



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Please Type

Contractor full name: Foundation for the Arts and Trauma Inc

Doing Business As, if applicable:

Business Address: 19 Edwards Street, New Haven, CT 06511

Business Phone: 203-624-2146

Business email: ptsdcenter1@sbcglobal.net

Funding Source & Acct # including location code:
2553 6398 56694 0012 – ARP ESSER III

Principal or Supervisor: Dr. Nicholas Perrone

Agreement Effective Dates: From 11/01/2022. To 06/30/2023.

Hourly rate or per session rate or per day rate. \$112.75/hour

\$451/day per counselor

\$5412 per week for the duration of the year

Total amount: Not to exceed \$65,000.00

Description of Service: Please provide a one or two sentence description of the service. *Please do not write “see attached.”*

The Miss Kendra Program (i.e., Foundation for the Arts and Trauma) will bring in trained drama/trauma counselors to help provide a school-wide approach to addressing trauma, decreasing stress, and encouraging healthy mental health habits.

Submitted by: Dr. Nicholas Perrone Phone: 203.507.6689



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Dr. Nicholas Perrone
Date: August 29, 2022
Re: Foundation for the Arts and Trauma partnership at Edgewood School

Executive Summary/ Statement: (Please provide 1-2 sentences describing the Service – do not leave blank):

Preventive trauma-informed program for all students in grades 1-8 to improve socioemotional and coping skills, de-escalation, and improved academic readiness and more positive attitudes.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$112.75/hr, \$451/day per counselor, \$5412 per week, not to exceed \$65,000 total

Funding Source & Account #: 2553 6399 56694 0012 – ARP ESSER III C/O

Key Questions: (Please have someone ready to discuss the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education):

1. Please describe how this service is strategically aligned to the District Continuous Improvement Plan?
This social and emotional learning intervention aligns most closely to the NHPS District's overarching goal of Developing the Whole Child. It also encompasses both the Culture/Climate domain as well as the Youth/Family Engagement priority areas on the Continuous Improvement Plan. Priority areas addressed through this programming include: Social and Emotional Growth, Equity and Excellence, Student Engagement and Supporting At-Risk Youth. This program allows us to increase the accessibility of SEL resources through weekly whole class and individual instruction across grades 1-8. Students receive targeted instruction to help them identify feelings and set goals for effectively managing a variety of different emotions within the school setting.
2. What specific need will this contractor address?

Upon our return from the CoVID shutdown period, some student behavior required interventions beyond the scope of what our one full-time social worker was able to provide due to her current caseload. Our school theme embraces the celebration of arts, and the Miss Kendra program allows drama-based therapists to utilize their arts background to create engaging activities within the classroom. Students need to reconnect with one another, and reestablish prosocial skills. Supportive, meaningful SEL instruction within the classroom creates safe and collaborative spaces for students to discuss feelings and emotions.

3. How was the contractor selected? Quotes? RFP? Sealed Bid or Sole Source? Please describe the selection process including other sources considered and the rationale for selecting this method of selection:

Miss Kendra Program (ie., Foundation for the Arts and Trauma) has partnered with New Haven Public Schools in the past; they are the only organization that provides this type of service and includes all necessary training and professional development for their counselors.

4. If this is a continuation service, when was the last time the alternatives were sought?
n/a

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

Longstanding expertise in trauma-informed educational practices in Tier 1 models of intervention, based in New Haven, with over ten years of service to the New Haven Public Schools.

6. How does this contractor fit into the project as a whole? (If the contractor is an individual, please attach a copy of their resume):

The Miss Kendra program (ie., Foundation for the Arts and Trauma) will provide part-time counselors to support Edgewood throughout the school year. The Program Director, Dr. David Johnson and Educational Coordinator Erinn Webb also provide ongoing supports.

7. Is this a new or continuation service? Continuation

8. If this is a continuation service has cost increased? N/A

a) If yes, by how much?

b) What would an alternative contractor cost? n/a

c) Is this a service existing staff could provide? Why or why not? No, our staff are not trained in trauma therapy, drama therapy, and do not have extensive experience with trauma-informed practices; this partnership is to help build capacity with our staff to become more trauma-informed.

9. Evidence of Effectiveness: How will the contractor's performance be monitored and evaluated? Measurement will be by teacher evaluations and project-based evaluations, and school-wide disciplinary data.

10. If a continuation service, attach a copy of the previous evaluations or archival data demonstrating effectiveness. (If archival data includes lengthy reports, syllabi, training materials, etc., please have a copy available for review) Data is attached.

11. If the service is a professional development program, can the training be provided internally, by district staff? n/a

a) If not, why not?

b) How will the output of this Agreement contribute to building internal capabilities? The teaching staff will participate with their students in the Miss Kendra lessons and will experience being able to field difficult questions. As a result, they will learn techniques to help discuss life experiences with students in a healthy and motivational way.

12. Why do you believe this Agreement is fiscally sound?

This agreement uses funds to provide additional staffing on a part-time basis. This is a shortage area, and full-time certified social workers are difficult to secure and would require the provision of benefits. This agreement is fiscally sound, and provides immense benefit to our school and student population.

13. What are the implications of not approving this Agreement?

We will not be equipped to adequately support the social and emotional learning needs of our student body without this service, which not only impacts students, but may also affect the amount of talented classroom teachers that we are able to retain for the upcoming school year.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

Foundation for the Arts and Trauma, Inc.

FOR DEPARTMENT/PROGRAM:

Edgewood Creative Thinking Through STEAM Magnet School

This Agreement entered into on the 12th day of October 2022, effective on the 1st day of November, 2022, by and between the New Haven Board of Education (herein referred to as the “Board” and, Foundation for the Arts and Trauma Inc. located at, 19 Edwards St, New Haven, CT 06511 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required in the amount of \$65,000 total for three counselors at \$112.75/hour; \$451/day; \$5412/week for the duration of the year not to exceed \$65,000.

The maximum amount the contractor shall be paid under this agreement: \$65,000. 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 ARP ESSER III C/O Program of the New Haven Board of Education, **Account Number:** 2553 6399 56694. **Location Code:** 0012.

This agreement shall remain in effect from 11/1/22 to 6/30/23.

SCOPE OF SERVICE: *Please 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 as Exhibit A).*

- Provide individual and classroom-based trauma-informed counseling and education to students focused on child safety, to include de-escalation, improved coping skills, improved socioemotional learning, improve academic readiness, and positive attitudes toward learning and the school community.

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

9/9/2022
Date

Date

David R Johnson PhD, Chief Executive Officer

Contractor Printed Name & Title

Revised: 12/3/19



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

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

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

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

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

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

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 1, 2022

Description

To implement the Miss Kendra Program in Edgewood 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. *Miss Kendra'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.* THIS REQUEST TAKES INTO ACCOUNT THE SPECIAL CIRCUMSTANCES OF THE PANDEMIC AND REMOTE LEARNING.

Services

- Provide Miss Kendra Time classroom activities during virtual and/or in-person classes up to a half hour per week for each class.
- Provide bi-weekly support to teaching staff through inservice education regarding stress and trauma as impacted by the pandemic and remote learning platforms; individual teacher support as needed.
- Provide a series of 19 videos addressing the students' potential anxieties or worries related to the pandemic, each video being about 6 minutes long and

- presented in a child-friendly, imaginative format; with subsequent discussion lead by the classroom teachers.
- Provide individual stress reduction sessions with individual students as needed and referred by classroom teachers and/or school social worker.

Rationale

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

In the past two decades, advances in neuroscience research have exploded, giving us a much better conception of the role of various parts of the brain and the impact of disease and stress on the brain's functioning (Ward, 2004). Functions such as working memory, attention, concentration, cognitive flexibility, and inhibition are all utilized in the process of learning (Nelson, deHaan, & Thomas, 2006; Best, Miller & Naglieri, 2011). Executive functioning currently stands as one of the key factors in predicting academic and behavioral performance for elementary and middle school children, particularly in mathematics and reading achievement (Best, Miller, & Naglieri, 2011). Of particular importance are studies demonstrating the powerful negative impact of stressful life events on the developing brains of children (Beers & DeBellis, 2002; Cook et al., 2005; DeBellis et al., 2002; , Shin, Rauch, & Pitman, 2006). Traumatic stress interferes with the brain's capacity to attend to, process and transform, analyse, and communicate information. Poor academic performance may be mistakenly attributed to a lack of motivation or psychiatric illness instead of toxic stress. Programs that specifically target toxic stress have shown that they can improve executive functioning and academic performance (Sajnani et al, 2014; Goldstein & Winner, 2010). Successful programs have used methods derived from trauma treatment (Johnson & Lubin, 2015), mindfulness meditation (Flook et al., 2010), yoga (Khalsa et al., 2012), and the arts (Goldstein & Winner, 2010).

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

The consensus among scientists is stated well by the Harvard University Center for the Developing Child (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.

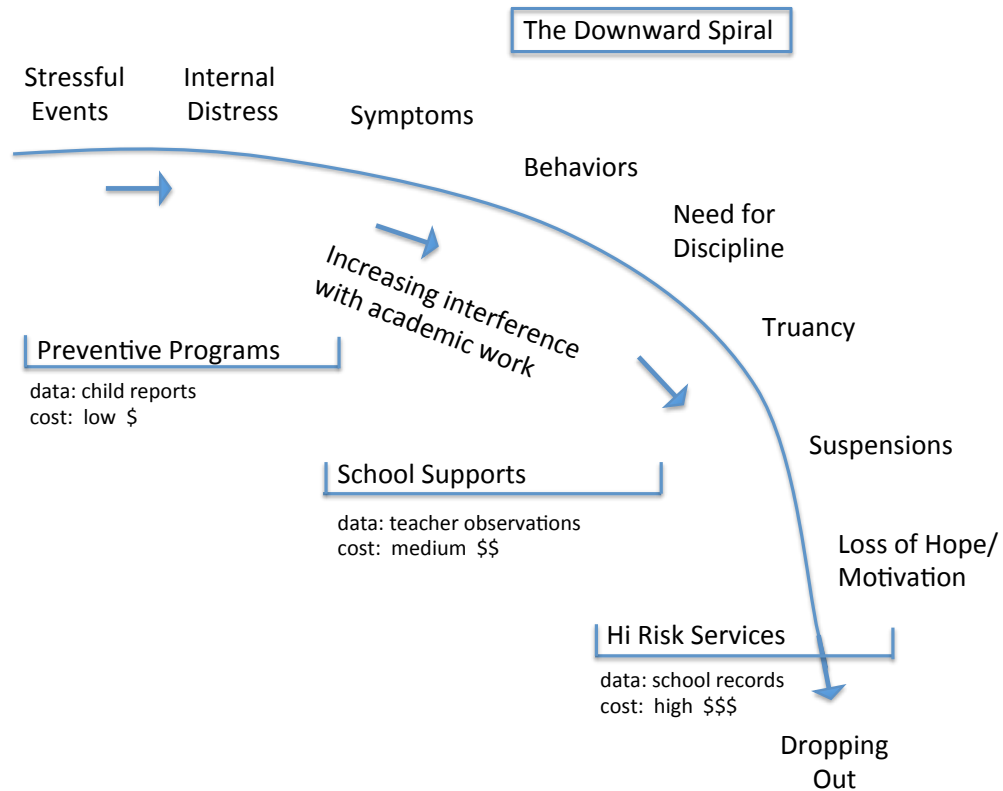
Our nation's current policy is to wait until highly stressed young children cannot hold on any longer and break down into symptoms of anxiety and depression, and disruptive behaviors in the classroom, and ***only then*** to provide expensive support services and treatments. ***The Miss Kendra Program*** 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, Miss

Kendra 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. Miss Kendra Program 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.



Miss Kendra Program 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.

Miss Kendra Program 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

Miss Kendra helps ALLEVIATE CHILDREN’S WORRIES

Dear Miss Kendra,

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

Love, Nuresh

Dear Miss Kendra,

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

Robert

Miss Kendra 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



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:

A handwritten signature in black ink that reads "David R. Johnson, Ph.D." The signature is written in a cursive, flowing style.

David R. Johnson, Ph.D.

CEO, Foundation for the Arts and Trauma Inc