



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT COVER SHEET

Please Type

Contractor full name: Lisa Swain, ED.S.

Doing Business As, if applicable:

Business Address: 71 Little Harbor Road
Guilford, CT 06437

Business Phone: (203) 994-0419

Business email: lisauswain1@gmail.com

SS# OR Tax ID #: On File

Funding Source & Acct # including location code: Head Start - PA 20
2532-5278-55576 Location:0043

Principal or Supervisor: Mary Derwin

Agreement Effective Dates: From 8/16/21 To 6/30/22

Hourly rate or per session rate or per day rate. \$125/hour
Total amount: \$9937.50

Description of Service: Please provide a one or two sentence description of the service.

Ms. Swain will be partnering with Head Start to provide professional development, coaching, resources/ feedback on classroom implementation of evidence-based practices and the development of a classroom infrastructure to support these practices based on the Pyramid Model of Social Emotional Competence in Infants and Young Children. Services will be coordinated with the Head Start Region One Teaching and Technical Assistance Team to provide a program of cohesive support and ensure the needs and interests of staff are met.

Submitted by: Mary Derwin

Phone: 203-980-5065

Romy Mad

6/10/2021



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Mary Derwin
Date: June 7, 2021
Re: Social Emotional Coaching

Executive Summary/ Statement: Ms. Swain will partner with Head Start educators using a job embedded train the trainer model. Ms. Swain will be providing professional development and will perform classroom observations using the Teaching Pyramid Teaching Tool (TPOT). She will be then model, coach, and provide Head Start educators with feedback on classroom implementation of evidence-based practices and the development of a supportive classroom infrastructure to support these practices based on the Pyramid Model of Social Emotional Competence. She will mentor Coaches, Project Site Directors, and teachers to build the program's internal capacity. Classroom educators will then be supported through the collaborative development of an action plan and personalized goal setting to support their individual plan of improvement within the coaching cycle.

Amount of Agreement and the Daily, Hourly or per Session Cost: \$125/hour

Funding Source & Account #: Head Start PA20-2532-5278-55576 Locaton:0043

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?

The use of the Pyramid Model ensures that programs are attending to the use of evidence-based practices and the infrastructure to support the practices in the development of social emotional competencies in young children. The services provided by Ms. Swain will directly support the district goals below:

Strong Foundation in Early Learning: If we assure that all students receive high quality early childhood experiences, focusing on appropriate Child Developmental Strategies, then all students will have the necessary skills to meet their personal growth targets.

Development of the Whole Child: If we create positive school communities that focus on the needs of all stakeholders, then we will assure that the learning needs, social-emotional wellness, and physical wellness of the whole child are met.

2. What specific need will this contractor address?

Ms. Swain will support the program to address the personalized needs and interests of the teachers regarding SEL and classroom infrastructure as they return to full time in-person

teaching in the 2021-2022 SY. We anticipate the numbers of students that will need SEL support will increase as educators work to overcome the trauma, they have experienced during the school closure. Proportionately the needs of the staff will also increase. Her coaching will be personalized to attend to the needs of the program educators as well as those of the children in the classroom. She will provide professional development and mentoring to site-directors, coaches, teachers, and staff as they support the development of nurturing and responsive relationships, high quality classroom environments, targeted social emotional supports, explicit social emotional teaching, and individualized interventions for students. She will address creating a supportive classroom environment inclusive of routines, explicit teaching of social emotional skills, and responding to challenging behaviors. Ms. Swain will collaborate with the Head Start Teaching and Technical Support Team and the staff at Clifford Beers to provide cohesive mental health and SEL services to the Head Start Program.

The contract fulfills the requirement of the Head Start Performance Standards 1302.92, 1302.101, 1302.102, 1302.31 and 1302.32 regarding and related to professional development, curricula, the teaching and learning environment, management and achieving programming.

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:

The contractor was selected based upon the work initiated last school year and her well-established relationships with the program's education staff. She has provided training for the State of CT OEC, NHPS Head Start Program, and the Early Learning Department. All presentations and coaching opportunities have been evaluated favorably. Competitive bids were sought prior to last year's contract.

4. If this is a continuation service, when was the last time the alternatives were sought?
This is a new contract that will allow for a seamless continuation of the work that was begun in the 2021-2021 SY. Virtual services and support were provided during the pandemic as in-person observation and site-based coaching were prohibited. Ms. Swain's services are part of a comprehensive plan for social emotional learning and mental health support for students, staff, and families.

5. What specific skill set does this contractor bring to the project?
Ms. Swain is an early childhood educational specialist with diverse experience teaching college courses and teacher workshops, as well as extensive in-class training and coaching. Specific strengths include teaching social and emotional learning, math, science, and health topics with a hands-on approach. Consulting work includes Pyramid Model coaching and implementation (CSEFEL), literacy, math, and science, as well as training for CT ELDS.

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): Resume is attached.

Ms. Swain will collaborate with the Head Start Region One Teaching and Technical Support Team and the staff at Clifford Beers to provide cohesive mental health and SEL services to the Head Start Program.

7. Is this a new or continuation service? Continuation

8. If this is a continuation service has cost increased? No

a) If yes, by how much? N/A

b) What would an alternative contractor cost? Contractors charge as much as \$250/hour

c) Is this a service existing staff could provide? Why or why not? No

There is no one on staff with the expertise to provide these services currently. The plan is to work with the coaches and staff in an effort to build internal capacity. Plans also include additional coaches/teachers becoming TPOT certified by the state to expand and improve observational skills.

9. Evidence of Effectiveness: How will the contractor's performance be monitored and evaluated? The contractor's performance will be judged by their performance, reports, data analysis and substantive feedback to individuals and groups. Educators will be surveyed as to the effectiveness of the trainings, feedback, and individual sessions.

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)

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

a) If not, why not? Not at this time.

b) How will the output of this Agreement contribute to building internal capabilities?

Ms. Swain will be mentoring Coaches, Project Site Directors and classroom educators using a job embedded train the trainer model. Ms. Swain will provide professional development on selected topics and site-based mentoring to PSDs, coaches, and classroom staff. Head Start Coaches will then use the regular coaching cycles to support classroom educators in their new learning and implementation of SEL practices. This will help to facilitate a cohesive delivery of services and provide a vehicle for accountability program wide.

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

This agreement is fiscally sound. The services have been budgeted in the Head Start Basic Grant and are aligned to the Head Start Performance Standards. The contractor was selected using the competitive bidding process prior to the pandemic and her rates remain the same. Ms. Swain is the best fiscal choice based on her availability, comprehensive services, scope, and previous work.

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

Implementation of best practices for SEL may not exist program wide. Head Start educators' skill development and the program's internal capacity related to SEL will not increase.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

Lisa Swain, ED. S.

FOR DEPARTMENT/PROGRAM:
New Haven Public Schools Head Start

This Agreement entered into on the 28th day of June 2021, effective (start date no sooner than the day after Board of Education Approval), on the 16th day of August 2021, by and between the New Haven Board of Education (herein referred to as the “Board” and, Lisa U. Swain located at, 71 Little Harbor Road, Guilford, CT 06437(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 or session, for a total of 79.5, hours or sessions.

The maximum amount the contractor shall be paid under this agreement: nine thousand nine hundred thirty-seven dollars and fifty cents (\$ 9937.50). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by the **Head Start Program** of the New Haven Board of Education, (PA 20) **Account Number:** 2532-5278-55576 Locaton:0043
This agreement shall remain in effect from 8/16/2021 to 6/30/22.

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).*

Partnership with Head Start Coaches, Project Site Directors, and teaching staff to address specific classroom needs and provide support for resources and coaching. This will include reflective feedback from each teacher. Teachers will receive guidance/professional development on instructional practices focused on the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children, with a focus on the following TOPICS:

- Building Relationships Schedules and Routines
- Supportive Conversations
- Expectations and Rules

6/10/2021

- Positive Descriptive Feedback
- Emotional Literacy
- Cultural Responsiveness Family Engagement

Ms. Swain will mentor Coaches, Project Site Directors, and teachers to build the program's internal capacity using a train the trainer model. Classroom educators will then be supported through the collaborative development of an action plan and personalized goal setting to support their individual plan of improvement through on-going coaching cycles.

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.

Lisa U. Swain

Contractor Signature

President

New Haven Board of Education

June 8, 2021

Date

Date

Lisa U. Swain ED.S.

Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

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

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

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

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

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

Pyramid Model Resources provided to New Haven Head Start during 2020-2021:

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a positive behavioral intervention and support framework. Early childhood practitioners, caregivers, and families can use the model to promote young children's social and emotional development and prevent and address challenging behavior.

National Center for Pyramid Model

Innovations*(NCPMI): <https://challengingbehavior.cbcs.usf.edu/>

The Pyramid Model Consortium: www.pyramidmodel.org

The Connecticut Office of Early Childhood (OEC)CT Pyramid

Partnership: <https://www.ctoec.org/pyramid-model/implementing-the-pyramid-model/>

The Back Pack series is designed to help teachers and families work together on a strategy or skill. A few examples of the family handouts include:

- How to Give Clear Directions
- How to Help Your Child Stop Hitting and Pushing
- How to Help Your Child Stop Whining
- How to Help Your Child Avoid Meltdowns

The complete series is available on the [NCPMI website](#). Many of these are available in multiple languages including Spanish, Portuguese and Mandarin and Arabic.

Examples of alignment videos I put together this year.

CT ELDS and the Pyramid Model

https://youtu.be/GvUc_rQBSyA

The CT Core Knowledge & Competencies and the Pyramid Model

<https://www.youtube.com/watch?v=IsdNIS5eLnE&t=79s>

The Pyramid Model's alignment with the Head Start Early Learning Outcomes Framework

<https://www.youtube.com/watch?v=BMIZCgCIT1U&t=272s>

You can see all of the training and resource videos

at <https://www.youtube.com/channel/UCaWH66x3Txdo4qgmmBoryA>

Special covid section developed last year from NCPMI(National Center for Pyramid Model Innovations)

<https://challengingbehavior.cbcs.usf.edu/emergency/index.html>

Checklist for rebuilding the pyramid during

Covid: <https://challengingbehavior.cbcs.usf.edu/docs/Rebuilding-the-Pyramid.pdf>

My Teachers Want to Know:

<https://challengingbehavior.cbcs.usf.edu/docs/My-teacher-wants-to-know.pdf>

Complete Pyramid Module Training

Here is all of the information which was shared with your teachers who wanted to complete the free, self-paced Pyramid module training I put together last year. It is all on youtube, so can be translated with any language subtitles.

Instructions/Resource List for Module Training

Before you begin the modules, please first take the Pre-assessment. Make sure you've filled out and submitted your pre-assessment. The data we are collecting is for the purpose of improving our trainings.

You can copy and paste this link into your browser:

https://uconn.co1.qualtrics.com/jfe/form/SV_8AHMwXFfWTKcsZ

Welcome to the CT Pyramid Model Module Trainings!

This training is a 4 part series:

Module 1a Tier 1, Nurturing and Responsive Relationships

Module 1b Tier 1, High Quality Supportive Environments

Module 2, Tier 2, Targeted Social Emotional Strategies

Module 3, Tier 3 Intensive Interventions

<https://www.youtube.com/playlist?list=PL8mNyihUW1raQWMzFnxnINkCKWatnh-7F>

*As part of this 18 hour training, we ask that you take some time to explore the resources and also to reflect on your teaching practices with the following activities and action planning:

All resources can be found @ Challengingbehavior.org

You can use the [GREEN](#) resource library tab at the top right of the page to help you find resources. There are filters and a search tab part way down the page to help you find all of the great Pyramid Model resources available for teachers and families, all at no cost.

Module 1: Tier 1a–Nurturing and Responsive Relationships

Find the checklist for Tier 1a - Responsive Caregiving, Practice Implementation

https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_relationship.pdf

Reflection: Essential Positive Messages

Write at least 2 positive messages you want to convey to children. Write these messages as if you are speaking specifically to a child in your classroom. What behaviors communicate that message?

Reflection: Relationships

Instructions: Take time to think about each of the following 3 questions and write out some answers to each:

1. Think about a satisfying relationship in your life. Name at least 2 things that make it satisfying:
2. Think about the messages you received about relationships from your family and culture. Try to put those messages into words:
3. Think about yourself as a child. Do you behave in your relationships with children the same way important adults behaved with you (e.g. playful, cautious, honest, patient, etc.)? Try to put into words what you know to be true of your behavior with the children in your life today.

Reflection: Deposits

Write down one thing you have done **or** would like to do to build relationships with families.

What is one thing you have done to make a deposit with a team member **or** a team member has done for you?

More information on Understanding Temperament:

https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_23.pdf

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AND

Tier 1b -High Quality Supportive Environments

Find the checklist for tier 1b Supportive Environments Practice Implementation

https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_environment.pdf

Go through the checklist to help you fill out a goal planning form. You might also refer back to the checklist for tier 1a as well. This goal planning form is a helpful pyramid model tool used with teachers and coaches. You don't need to submit this form, but please take some time to reflect on what you've learned from module 1 and how you will apply this knowledge. You can use this form throughout the module training:

https://challengingbehavior.cbcs.usf.edu/docs/goal_planning.docx

Module 2 Tier 2 Targeted Social Emotional Strategies

Implementation Checklist:

https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_social.pdf

Article: "You Got It!" Teaching Social and Emotional Skills:

https://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf

Activity:

For this activity, we ask you to navigate the NCPMI website so you are more familiar with the incredible resources for teachers and families. All resources found at: [Challengingbehavior.org](https://challengingbehavior.org)

<https://challengingbehavior.cbcs.usf.edu/index.html>

1. Find **Our Preschool Rules**: What is one rule and one behavioral expectation you see here?
2. Find **Tucker the Turtle** in English and Spanish: What does Tucker do when he gets mad?
3. Find the **Backpack Connection Series**: List 3 topics in this series for families.
4. Find and read the handout, **Teaching Emotions: Activity Ideas to Share with Families**. What is one thing families can try in this area?
5. Find and read the article, **You've Got to Have Friends**. Plan a simple lesson on friendship.

Module 3 Tier 3 Intensive Interventions

Hot Button Activity:

<https://challengingbehavior.cbcs.usf.edu/docs/Hot-Buttons.pdf>

Checklist for Implementation checklist for Intensive Interventions:

https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_interventions.pdf

Talking with Families about Problem Behavior Do's and Don'ts

https://challengingbehavior.cbcs.usf.edu/docs/Collaborating_families_building_capacity.pdf

Observation Card

<https://challengingbehavior.cbcs.usf.edu/docs/Observation-Card.pdf>

Using the Behavior Incident Report system (BIRS) to Support Practitioners Around Children Who Engage in Challenging Behavior

https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/12-11/2019-12-11_BIR.html

PTR-YC

https://challengingbehavior.cbcs.usf.edu/docs/PTRYC_what-to-expect.pdf

Scripted Story Tip Sheet

https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_tips-sheet.pdf

Writing Social Stories with Carol Gray <https://carolgraysocialstories.com/>

Resources for all 3 modules:

A self-reflection tool for teachers

Inventory of Practices for Promoting Children's Social Emotional Competence:
https://challengingbehavior.cbcs.usf.edu/docs/inventory_of_practices.pdf

Talking to Very Young Children about Race:

<https://challengingbehavior.cbcs.usf.edu/docs/Talking-to-children-race.pdf>

When you have completed all 4 power point presentations, please complete the

Post assessment:

https://uconn.co1.qualtrics.com/jfe/form/SV_3eKyRuQYvfp07Xv

When you complete the post assessment, please take a few moments to fill out this evaluation to receive your 18 hours of OEC credit. Please have your CT Registry number handy before you start.

https://docs.google.com/forms/d/e/1FAIpQLSdrHZr0z7UKspg07V_31TjQbkm8E-YK6kqg-JOJgwNcplulHg/formResponse

*The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion