to create child friendly meals and learn how to read recipes and use basic kitchen utensils. Students will create their own cookbook from all their recipes to keep and share with their families.
- **Karate:** Karate demonstrates discipline, structure and respect while tumbling teaches self-awareness and strength.
- **Sports/Physical Activity:** Students will have an opportunity for non-traditional team games and physical activity in the gym. This may include, rugby, capoeira, soccer, lacrosse, field hockey, hip-hop dance, and African Dance. Physical activity will be supervised by Kids Kraze staff, approved volunteers, and community partners.
- **Arts and Crafts:** Students will complete a variety of arts and craft projects that they can bring home or keep on display at the school.

**Student Exhibitions and Artwork:** The afterschool program is purposeful in its design and reflects an outcomes-oriented approach. Enrichment courses will foster student pride and ownership. Student artwork generated during the afterschool program will be displayed throughout the school, accomplishing two goals: (1) celebrating student work; and (2) enhancing the learning environment. As noted, students will also participate in periodic performances, exhibitions, and recitals. Students will demonstrate their newfound skills to their families, peers, and teachers. These events will foster community involvement and build student confidence

**Afterschool Program Models**

Days of Operation	Nov 4, 2019 – June 4, 2020
# of Days of Operation	120
Staff Training Days (*indicate 2-hour training; **indicate 3-hour training; all others are 1-hour meetings)	TBD

**AFTERSCHOOL ENRICHMENT SCHEDULE**

*Session #1 – Nov 4, 2019 – June 5, 2020*

Grade/group	Monday	Tuesday	Wednesday	Thursday	Friday
A – (K – 2)	Arts	Karate	Culinary	Sports	Games
B – (3 <sup>rd</sup> – 5 <sup>th</sup> )	Games	Culinary	Sports	Arts	Karate

**Afterschool Budget:**

Item/description and Quantity	Cost	Vendor
Arts and Craft Supplies	\$1500	Multiple Sources
Karate Equipment	\$500	Kungfu4less.com
Student Karate Gi	\$	Kungfu4less.com
Food items	\$1550	Multiple sources
First Aid	\$100	Walmart.com
Sports Supplies	\$500	Multiple sources
<b>TOTAL</b>	<b>\$4150</b>	

Other Considerations

- Office/community space
  - Shared classroom space
  - Storage Space
- 
-

**Afterschool Program Anticipated Cost Models**

Assumptions	
<b>After school student participation (Grades 1-8)</b>	75
<b>Number of Site Supervisors (SS)</b>	1
<b>Number of Enrichment Instructors (EI)</b>	3
<b>Days of programming</b>	140
<b>Hourly rate for Site Supervisors</b>	\$20
<b>Hourly rate for Enrichment Instructors</b>	\$15
<b>Enrichment Instructors (EI) hours per week</b>	7.5
<b>Expenditures:</b>	<b>Costs:</b>
<b>Fixed Costs:</b>	
<b>The Kids Kraze Program Coordinator</b>	\$7500
<b>Variable Costs:</b>	
<b>Site Supervisor</b> (1 SS x 3hr/day x 120 days x \$20/hr)	\$7200
<b>Enrichment Instructors</b> (3 EI x 1.5 hr/day x 120 days x \$15/hr) =	\$8100
<b>(A) Afterschool supplies</b>	\$4150
<b>Operational Expenses (business office)</b>	\$3000
<b>Total Cost</b>	<b>\$29,950</b>
<b>Program In-Kind contribution – We will offer one week of programming at no cost to the district</b>	
<b>District In-Kind Program Contributions:</b>	
<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Daily snacks for students</li> <li>• Security staff</li> </ul>	<ul style="list-style-type: none"> <li>• Custodial staff</li> <li>• Access to Administrative Equipment (copy machine, fax machine)</li> <li>• School access, key, badge</li> </ul>



## **The Kids Kraze Draft Proposal East Rock After School**

### **SCOPE OF SERVICE**

#### **AFTERSCHOOL PROGRAMMING**

The Kids Kraze mission is to engage our participants in a variety of activities that promote healthy learning in a safe environment, while having fun and creating memories and lasting friendships. It is our goal to provide on-site afterschool enrichment programming for up to 75 students in Grades K through 8, five days per week between 3:15 PM and 4:45 PM. The Kids Kraze will provide enrichment in culinary, karate, arts and crafts, games and sports. These enrichment courses will stimulate student engagement and interdisciplinary connections. The Kids Kraze will work in collaboration with other community partners and the school's faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

#### **Afterschool Program Details**

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Students will be grouped by grade for enrichment components. Each group will have a group leader and assistants will be provided through the East Rock program.

Program hours: 3:15 – 4:45 p.m. Monday through Friday

- 75 participants – grades K through 8
- staff/child ratio – 2:25 (1 group leader and 1 East Rock assistant)
- Location of service – on-site

#### **Afterschool Program Enrichment Components**

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**Enrichment Classes:** Students will participate in three enrichment classes per week. The summary below identifies the enrichment offerings; afterschool instructors will ultimately shape the course format and content based on school/grade level expectations and in preparation for exhibits or showcases at the end of each session.

#### **Proposed Arts Enrichment / Physical Enrichment**

##### **Special Enrichment**

- Karate

##### **Common Enrichment**

- Sports/Physical Activity
- Arts and Crafts
- Culinary

## **Enrichment Component Explanations:**

- **Culinary:** Culinary is a great way to foster patience, confidence and teamwork into our students. They will have the opportunity to create child friendly meals and learn how to read recipes and use basic kitchen utensils. Students will create their own cookbook from all their recipes to keep and share with their families.
- **Karate:** Karate demonstrates discipline, structure and respect while tumbling teaches self-awareness and strength.
- **Sports/Physical Activity:** Students will have an opportunity for non-traditional team games and physical activity in the gym. This may include, rugby, capoeira, soccer, lacrosse, field hockey, hip-hop dance, and African Dance. Physical activity will be supervised by Kids Kraze staff, approved volunteers, and community partners.
- **Arts and Crafts:** Students will complete a variety of arts and craft projects that they can bring home or keep on display at the school.

**Student Exhibitions and Artwork:** The afterschool program is purposeful in its design and reflects an outcomes-oriented approach. Enrichment courses will foster student pride and ownership. Student artwork generated during the afterschool program will be displayed throughout the school, accomplishing two goals: (1) celebrating student work; and (2) enhancing the learning environment. As noted, students will also participate in periodic performances, exhibitions, and recitals. Students will demonstrate their newfound skills to their families, peers, and teachers. These events will foster community involvement and build student confidence



**Afterschool Program Models**

Days of Operation	Nov 4, 2019 – June 4, 2020
# of Days of Operation	120
Staff Training Days (*indicate 2-hour training; **indicate 3-hour training; all others are 1-hour meetings)	TBD

**AFTERSCHOOL ENRICHMENT SCHEDULE**

*Session #1 – Nov 4, 2019 – June 5, 2020*

Grade/group	Monday	Tuesday	Wednesday	Thursday	Friday
A – (K – 2)	Arts	Karate	Culinary	Sports	Games
B – (3 <sup>rd</sup> – 5 <sup>th</sup> )	Games	Culinary	Sports	Arts	Karate

**Afterschool Budget:**

Item/description and Quantity	Cost	Vendor
Arts and Craft Supplies	\$1500	Multiple Sources
Karate Equipment	\$500	Kungfu4less.com
Student Karate Gi	\$	Kungfu4less.com
Food Items	\$1550	Multiple sources
First Aid	\$100	Walmart.com
Sports Supplies	\$500	Multiple sources
<b>TOTAL</b>	<b>\$4150</b>	

**Other Considerations**

- Office/community space
- Shared classroom space
- Storage Space

**Afterschool Program Anticipated Cost Models**

<b>After school student participation (Grades 1-8)</b>		75
<b>Number of Site Supervisors (SS)</b>		1
<b>Number of Enrichment Instructors (EI)</b>		3
<b>Days of programming</b>		140
<b>Hourly rate for Site Supervisors</b>		\$20
<b>Hourly rate for Enrichment Instructors</b>		\$15
<b>Enrichment Instructors (EI) hours per week</b>		7.5
<b>Expenditures:</b>		<b>Costs:</b>
<b>Fixed Costs:</b>		
<b>The Kids Kraze Program Coordinator</b>		\$7500
<b>Variable Costs:</b>		
<b>Site Supervisor</b> (1 SS x 3hr/day x 120 days x \$20/hr)		\$7200
<b>Enrichment Instructors</b> (3 EI x 1.5 hr/day x 120 days x \$15/hr) =		\$8100
<b>(A) Afterschool supplies</b>		\$4150
<b>Operational Expenses (business office)</b>		\$3000
<b>Total Cost</b>		<b>\$29,950</b>
<b>Program In-Kind contribution – We will offer one week of programming at no cost to the district</b>		
<b>District In-Kind Program Contributions:</b>		
<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Daily snacks for students</li> <li>• Security staff</li> </ul>	<ul style="list-style-type: none"> <li>• Custodial staff</li> <li>• Access to Administrative Equipment (copy machine, fax machine)</li> <li>• School access, key, badge</li> </ul>	



**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:** October 9, 2019  
**Re:** Bodyworks LLC.

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**Executive Summary/ Statement:** Approval is requested for an Agreement by and between the New Haven Board of Education and Bodyworkers LLC. to provide after school programming for students at Troup School and Davis School.

**Amount of Agreement and the Daily, Hourly or per Session Cost: \$150.00 per session x 82 sessions (\$12,300.00)**

**Funding Source & Account #:**

21st Century Cohort XVIII (Davis). 2579-6273-56694-0009, 23 sessions x \$150.00 (\$3,450.00)  
21st Century Cohort IX (Troup). 2579- 6325 -56697-0015, 36 sessions x \$150.00 (\$5,400.00)  
Extended School Hours 2579 -5326-56694-0000, 23 additional sessions at Davis x \$150.00 (\$3,450.00)

**Key Questions:**

- 1. How does this project align to the District Continuous Improvement Plan?**  
BodyWorkers activities engage all students in purposeful, supportive and meaningful physical activities that coherently support the health and well-being of students, in support of district priorities.
- 2. How was the contractor selected? Quotes? RFP? Sole Source designation?**  
BodyWorkers is a partner of record for the NHPS 21<sup>st</sup> Century Program, and was selected by the schools based on their history of success with the students at Davis and a partner in the grant application for Troup. This contractor was named in the grant application which was approved by CSDE as part of the competitive application process.
- 3. What specific skill set does this contractor bring to the project?**  
Afterschool enrichment programs such as this are considered essential services under the 21<sup>st</sup> Century grant, and we are required to partner with community agencies. This agreement will help fulfill our grant obligations and provide additional resources to NHPS students.

4. **Is this a new or continuation service? If this is a continuation service, please attach an evaluation of the contractor from the previous year.**

Continuation service at same per session cost. Based on experience, a replacement contractor would cost between \$120.00 and \$240.00 per session.

5. **Evidence of Effectiveness: How will the contractor's performance be evaluated? How frequently will you meet with the contractor to monitor their progress?**  
The program will be evaluated based on the grantor provided assessment tool. Past grantor assessments have been favorable, indicating that students are engaged in meaningful enrichment activities and that program staff interacted with students in an effective manner.

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

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

This agreement represents good value for the district. The contractors rates align with similar service providers.



NEW HAVEN PUBLIC SCHOOLS

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

**Bodyworkers LLC.**

FOR DEPARTMENT/PROGRAM:

**Youth, Family, and Community Engagement**

This Agreement entered into on the 12th day of November 2019, effective (*no sooner than the day after Board of Education Approval*), the 13th day of November, 2019, by and between the New Haven Board of Education (herein referred to as the "Board" and, Bodyworkers LLC. located at, 121 Read 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 \$150.00 x 82 sessions, for a total of **\$12,300.00**.

The maximum amount the contractor shall be paid under this agreement: twelve thousand three hundred dollars and zero cents (\$12,300.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, attendance sheets, and date(s) of service.

**Fiscal support** for this Agreement shall be by the **21<sup>st</sup> Century and Extended School Hours Programs** of the New Haven Board of Education,

**21<sup>st</sup> Century Program, Account Number: 2579 -6273-56694 Location Code: 0009 (Davis, \$3,450.00)**

**21<sup>st</sup> Century Program, Account Number: 2579-6325-56697 Location Code: 0015 (Troup, \$5,400.00)**

**Extended School Hours Program, Account Number: 2579 -5326-56694 Location Code: 0009 (Davis, \$3,450.00)**

This agreement shall remain in effect from November 13, 2019 to June 30, 2020.

**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.* Bodyworkers programming at Troup will incorporate varied physical and mental exercise with an emphasis on our core Zumba Fitness Program. Zumba Fitness, a world-renowned exercise program, combines aerobics with dance, resulting in workouts that are fun yet effective, and perfect for kids and families. All sessions are conducted by professional certified/licensed Zumba and Group Fitness Instructors.

**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

10/15/2019  
Date

\_\_\_\_\_  
Date

Chaïla Gilliams, President (C/C)  
Contractor Printed Name & Title

Revised: 10/2/18





**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

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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

Bodyworkers, LLC  
121 Read Street New Haven, CT  
203-772-8464  
bodyworkers@gmail.com  
www.bodyworkersllc.org  
October 1<sup>st</sup>, 2019



Dr. Ilene Tracey  
Interim Superintendent of New Haven Public Schools  
New Haven Public Schools  
54 Meadow Street  
New Haven, CT 06519

Dear Dr. Tracey:

Bodyworkers, LLC are very enthusiastic to take part in the New Haven Public Schools 21<sup>st</sup> Century Community Learning Center After-School Program at the Augusta Lewis Troup School. We will do two weeks of in-kind service prior to our November 2019 start.

We have designed and engineered programs that further develop social skills, stimulate physical activity, provide therapeutic healing, and motivates a healthier and stronger community! Our goal is to provide programs that are well rounded in the areas of **Fitness, Therapeutic Wellness, Continued Education Credits, Self-Esteem, Motivation, Social-Emotional Wellness, Culinary Arts, Financial Literacy, Creative Arts, and Clinical Sports Training & Conditioning**. We remain visually aligned with the New Haven School district's health & wellness goals investing in our service communities by using a systematic and comprehensive approach to derive at an outline for success.

Bodyworkers has been recognized as an educational, service leader and community outreach organization on the East Coast for over 15 years. As an experienced provider of fitness programs for children and families, our commitment to minimize debilitating health threats that plague our school communities allows us to be an integral part in learning as we grow. In reaching program goals, we vigorously strive to decrease the alarming onset of juvenile diabetes and growing obesity rate. It has been statistically shown that students who spend between three and five afternoons each week participating in physical fitness activities improve their grades and class participation, as well as their physical health and well-being. It has also been shown that adult participation in physical fitness activities helps to relieve stress and increase productivity in the workplace.

Bodyworkers programming at Troup will incorporate varied physical and mental exercise with an emphasis on our core Zumba Fitness Program. Zumba Fitness, a world-renowned exercise program, combines aerobics with dance, resulting in workouts that are fun yet effective, and perfect for kids and families. All sessions are conducted by professional certified/licensed Zumba and Group Fitness Instructors. The cost per session is \$150.00. Bodyworkers, LLC will participate in all state activities, including, but not limited to evaluations, data collection and reporting, networking meetings and all the state mandated professional learning, technical assistance, trainings and meetings associated with the grant program for the duration of the grant. Bodyworkers fitness programs will be offered to Troup students, families and community twice a week running congruent to the 2019/2020 academic school calendar year.

Thank you for choosing Bodyworkers, LLC to be your health, physical fitness, and wellness advocate and community partner provider.

Sincerely,  
Ms. Chaila Gilliams  
President and CEO

Bodyworkers, LLC  
121 Read Street New Haven, CT  
203-772-8464  
bodyworkers@gmail.com  
www.bodyworkersllc.org  
October 1<sup>st</sup>, 2019



Dr. Ilene Tracey  
Interim Superintendent of New Haven Public Schools  
New Haven Public Schools  
54 Meadow Street  
New Haven, CT 06519

Dear Dr. Tracey:

Bodyworkers, LLC are very enthusiastic to take part in the New Haven Public Schools 21<sup>st</sup> Century Community Learning Center After-School Program at Davis Street School. We will do two weeks of in-kind service prior to the November 2019 start date.

We have designed and engineered programs that further develop social skills, stimulate physical activity, provide therapeutic healing, and motivates a healthier and stronger community! Our goal is to provide programs that are well rounded in the areas of **Fitness, Therapeutic Wellness, Continued Education Credits, Self-Esteem, Motivation, Social-Emotional Wellness, Culinary Arts, Financial Literacy, Creative Arts, and Clinical Sports Training & Conditioning.** We remain visually aligned with the New Haven School district's health & wellness goals investing in our service communities by using a systematic and comprehensive approach to derive an outline for success.

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Bodyworkers programming at Davis will incorporate varied physical and mental exercise with an emphasis on our core Zumba Fitness Program. Zumba Fitness, a world-renowned exercise program, combines aerobics with dance, resulting in workouts that are fun yet effective, and perfect for kids and families. All sessions are conducted by professional certified/licensed Zumba and Group Fitness Instructors. The cost per session is \$150.00. Bodyworkers, LLC will participate in all state activities, including, but not limited to evaluations, data collection and reporting, networking meetings and all the state mandated professional learning, technical assistance, trainings and meetings associated with the grant program for the duration of the grant. Bodyworkers fitness programs will be offered to Troup students, families and community twice a week running congruent to the 2019/2020 academic school calendar year.

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Sincerely,  
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President and CEO